



University of Pittsburgh

# Technologies to influence nursing practice in rural areas promoting alcohol screening

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# Acknowledgment

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# Declaration of interest

The authors report no declarations of interest.



# The Team



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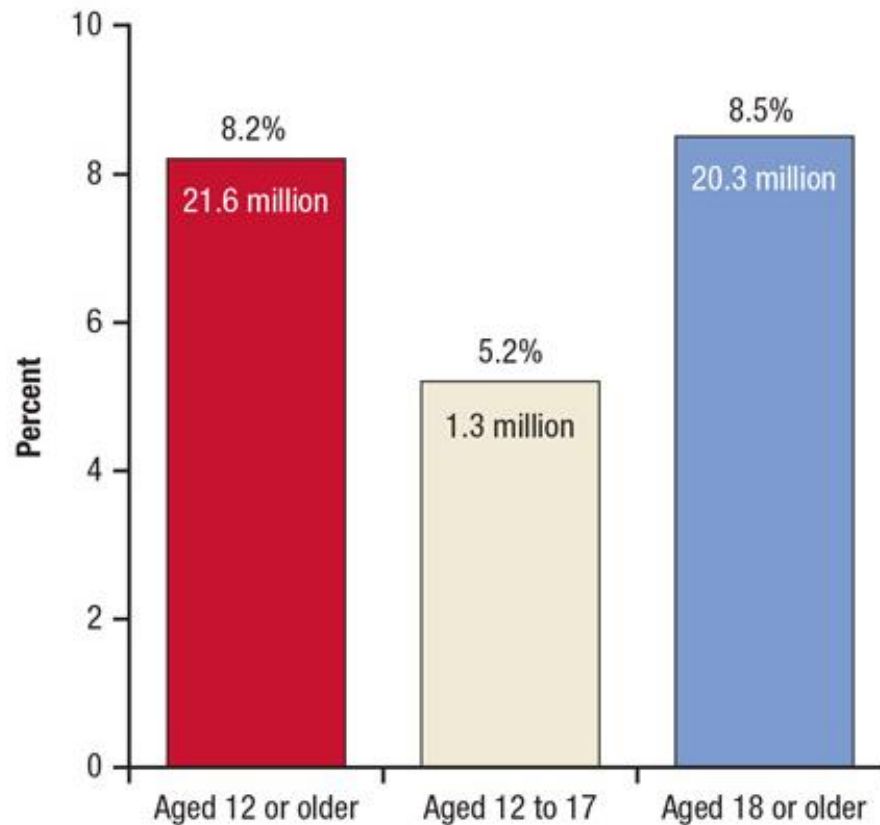
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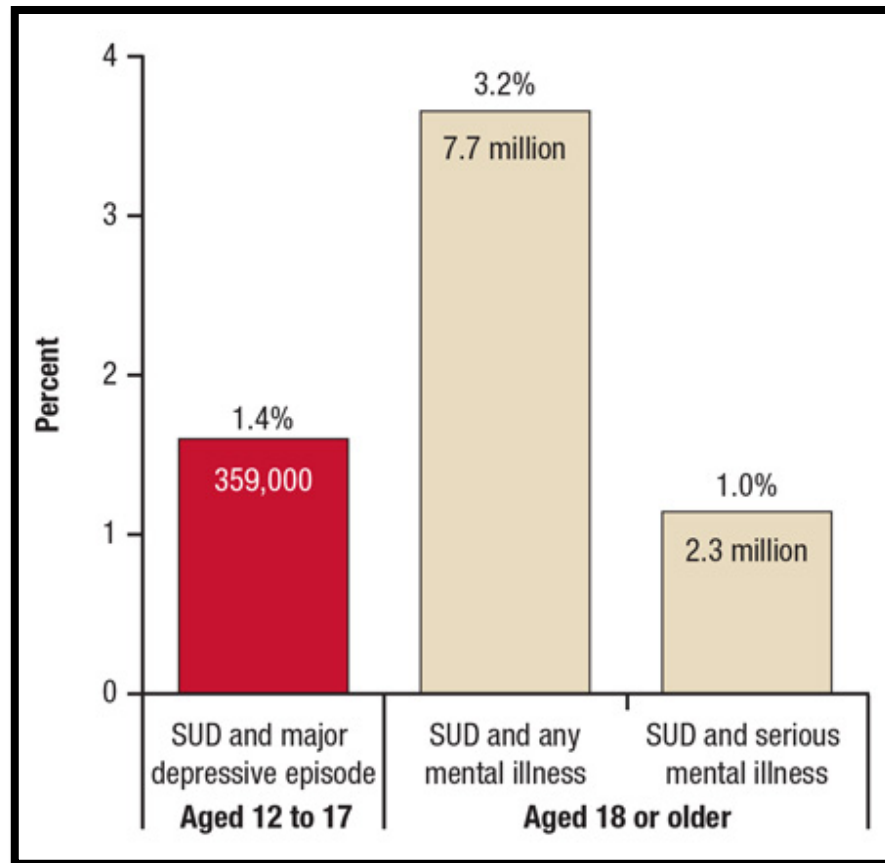
## Fact #1. Substance use disorder in the past year



Substance Abuse and Mental Health Services Administration, Center for Behavioral Health Statistics and Quality. (September 4, 2014). *The NSDUH Report: Substance Use and Mental Health Estimates from the 2013 National Survey on Drug Use and Health: Overview of Findings*. Rockville, MD.



## Fact #2. Substance use disorder and mental issue



Substance Abuse and Mental Health Services Administration, Center for Behavioral Health Statistics and Quality. (September 4, 2014). *The NSDUH Report: Substance Use and Mental Health Estimates from the 2013 National Survey on Drug Use and Health: Overview of Findings*. Rockville, MD.





## Fact #3. Cost of substance abuse

	<b>Health care</b>	<b>Overall</b>
Tobacco	\$130 billion	\$295 billion
Alcohol	\$25 billion	\$224 billion
Illicit drugs	\$11 billion	\$193 billion

<http://www.drugabuse.gov/related-topics/trends-statistics>





## **Fact #4. Medical consequence of substance use**

- HIV/AIDS, Hepatitis, and other infectious disease
- Cardiovascular disease
- Stroke
- Cancer
- Hepatitis
- Lung disease



## Fact #5. Challenges in rural areas

- Vulnerable population
  - Older and poorer
  - Chronic disease (e.g., obesity, diabetes, hypertension)
- Substance use and comorbid medical conditions
- Limited access to treatment and resources



# Interprofessional Collaborative Practice

Based on the Institute of Medicine (IOM)  
recommendations

- The goal of this interprofessional learning is to prepare all health professions to - deliberately work together with the common goal of building a safer and better patient-centered and community/population oriented U.S. health care system.

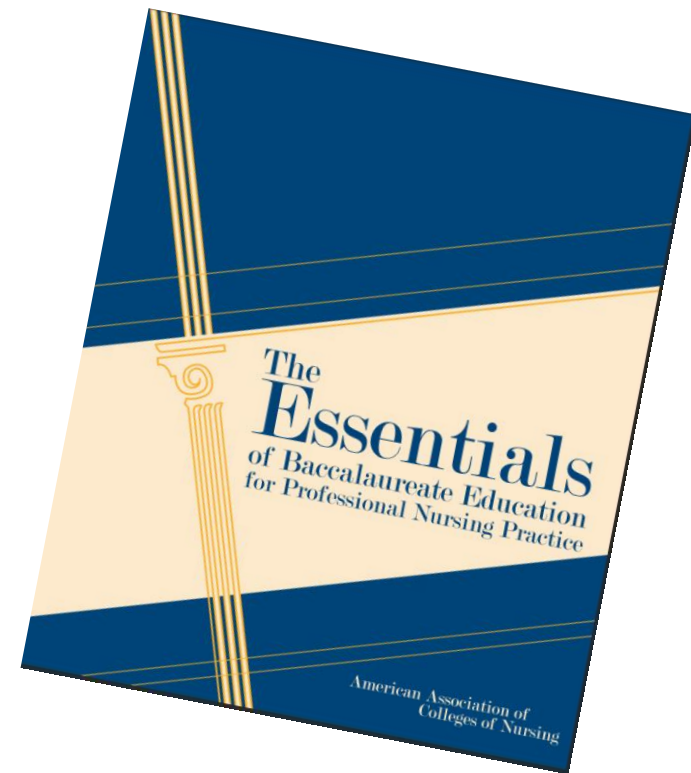
**Source: Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative.**



# AACN Essentials for Baccalaureate Nursing Education

American Association of Colleges of Nursing (AACN)

- Essential VI:  
Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Essential VIII:  
Professionalism and Professional Values





# Purpose of this presentation

- To present an interprofessional practice model to educate rural healthcare teams and apply interprofessional practice to substance use/misuse screening through the use of online technology

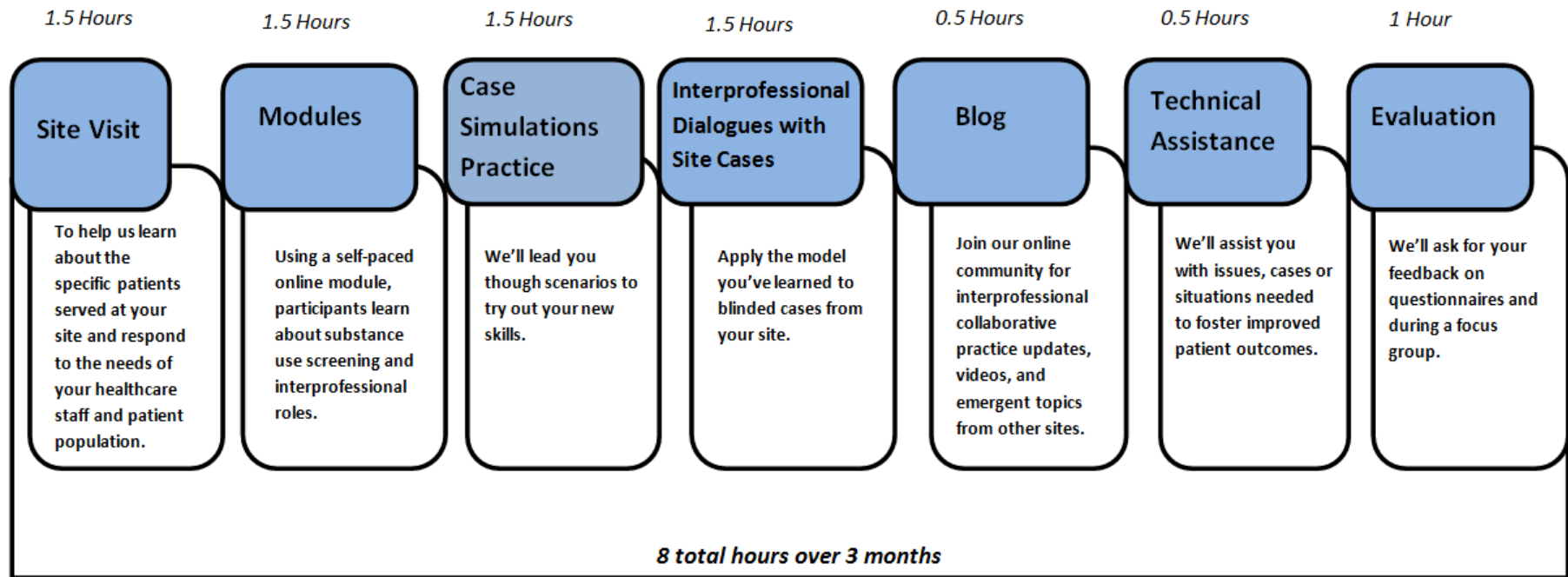


## Overview of project

- A pre-post test design with a convenience sample obtained primarily from rural mental health facilities located in Pennsylvania, Western Virginia, and Ohio.
- Implemented between 2012 and 2015



## Cont'd





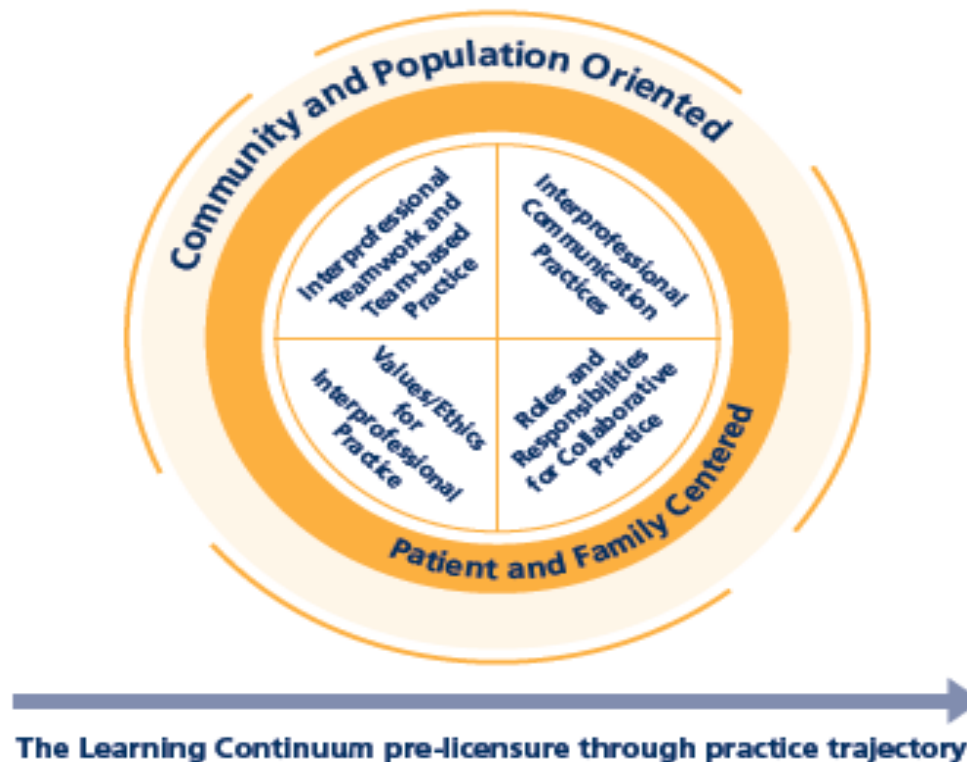


## Screening, Brief Intervention, and Referral to Treatment (SBIRT)

- Public health model provides universal screening
- **Detecting risky or hazardous substance use before the onset of abuse or dependence**
- Short, valid and reliable evidence-based used within the time constraints of a health visit
- Brief set of questions to assess patient's alcohol and other drug use risk level

# Interprofessional Collaborative Practice Model

**FIGURE 6: Interprofessional Collaborative Practice Domains**



Source: Interprofessional Education Collaborative Expert Panel. (2011). Core competencies for Interprofessional collaborative practice: Report of an expert pane. Washington, D.C.: Interprofessional Education Collaborative.

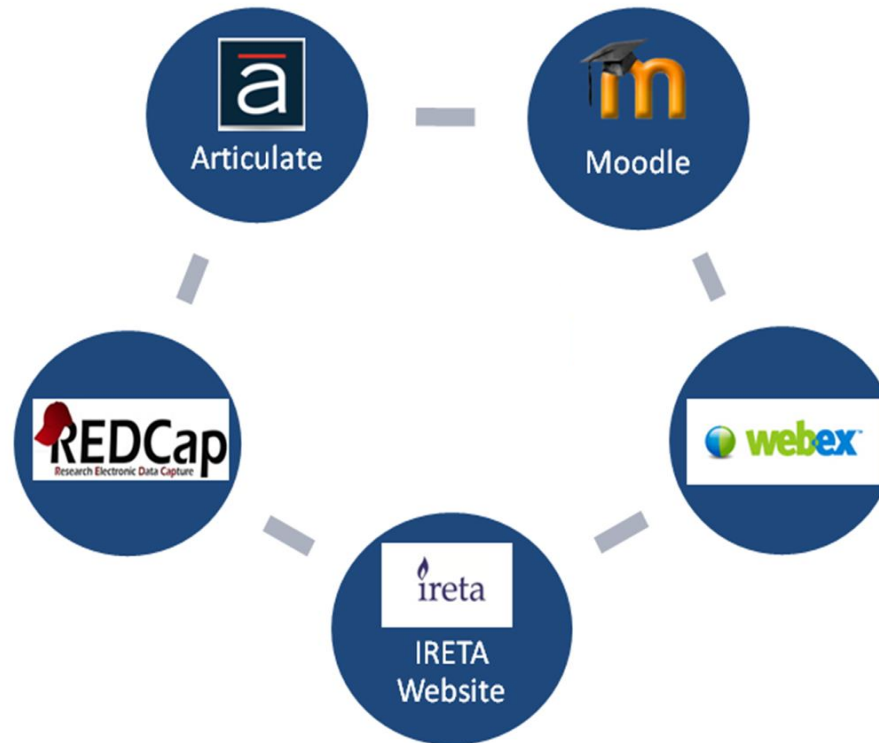


# Online Module Presentations

1. Intro to Project Partners
2. Continuum of Use
3. SBIRT
4. Motivational Interviewing Strategies
5. Practicing IPCP
6. Case Studies

# Technology

## IPCP Uses Multiple Technologies



# Case simulation practice

[Home](#) | [Modules](#) | [Case Simulations Practice](#) | [Interprofessional Dialogues](#) | [Blog](#) | [FAQ](#)

## Mr. Linn (Case 3)

Video

No conflict of interest exists for the planners, presenters, content specialists and continuing education staff of this activity.


Please click the button below the video presentation after viewing.

Mr Linn case study pptx (00:01 / 00:05)

articulate


Outline | Thumbnails | Notes | Search

- 1. Interprofessional Collaborative Practice Target
- 2. Case 1 - Mr. Lin
- 3. Reflection Questions
- 4. Mr. Lin
- 5. Mr. Lin
- 6. IPCP Team
- 7. Slide 7
- 8. Mr. Linn's Follow-up Care
- 9. Slide 9
- 10. IPCP case study reflections
- 11. Mr. Lin's Quiz
- 12. Please move to the next case

 University of Pittsburgh

IPCP Project

### Mr. Lin



- Mr. Lin a 55 year old male Chinese business man who was recently discharged from the hospital.
- Mr. Lin had been crossing the street after a business meeting and was struck by a car. Witnesses stated that Mr. Lin appeared impaired and walked into street without looking for oncoming traffic.
- During his hospitalization, Mr. Lin was found to have sustained 3 broken ribs and had untreated diabetes mellitus.

articulate

00:01 / 00:05

PLAYING



Institute for Research, Education  
& Training in Addictions

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## InterProfessional Collaborative Practice

### Delivering effective, team-based substance use healthcare

The University of Pittsburgh School of Nursing, Graduate School of Public Health, and the Institute for Research, Education and Training in Addictions (IRETA) invite you to join a national project, funded by the Health Resources and Services Administration, to better address risky substance use through a collaborative intervention. No one can solve the problem alone... it takes a village.

You already serve individuals who use, abuse, or are dependent on alcohol, tobacco and other drugs. Through this project, you will expand your provision of care through an evidence-based approach to screening, intervening, and treating individuals with substance use disorders... even before patients undertake risky behavior.

This SBIRT (Screening, Brief Intervention and Referral to Treatment) project involves an interprofessional team of nurses, public health workers, and behavioral health counselors. The project aims to help you create a sustainable and replicable "Interprofessional Collaborative Practice" (IPCP) that can be implemented at the front lines of health care—particularly in those regions which lack access to appropriate services. The project seeks healthcare professionals from nursing, public health and behavioral health care to participate in this 100% online, self-paced study providing 5.5 – 8 continuing education units (depending on your profession). Through a series of online questionnaires and modules, our interprofessional team will help you identify appropriate screening tools and increase the effectiveness of your team in addressing risky substance use behavior.

[Online Education](#)  
[Create content](#)  
[Administer](#)  
[Log out](#)

#### *I am a health care organization....what do we do?*

Contact Project Director, Kathy Puskar, DrPH, RN, FAAN at [krp12@pitt.edu](mailto:krp12@pitt.edu) or 412-624-8833. We will ask you to designate a "site champion" who will work with our project coordinator and interface with your staff who agree to participate.

Site Champions should expect to spend about 2 hours over the next 4 months on this project.

#### *How do we benefit?*

- Staff earn free Continuing Education Units, at no cost to your organization.
- Free laptop for Site Champion.
- Technical assistance for your administrators.
- Access to the speaker's bureau of the project.
- Improved health care practice and patient outcomes.

#### *I am a health care professional....what will I do?*

- Complete 3 online questionnaires
- Complete an online module connecting the topic of substance use and team health care.
- Complete an online case simulation practice session.
- Participate in a live, online discussion about anonymous patient cases.

We estimate that participants will spend approximately 5 hours over the next 3 months on this project.

#### *How do I benefit?*

- 5.5 to 8 free Continuing Education Units (depending on profession).
- Three \$10 Amazon gift cards.
- Learning opportunity that suits your schedule.
- Improved health care practice.

Health care practice calls for interprofessional collaboration to address health promotion and primary prevention needs related to behavioral change, as well as to create effective care environments for patients. The U.S. Health Services and Resources Administration (HRSA) created a program to involve professionals from various health fields to address Institute of Medicine (IOM) health priorities including alcohol, tobacco and other drug use. This project is a part of a national program to not only benefit patient care, but also to help train a workforce prepared to work within a multi-professional team.



# IPCP dialogue

File Edit Share View Audio Participant Session Breakout Help

Quick Start Session Info IPCP Dialogue d... Webex-training...

09: Interprofessional

University of Pittsburgh IPCP Project

## Interprofessional Collaborative Practice Model

FIGURE 6: Interprofessional Collaborative Practice Domain

Community and Population Oriented Practice

Interpersonal Teamwork and Practice

Interprofessional Communication

Roles and Responsibilities for Collaborative Practice

Interprofessional Practice

The Learning Continuum pre-licensure through practice trajectory

Participants

kathy puskar

PA/MA AETC @ Pitt (Host, me)

ann

Dr. Linda Rose ...

kathy puskar

Kimberly

Kris Pond

Marina Donovan

Make Presenter Audio

Chat Polling

Full Screen 96% View

Cisco Webex Session No. 737 797 517

Connected



[Home](#)[Modules](#)[Case Simulations  
Practice](#)[Interprofessional  
Dialogues](#)[Blog](#)[FAQ](#)[Your progress ?](#)

### Home

This online course is approved for 5.5 ANCC Nursing CEUs, 8 SW CEUs, 8 PA CADC CEUs

[Click here](#) for course instructions

On this website, you will participate in the online **modules**, practice-based **case simulations**, and **interprofessional (IP) dialogues** with cases from your own organization.

**Site visits**, **blog**, **technical assistance** and **evaluation** are ongoing activities.

**GIFT CARDS:** Receive a \$10 Amazon.com gift card as a thank you for completing the pre-course survey, a second \$10 Amazon.com gift card for completing the online modules, the case studies, and their surveys. You'll receive a third \$10 Amazon.com gift card after completing the dialogue and survey.

**CONTINUING EDUCATION CERTIFICATION:** Upon completion of the full course, you will receive your continuing education certificate by email for Nursing or CADC credits, and via postal mail for Social Work credits.

As a result of your interaction with these practice-based learning activities, you and your colleagues will help to improve patient outcomes.

[Click here](#) for project overview.

Our ability to award contact hours for these activities expires April 22, 2015.

**QUESTIONS?** Visit our [FAQ](#) or E-mail [ipcp@ireta.org](mailto:ipcp@ireta.org) - we will respond within 24 hours



The screenshot shows a Google Hangouts window in Google Chrome. The address bar displays the URL: [https://plus.google.com/hangouts/\\_/gs4vrouys6aa24v4la2hwu3daa?pqsl=1&authuser=0&hl=en](https://plus.google.com/hangouts/_/gs4vrouys6aa24v4la2hwu3daa?pqsl=1&authuser=0&hl=en). A green banner at the top indicates "You are screensharing and presenting to everyone" with a "Stop" button. Below this is a toolbar with icons for video, participants, chat, microphone, camera, and settings. The main content area displays a presentation slide from the University of Pittsburgh. The slide title is "Interprofessional Collaborative Practice Targeting Substance Use In Rural Populations Dialogue Webinar Sessions". The slide also lists the School of Nursing, Graduate School of Public Health, and the Institute for Research, Education and Training in Addictions (IRETA). Contact information for audio dial is provided: 1-877-262-2695, Pincode 354425. The slide features a background image of a tall, modern building. At the bottom of the Hangouts window, there is a participant list showing "Sarah" and "You". A chat input field at the bottom right prompts the user to "Enter chat message or link here".



# Drug and Drug Problems Perceptions Questionnaire (DDPPQ)

- **Motivation:** Example: “I feel that there is little I can do to help drug users.”
- **Work Satisfaction:** Example: “I want to work with drug users.”
- **Task-Specific Self-Esteem:** Example: “In general, I have less respect for drug users than for most other patients/clients I work with.”
- Other subscales:
  - **Role Adequacy**
  - **Role Legitimacy**
  - **Role Support**

Instrument Number:

Shade circles like this: ●  
Not like this: ○

Please use **BLACK** Pen Only!

Study ID:

**EDRN-SBIRT Questionnaire: Drugs (DDPPQ)**

Participant ID:

Date:  /  /   
(month) (day) (year)

☐ (2) Pre-training  
☐ (3) Post-training  
☐ (4) Booster

Please indicate how much you agree or disagree with each of the following statements about working with people who use licit or illicit drugs in a non-therapeutic way. For each statement, fill in ONE circle that corresponds to your response.

	(1)	(2)	(3)	(4)	(5)
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I feel I have a working knowledge of drugs and drug-related problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel I know enough about the causes of drug problems to carry out my role when working with drug users.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I feel I know enough about the physical effects of drug use to carry out my role when working with drug users.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I feel I know enough about the psychological effects of drugs to carry out my role when working with drug users.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I feel I know enough about the factors which put people at risk of developing drug problems to carry out my role when working with drug users.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Watson, H., Maclaren, W., Shaw, F., Nolan, A. (2003). *Measuring staff attitudes to people with drug problems: The development of a tool. Scottish Executive, Drug Misuse Research Programme.*



# Alcohol and Alcohol Problems Perceptions Questionnaire (AAPPQ)

- **Role Adequacy:** Example: “I feel I have a working knowledge of alcohol and alcohol related problems.”
- **Role Legitimacy:** Example: “I feel I have a clear idea of my responsibilities in helping drinkers.”
- **Role Support:** Example: “If I felt the need when working with drinkers I could easily find someone who would help me clarify my professional responsibilities.”
- Other subscales:
  - **Work Satisfaction**
  - **Task-Specific Self-Esteem**
  - **Motivation**

Instrument Number:

Shade circles like this: ●  
Not like this: ⊗

Please use **BLACK** Pen Only!

Study ID:

**EDRN-SBIRT Questionnaire: Alcohol (AAPPQ)**

Participant ID:

Date:   /   /      
(month) (day) (year)

☐ (2) Pre-training  
☐ (3) Post-training  
☐ (4) Booster

Please indicate how much you agree or disagree with each of the following statements about working with problem drinkers. For each statement, fill in **ONE** circle that corresponds to your response.

	(1) Strongly Disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly Agree
1. I feel I have a working knowledge of alcohol and alcohol-related problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel I know enough about the causes of drinking problems to carry out my role when working with drinkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I feel I know enough about alcohol dependence to carry out my role when working with drinkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I feel I know enough about the psychological effects of alcohol to carry out my role when working with drinkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Shaw, S., Cartwright, A., Spratley, T. and Harwin, J. (1978). *Responding to Drinking Problems*. London: Croom Helm.



# IPCP Questionnaire: Interdisciplinary Education Perception Scale (IEPS)

- **Professional Competence and Autonomy:** Example “Individuals in my profession are extremely competent.”
- **Perceived Need for Professional Cooperation:** Example “Individuals in my profession must depend upon the work of people in other professions.”
- **Perception of Actual Cooperation:** Example “Individuals in my profession think highly of other related professions.”
- **Understanding Value of other Professions:** Example “Individuals in my profession make every effort to understand the capabilities and contributions of other professions.”

Instrument Number: 1 1 2 1

Shade circles like this:   
 Not like this:

Please use **BLACK** Pen Only!

Study ID: 1 8 1

**IPCP Questionnaire: Interdisciplinary Education Perception Scale**

Participant ID:      

Date:    /    /     
 (month) (day) (year)

☐ (1) Pre-Training  
☐ (2) Post-Online Modules  
☐ (3) Post-Practice Case Studies  
☐ (4) Post-IP Dialogues  
☐ (5) First Collection  
☐ (6) Second Collection

Using the scale below, please rate your perception of your profession and other disciplines by indicating how much you agree or disagree with each of the following statements. For each statement, fill in **ONE** circle that corresponds to your response.

DESCRIPTOR	Strongly Disagree 1	Moderately Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Moderately Agree 5	Strongly Agree 6
1. Individuals in my profession are well-trained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Individuals in my profession are able to work closely with individuals in other professions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Individuals in my profession demonstrate a great deal of autonomy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Individuals in other professions respect the work done by my profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Individuals in my profession are very positive about their goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Individuals in my profession need to cooperate with other professions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Individuals in my profession are very positive about their contributions and accomplishments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Luecht et al, (1990, Journal of Allied Health, 181-191) with permission.*



# Analysis

- A total of 240 participants enrolled in the study (completed the pre-training survey). Of these, 106 successfully completed the educational intervention program and post-training surveys.
- Statistical analyses were performed using SPSS 21 (Armonk, NY: IBM Corp.).
- Descriptive statistics and Linear mixed modeling was used to analyze data





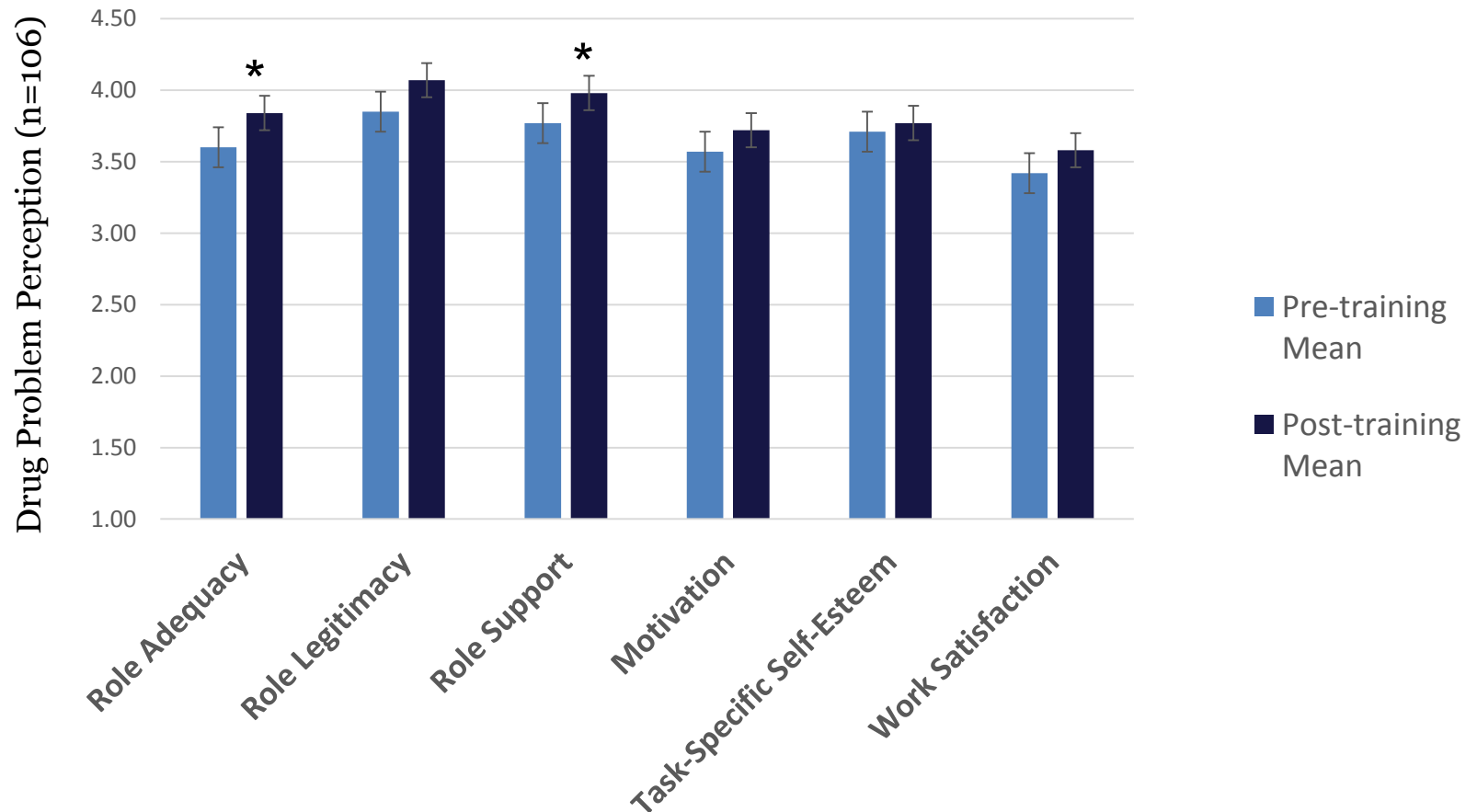
## Demographic information (n=106)

	Mean ( $\pm$ SD) or n (%)
<b>Age (years)</b>	39.9 ( $\pm$ 13.6)
<b>Gender</b>	
Women	90 (85%)
Men	16 (15%)
<b>Race/Ethnicity</b>	
White	99 (93.4%)
Black	5 (4.7%)
Others (e.g., Native Hawaiian/other Pacific Islander)	2 (1.9%)
<b>Health care professionals</b>	
Nurses	37 (34.9%)
Counselors	16 (15.1%)
Social workers	6 (5.7%)
Substance abuse professionals	11 (10.4%)





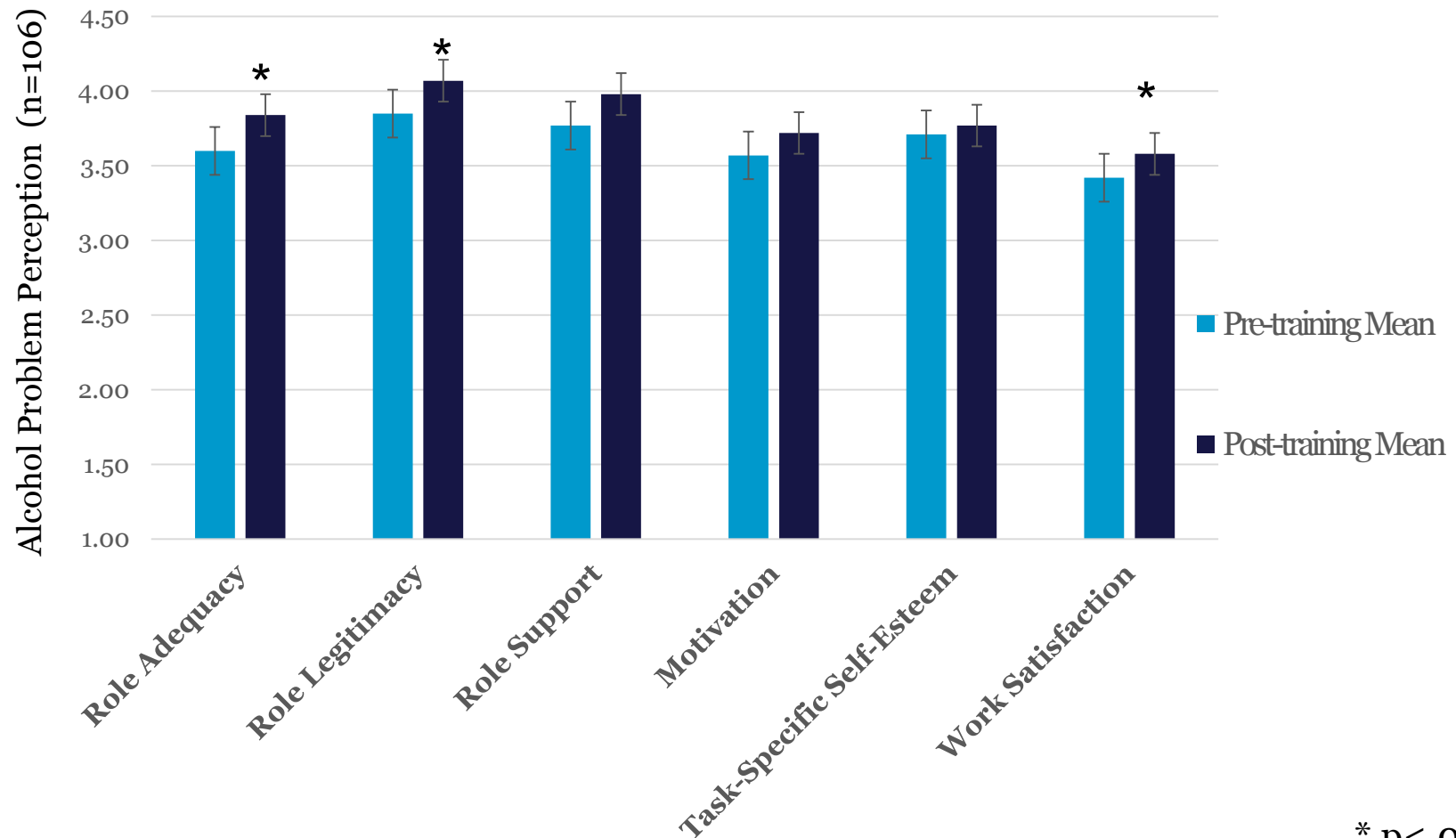
# Drug problem perception



\*  $p < .05$



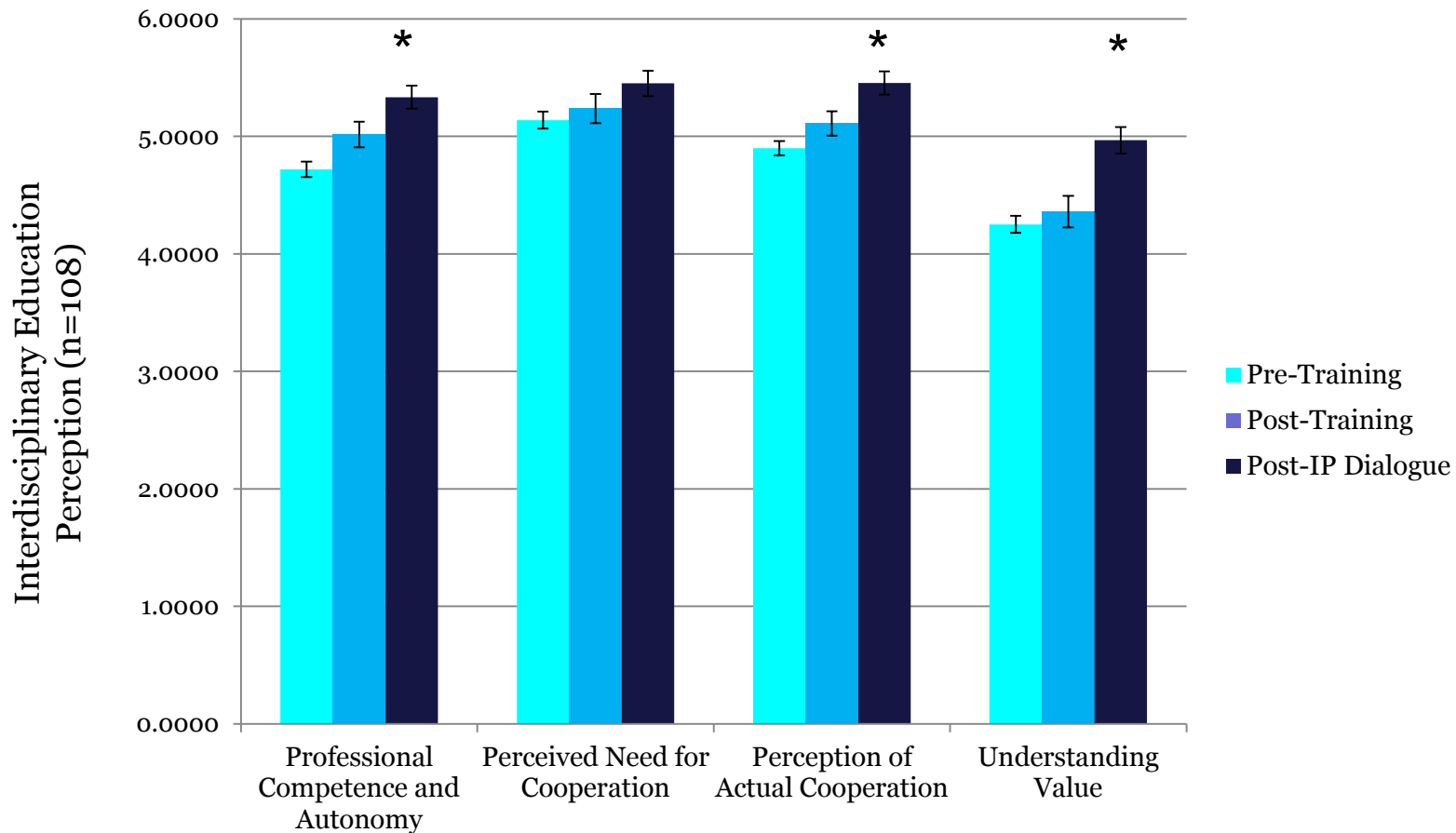
# Alcohol problem perception



\*  $p < .05$



# Interdisciplinary Education Perception





# Challenge related technology

- Some participants found it challenging to use the online platform because of their limited technical skills and ability to use (and access) the equipment needed for this type of program.
- Some participants were not familiar with the webinar platform and had difficulty navigating the project due to their lack of knowledge about web-based platforms.
- Some cases ad to use their home computers because work computers were not available.



# Conclusion

- Online program improved the participants' competence to work with people with substance use disorder.
- Health professionals can collaboratively prevent or lower the risks of alcohol and substance use, which impact on the quality and safety of care for patients.



## Cont'd

- The benefit of using technology to overcome limited access to training and educational resources and accessibility in rural settings needs to be considered.
- Nurse managers' active involvement to facilitate IPCP for nurses and their employers can sustain IPCP in rural clinical settings.



# Sigma Theta Tau International Honor Society of Nursing®

## Evidence-Based Practice Award



- Advances evidence-based practice through work in integrating knowledge and evidence in practice.
- Influences health of individuals and communities by brining together professionals from various disciplines and roles.
- Engages researchers, clinicians, patients and families.

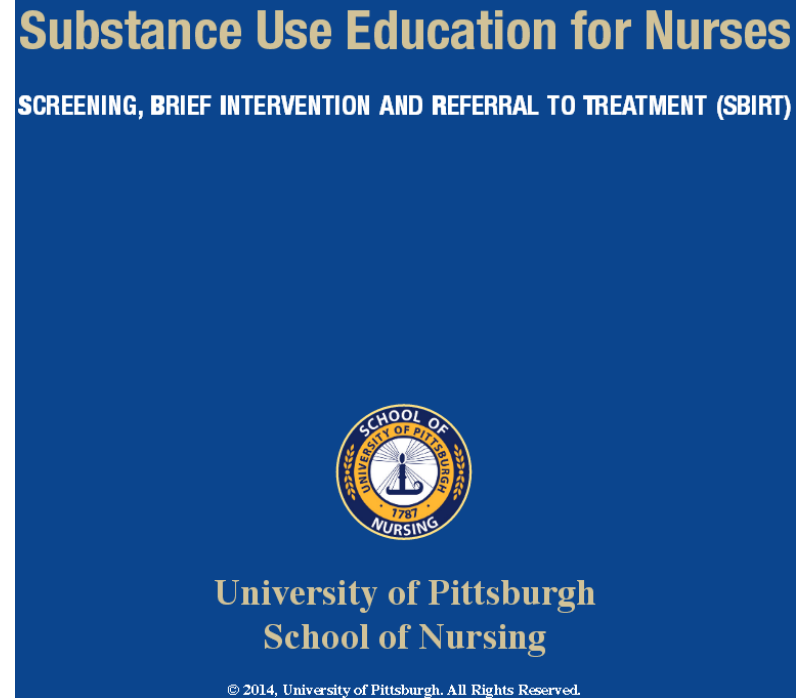
Award for **SBIRT** to Puskar & Mitchell 2013





# Screening Manual for Nurses

- Trainer's Manual
- Ring of Knowledge Cards
- Handouts
  - Small Group Scenarios
  - Role Play Scenario
- Power Points
  - Initial Training
  - Review/Refresher Training





# Screening Manual for Nurses

- Developed by the University of Pittsburgh School of Nursing
- Train Nurses
- **Free** Download:

[http://www.nursing.pitt.edu/academics/ce/SBIRT\\_teaching\\_resources.jsp](http://www.nursing.pitt.edu/academics/ce/SBIRT_teaching_resources.jsp)



# Online Module

To enroll: [nursing.pitt.edu/academics/ce/SBIRT.jsp](http://nursing.pitt.edu/academics/ce/SBIRT.jsp)

- SBIRT Overview and History
- Screening Assessments
- Video Case Studies



University of Pittsburgh

Continuing Nursing Education  
ONLINE





# SBIRT Teaching Resources



## SBIRT\* Teaching Resources

\*Screening, Brief Intervention and Referral to Treatment (SBIRT)

More than half (52%) of Americans aged 12 or older report being current drinkers of alcohol, 27% report current use of a tobacco product, and 9% report illicit drug use (Substance Abuse and Mental Health Services Administration [SAMHSA], 2013). Nurses treating patients in a variety of healthcare settings will encounter individuals who use alcohol, tobacco, and other drugs.

Screening, Brief Intervention, and Referral to Treatment (SBIRT) is a universal screening and prevention approach. An evidence-based practice, SBIRT targets individuals who use alcohol, tobacco, and other drugs but are not yet dependent on those substances. Any level of drinking or drug use may complicate an individual's health condition, work, and family life (Centers for Medicare and Medicaid Services [CMS], 2013). SBIRT is an approach nurses can use to provide effective risk reduction and intervention prior to a patient's need for more extensive treatment.

The *Substance Use Education for Nurses: SBIRT* curriculum has been used to successfully train over 500 undergraduate student nurses at the University of Pittsburgh. We provide the following resources to you free of charge with the hope you will utilize them in training and education of student and professional nurses, along with other healthcare professionals.

1. Trainer's Manual
2. Ring of Knowledge (ROK) Cards
3. Substance Use Education for Nurses PowerPoint
4. Substance Use Education for Nurses Handout
5. Review/Refresher Powerpoint
6. Review/Refresher Handout

### Continuing Education

[Pitt Nursing CE calendar](#)

[Becoming a Preceptor](#)

[Live/Webinar Activities](#)

[Enduring/Online Activities](#)

[SBIRT\\* Teaching Resources](#)

[ONo-PoWER](#)

### CE Contacts

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<http://www.nursing.pitt.edu/continuing-education/sbirt-teaching-resources>