Substance Abuse Screening & Brief Intervention an Evidence-based Practice to Reduce Risk

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The author would like to thank and recognize the Conrad Hilton Foundation for funding to implement Substance Abuse Screening and Brief Intervention (SBIRT) into the nursing and social work curriculum at Ramapo College of New Jersey.
The learner will be able to:

1. Identify the benefits of including SBIRT into well visits for early identification of substance abuse disorders.
2. Discuss the benefits of inclusion of SBIRT into undergraduate and graduate nursing curriculum to prepare the next generation of practitioners.
Substance Use and Abuse

• In the United States, 88,000 deaths are related to alcohol, making it the fourth leading cause of preventable deaths (Stahre, Roeber, Kanny, Brewer & Zang, 2014).

• It is estimated that about 30 percent of US adults experience a mental health or substance abuse disorder in a year, and many struggle with both. A recent survey indicated that only 19.8% were ever treated (Grant et al., 2015).

• Substance abuse frequently begins in adolescence.

• Substance abuse at an early age can lead to long term physical and social problems (Carney, Myers, Louw & Okwundu, 2016).
Spectrum of Psychoactive Substance Use

Casual/Non-problematic Use
- recreational, casual or other use that has negligible health or social effects

Chronic Dependence
- Use that has become habitual and compulsive despite negative health and social effects

Beneficial Use
- use that has positive health, spiritual or social impact:
  - e.g. medical pharmaceuticals; coffee/tea to increase alertness; moderate consumption of red wine; sacramental use of ayahuasca or peyote

Problematic Use
- use that begins to have negative consequences for individual, friends/family, or society
  - e.g. impaired driving; binge consumption; harmful routes of administration
Why focus on Adolescents and Young Adults?

• 24.6 million persons in the US were current illicit drug users in 2013.
• 2.2 million were adolescents (SAMSHA, 2014)
• Prevention and intervention during adolescence may have the greatest impact (Noffsinger & Cooley, 2012)

• In 2013, 60.1 million persons age 12 and older were binge drinkers in the past month.
Heavy Alcohol Use Higher in College Students than Non-College Peers

**BINGE DRINKING**
Five or more drinks in a row

- **Past 2 Weeks**
  - College Student Group: 35.4%
  - Non-College Group: 29.3%

- **Past Month**
  - College Student Group: 42.6%
  - Non-College Group: 34.1%
Call for Action

• Excessive intake of alcohol has been associated with increased risks for alcohol dependence, cirrhosis, upper airway and gastrointestinal tract cancers, dementia, and other highly morbid health conditions.
• Screening for alcohol and substance abuse can help identify and educate persons at risk.
• Accountable care organizations need to screen for this disorders to improve quality and cost of healthcare (D’Aunno, Friedman, Chen & Wilson, 2015)
• The United States Joint Commission on Accreditation recently included SBIRT core measures for alcohol as part of their evaluation measures (Broyles, Kraemer, Kengor, & Gordon, 2013; Makdiss & Stewart, 2013).
Changing Practice

• Nurses, as the largest group of healthcare providers should be taught to screen and intervene for substance abuse (Pushkar, 2013).

• Nurses should provide ongoing screening and assessment of woman for substance abuse during well visits to promote optimum health (Fogger, 2015; Pascale, Beal & Fitzgerald, 2016)
Substance Abuse, Brief Intervention and Referral for Treatment (SBIRT)

- Substance Abuse, Brief Intervention and Referral for Treatment (SBIRT) is an evidence-based practice to reduce risk. SBIRT is built upon change theory and motivational interviewing.
- SBIRT Providers ask permission to review a validated screening tool such as the CRAFFT or AUDIT to assess alcohol /drug use. Provide education on substance use.

| 12 fl oz of regular beer | 8-9 fl oz of malt liquor (shown in a 12-oz glass) | 5 fl oz of table wine | 3-4 oz of fortified wine (such as sherry or port 3.5 oz shown) | 2-3 oz of cordial, liqueur, or aperitif (2.5 oz shown) | 1.5 oz of brandy (a single jigger or shot) | 1.5 fl oz shot of 80-proof spirits ("hard liquor") |

12 fl oz of regular beer - about 5% alcohol
8-9 fl oz of malt liquor - about 7% alcohol
5 fl oz of table wine - about 12% alcohol
3-4 oz of fortified wine - about 17% alcohol
2-3 oz of cordial, liqueur, or aperitif - about 24% alcohol
1.5 oz of brandy - about 40% alcohol
1.5 fl oz shot of 80-proof spirits - about 40% alcohol
CRAFFT is a mnemonic acronym of first letters of key words in the six screening questions. The questions should be asked exactly as written.

- C - Have you ever ridden in a CAR driven by someone (including yourself) who was "high" or had been using alcohol or drugs?
- R - Do you ever use alcohol or drugs to RELAX, feel better about yourself, or fit in?
- A - Do you ever use alcohol/drugs while you are by yourself, ALONE?
- F - Do you ever FORGET things you did while using alcohol or drugs?
- F - Do your family or FRIENDS ever tell you that you should cut down on your drinking or drug use?
- T - Have you gotten into TROUBLE while you were using alcohol or drugs?
Motivational Interviewing

• Motivational interviewing is a person centered counselling style that can be utilized to promote a number of lifestyle changes (Ostlund, Wadensten, Kristofferzon & Haagstrom, 2015).

• Motivational interviewing has been used as an effective strategy in a variety of settings. Motivational interviewing has the client identify the positives and negatives of a behavior and describe benefits of change.

• Motivational interviewing has had a positive impact on medication adherence in bipolar disorder, (McKenzie & Chang, 2015), weight loss and increased physical activity (Hardcastle, Taylor, Bailey, Harley, & Hagger, 2013) and smoking cessation (Lindson-Hawley, Thompson, & Begh, 2015).
Curriculum Change

**Barriers**
- Faculty unwilling to change
- Faculty unfamiliar with SBIRT and motivational interviewing
- Inclusion of more material without elimination of content
- Use of technology for online/hybrid courses
- Time Constraints

**Facilitators**
- One faculty in charge of implementation and set up learning activities and role play. (Champion)
- Recognition that substance abuse is an issue on college campuses
- Clinical partners include alcohol detoxification in orientation
- Publicity on growing heroin/prescription drug problem
- Students that documented SBIRT on resume received positive feedback when interviewing for internships
Implementation Strategy

• Students complete background reading on substance abuse
• Students complete online learning module
• Students engage in interactive simulation with Avatars (Kognito Online)

• Students engage in role play with peer and instructor feedback
• Checkoff sheet to ensure fidelity to model
Sample Case Study

• Adolescent: You are a 16-year-old adolescent who originally presenting with concerns about feelings of anxiety and stress. During the initial visit with the practitioner you screened positive for risky alcohol use and weekly marijuana use. You have been receiving care with a treatment provider for your alcohol and marijuana use as well as your concerns about feelings of nervousness, sadness, and difficulty concentrating in class. If asked about your substance use, you might say something like: “I’ve been going to my appointments. I’ve stopped drinking alcohol. And now I’m only smoking weed after school once in a while. I’ve stopped smoking before school and I don’t smoke anything that would really hurt me. Smoking weed makes me feel less anxious. I’m not driving while high anymore. Last weekend my friend got pulled over and arrested for drugged driving. He lost his license and now his record shows. This has been really hard.”
## Implementation of SBIRT

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Undergrad BSN: Family Centered Nursing</td>
<td>71</td>
<td>70</td>
<td>141</td>
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<tr>
<td>BSN Completion Community Nursing</td>
<td>39</td>
<td>30</td>
<td>69</td>
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<tr>
<td>MSN (FNP and Education Tracks) Advanced Health Assessment</td>
<td>18</td>
<td>15</td>
<td>33</td>
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<tr>
<td>Community Workshop</td>
<td>30</td>
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Brief Intervention

• If screening indicates alcohol use, tobacco use, or use of an illicit drug or prescription drugs for non-medical reasons, brief, solution-focused motivational interventions can be very effective in helping the adolescent or young adult to reduce or stop alcohol or other substance use involvement.

• BIs usually immediately follow screening and a gap of a few days or a week may not dilute the effectiveness of the brief intervention, however, it is desirable to avoid delays.

• The likelihood that adolescents or young adults will not show for their next scheduled appointment is increased if the time interval is too great between a screening and the BI.
<table>
<thead>
<tr>
<th>Study</th>
<th>Results- conclusions</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meta-analysis</td>
<td>• Brief interventions reduced drug and alcohol use as well as problem and criminal behaviors related to substance use in adolescents</td>
<td>Carney &amp; Myers, 2012</td>
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<tr>
<td>Meta-analysis</td>
<td>• Brief interventions to address alcohol misuse was associated with reduced alcohol use and presence of alcohol-related problems</td>
<td>Tanner-Smith &amp; Lipsey, 2015</td>
</tr>
<tr>
<td>Literature review</td>
<td>• SBIRT may be effective with adolescents but further study is needed</td>
<td>Mitchell et al, 2013</td>
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| Primary care computerized screening and brief advice | • lower past-90-day alcohol use and any substance use at 3 and 12 months  
• 44% fewer adolescents who had not yet begun drinking had started drinking during the 12 month study period | Harris et al, 2002      |
| Community health center                   | • decrease in marijuana use  
• lower perceived prevalence of marijuana use and fewer friends using marijuana | D’Amico et al., 2008    |
| Emergency department                      | • decrease in marijuana use and greater abstinence at 12 months                      | Bernstein et al., 2005 |
Resources for SBIRT

  Includes manual on implementing SBIRT and case studies to use with students

Sample You Tube Video on Motivational Interviewing Example: http://www.bing.com/videos/search?q=you+Tube+videos+Motivational+Interviewing+Drinking+and+College+Student&&view=detail&mid=381658871443CCD32961381658871443CCD32961&FORM=VRDGAR

The BNI-ART Institute website (www.bu.edu/bniart)

SAMSHA and HRSA SBIRT Resources;
References


Pascale, Alisa; Beal, Margaret W.; Fitzgerald, Thérèse; (2016), Rethinking the Well Woman Visit: A Scoping Review to Identify Eight Priority Areas for Well Woman Care in the Era of the Affordable Care Act. Women's Health Issues, 26(2): 135-146.

Puskar, K., Mitchell, A. M., Kane, I., Hagle, H., & Talcott, K. S. (2014). Faculty Buy-In to Teach Alcohol and Drug Use Screening. Journal of Continuing Education in Nursing, 45(9), 403-408. doi:10.3928/00220124-20140826-03


Thank You