

Service Design Site Visit Report

Research Foundation of
City University of New York
on behalf of Lehman College

The Bronx, New York



Dates of Site Visit: April 2–3, 2014

Prepared by JBS International, Inc., under Contract No. HHSS283200700003I/HHSS28300002T

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Research Foundation of CUNY, on behalf of Lehman College

Grantee Name	Research Foundation of City University of New York, on Behalf of Lehman College
Grantee Phone Number	718-960-8192
Grantee Address	250 Bedford Park Boulevard West Bronx, NY 10468
Site Visit Dates	April 2–3, 2014
Program Name	Enhancing SBIRT Utilization Among Underserved Populations in the Bronx, New York, and Surrounding Urban Areas: A Lehman College Training Initiative for Social Work Students and Medical Residents
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Grantee Project Sites Visited

Lehman College Department of Social Work	Carman Hall 250 Bedford Park Boulevard West, B-18 Bronx, NY 10468
Argus Community Adolescent Program	760 East 160 Street Bronx, NY 10456
Bronx-Lebanon Hospital	Milstein Building 1650 Selwyn Avenue Bronx, NY 10457

Executive Summary

The Research Foundation of City University of New York (CUNY), on behalf of Lehman College, is 1 of 14 sites recently awarded a screening, brief intervention, and referral to treatment (SBIRT) training grant by the Substance Abuse and Mental Health Services Administration (SAMHSA). The purpose of the grant is to develop and implement a training program in both didactic and practice settings to teach health professionals—including medical residents and students of nursing, social work, and counseling—the skills necessary to provide SBIRT services. The intended outcome of the grant is to increase the adoption and practice of SBIRT throughout the health care delivery system. The program being implemented is called Enhancing SBIRT Utilization Among Underserved Populations in the Bronx, New York, and Surrounding Urban Areas: A Lehman College Training Initiative for Social Work Students and Medical Residents.

On April 2–3, 2014, the SBIRT JBS International team conducted a technical assistance site visit to discuss the grantee’s progress with program implementation—accomplishments, strengths, and challenges—and suggestions and recommendations for improvement and technical assistance. The Lehman College SBIRT program is providing SBIRT training to bachelor of arts (B.A.) and master of social work (M.S.W.) students and pediatric medical residents. The site visit team met with the training project director, project team chairs, trainers, faculty, students, medical residents, and field supervisors. The team also visited a field placement site at a social service agency in the Bronx and the medical residency site at Bronx-Lebanon Hospital.

The grantee has made significant progress in implementing SBIRT training in the Department of Social Work at Lehman College. Three teams were created to implement the SBIRT professional training program: the training supervisory team, community agency team, and evaluation team. The social work faculty have been actively involved in the planning and implementation process, with an important role in developing and reviewing training materials. An SBIRT core curriculum manual and faculty guide have been developed based on SAMHSA’s core curriculum and SBIRT training implementation manual.

The social work faculty have been trained, faculty buy-in is strong, and the faculty embrace their role as champions. The Department of Social Work has met its goals for training B.A. social work and M.S.W. students. Nearly half of the social work field instructors have been trained. The social work students have started using SBIRT in their field placements, and their use of SBIRT in their field placements is being tracked.

At Bronx-Lebanon Hospital, training for medical residents is in the initial stages of implementation. Preceptors have been trained, and residents have received some training.

The council of directors is active and has met to discuss social work trainees’ practice of SBIRT in field placements, tracking and evaluating trainees’ use of SBIRT, and program sustainability.

Grantee Overview and Environmental Context

Lehman College and its SBIRT partner **Bronx-Lebanon Hospital** are located in the Bronx, one of five New York City boroughs. With a population of 1.4 million people, the Bronx is the poorest county in New York State, with an official poverty rate of 28.5 percent. The population of the Bronx in 2010 was 54 percent Hispanic and 30 percent Black, with 56 percent of the population reporting a language other than English spoken at home (U.S. Census Bureau, 2013; New York City Department of Planning, 2013). From 2008 to 2010, the rate of hospitalization for drug problems for all New York State was 27.2 per 10,000. However, for the Bronx, this rate was 68.1 per 10,000, well over twice the State rate and the highest of any county in New York State (New York State Department of Health, 2013).

Lehman College is situated on a 37-acre campus in northwest Bronx. Bronx-Lebanon Hospital is a major medical center serving one of the poorest urban areas in the country.

The Research Foundation of the City University of New York (CUNY), on behalf of Lehman College (hereafter referred to as Lehman College), is 1 of 14 sites recently awarded a screening, brief intervention, and referral to treatment (SBIRT) training grant by the Substance Abuse and Mental Health Services administration (SAMHSA). The purpose of the grant is to develop and implement a training program in both didactic and practice settings to teach health professionals—including medical residents and students of nursing, social work, and counseling—the skills necessary to provide SBIRT services. The intended outcome of the grant is to increase the adoption and practice of SBIRT throughout the health care delivery system. The program being implemented is called Enhancing SBIRT Utilization Among Underserved Populations in the Bronx, New York, and Surrounding Urban Areas: A Lehman College Training Initiative for Social Work Students and Medical Residents.

Lehman College is a federally designated Hispanic-serving institution. More than half of the students are Latino, reflecting the population of the Bronx. Students in both the undergraduate and master of social work (M.S.W.) programs at the college represent a broad range of cultural and linguistic diversity. For example, in fall 2013, 47 percent of the M.S.W. students self-identified as Black, 39 percent as Hispanic, 13 percent as White, and 1 percent as Asian. Seventy-six percent of the students were female and 24 percent male. For the bachelor of arts (B.A.) program during the fall of 2013, 57 percent of the students self-identified as Hispanic, 30 percent as Black, 11 percent as White, and 1 percent as Asian. Seventy-eight percent of the students were female, 22 percent male. The vast majority of the Hispanic students in both the M.S.W. and B.A. programs reported they were bilingual in Spanish and English. Many students speak other languages and can provide needed services in these languages and in English.

The Bronx-Lebanon Hospital medical residents are also ethnically, culturally, and linguistically diverse. The medical residents on staff reflect the Hispanic and African cultures and languages of the surrounding area, and they have a good understanding of how to work with these populations. Lehman College and Bronx-Lebanon Hospital Center can prepare culturally and

linguistically diverse social work students and medical residents to use SBIRT with an underserved and similarly diverse population.

1. Site Visit Overview

On April 2–3, 2014, the SBIRT JBS International team conducted a technical assistance site visit to discuss the grantee’s progress with program implementation—accomplishments, strengths, and challenges—and suggestions and recommendations for improvement and technical assistance. The site visit process included the following:

- ▶ Met with the project director and chairs of the three project teams created to implement the SBIRT professional training program: training supervisory team, community agency team, and evaluation team
- ▶ Met with the dean, faculty, trainers, social work students, medical residents, and field supervisors
- ▶ Visited a social service agency in the Bronx (Argus Community) to interview an M.S.W. student and a field instructor
- ▶ Visited the Ambulatory Care Pediatric Clinic at Bronx-Lebanon Hospital to interview two medical residents and the trainer
- ▶ Reviewed grant implementation activities to date, including training materials
- ▶ Reviewed evaluation instruments and discussed evaluation processes
- ▶ Discussed plans for sustainability

On April 2, the site visit began with a welcome and introductions of the SBIRT project director and three training program team chairs who provided an overview of the project—the project background, project structure and staffing, and community partners. The site visit team toured the campus and met the dean of the School of Natural and Social Sciences; the Department of Social Work resides within this school. The morning included a visit to Argus Community, a field placement site in the Bronx. In the afternoon, the team visited the pediatric clinic at Bronx-Lebanon Hospital. The site visit team returned to Lehman College to discuss the training approach and project implementation with the project director; members of the training supervisory team, community agency team, and evaluation team; and Lehman College and Bronx-Lebanon Hospital trainers.

The morning of April 3 began with a meeting with the project director and the training supervisory team, community agency team, and evaluation team to discuss strengths and challenges of the training approach and program implementation. The site visit team then met with the project evaluation team to discuss data collection, analysis, and use of findings. In the afternoon, the site visit team continued meeting with the project director and team chairs to discuss the grantee’s technical assistance needs. The team also met with a sample of

undergraduate students and M.S.W. students to obtain their feedback on the SBIRT training program and their use of SBIRT in field sites. The site visit concluded with a debriefing of the visit with the Government Project Officer.

2. Program Vision and Design

As of fall 2013, Lehman College's Department of Social Work has been designated by the New York State Office of Alcohol and Substance Abuse Services as an accredited education and training provider for undergraduate social work majors and M.S.W. students wishing to obtain credentialing as a Credentialed Alcohol and Substance Abuse Counselor (CASAC).

As noted, Bronx-Lebanon Hospital is a major medical center serving one of the poorest urban areas in the country. Although many of the adolescents and young adults who receive services in this clinic are using substances and are likely to have substance use problems, there has been no formal training for working with this population. Training medical residents in the pediatric clinic will result in more adolescents and young adults in the Bronx being screened and treated for substance problems. The project has the potential to vastly change the way medical residents work with the clinic's population as medical residents encounter high rates of substance use, misuse, and abuse issues among their patients.

The importance of increasing Bronx social workers' and physicians' ability to use SBIRT is of paramount importance as the rate of hospitalizations in the Bronx for drug problems is the highest of any county in New York State (New York State Department of Health, 2013).

Following are Lehman College's project goals:

- ▶ **Goal 1:** Each year, train at least 50 second-year M.S.W. students and at least 100 senior-year B.A. social work students at Lehman College in SBIRT.
- ▶ **Goal 2:** For each of the 3 years, 80 percent of the 150 social work student trainees will use SBIRT in their field placements at health care and social service agencies in the Bronx and surrounding urban areas.
- ▶ **Goal 3:** 80 percent of graduates of the M.S.W. and B.A. social work program who were trained in SBIRT will use SBIRT in settings where they are employed or interning 1 year after completion of the SBIRT training.
- ▶ **Goal 4:** In the first year of the project, all 42 medical residents at Bronx-Lebanon Ambulatory Care Pediatric Clinic will be effectively trained in SBIRT. In the second and third years of the project, 15 additional medical residents will be trained in SBIRT each year.
- ▶ **Goal 5:** 80 percent of the medical residents at Bronx-Lebanon Ambulatory Care Pediatric Clinic will use SBIRT with their patients 1 year after they were trained.

3. Grantee Leadership

The project director, Evan Senreich, Ph.D., assistant professor of social work, oversees the entire SBIRT training program, including all social work student and medical resident training, project evaluation and data analysis, outreach to service agency field settings, coordination with Bronx-Lebanon Hospital Pediatric Clinic, budget oversight, chairing the council of directors, and acting as liaison to the SAMHSA Government Project Officer.

Under the project director, there are three primary teams (training supervisory team, community agency team, and evaluation team), each headed by a chair. The training supervisory team trains social work faculty members (Lehman College trainers), field instructors, and Bronx-Lebanon preceptors (Bronx-Lebanon trainers) in SBIRT and ensures social work students and medical residents are properly trained in SBIRT.

The community agency team establishes policies to ensure social work students have appropriate opportunities to use SBIRT in their internships at the health care, institutional, and social service agency settings where they are placed for the academic year. The team contacts field practice sites to introduce SBIRT to the field instructors and educational coordinators, discusses with the sites how social work students might use SBIRT in their agencies, and arranges for field instructors interested in the project to be trained. The team also works with the practice sites to resolve any barriers students encounter in their internships.

The evaluation team develops the project evaluation design and protocols and ensures all aspects of the evaluation are managed appropriately.

The council of directors (COD) consists of the SBIRT project director (the COD chairperson), the chair of the Department of Social Work, the director of field education, the curriculum coordinator, and two part-time faculty members who regularly teach the substance abuse electives in the social work department (one is a director at the New York City Department of Health and Mental Hygiene, and the other is a director at Argus Community, a large substance abuse/health care organization in the Bronx). The assistant provost for undergraduate studies at Lehman College is also a COD member, along with two senior staff members from the Bronx-Lebanon Pediatric Clinic.

The COD has met three times since the grant was awarded in September 2013. The focus of the meetings has been on facilitating the social work trainees' ability to perform SBIRT in their field placements, evaluating the trainees' use of SBIRT, tracking the use of SBIRT with patients, and planning for program sustainability. The COD is working to ensure SBIRT training will become a permanent part of the bachelor's-level and master's-level social work curriculums so SBIRT becomes a routine part of training.

4. Implementation Plan

Lehman College has made significant progress in implementing its SBIRT medical professional training program. Training materials have been developed, Lehman College trainers and Bronx-Lebanon trainers have been trained, field service agencies have received an orientation on SBIRT, field instructors have been trained, social work students have received SBIRT training and have completed the evaluation instruments, medical residents are being trained, and GPRA data have been submitted.

The SBIRT training materials include a 102-page SBIRT manual; prescreening and screening tools (AUDIT,¹ DAST,² and CRAFFT³) in English and Spanish; motivational interviewing handouts, including a mock session of motivational interviewing; and an SBIRT quick reference guide containing SBIRT cues, the readiness ruler, information on drinking limits, and effects of high-risk drinking. These materials are accompanied by a faculty guide. The training materials were dispensed to all 218 social work trainees and all 42 medical residents. Flash drives containing the SBIRT manual and PowerPoints of each section were dispensed to all the field instructors in approximately 189 agencies. The manual was also emailed to them.

The Lehman College faculty and Bronx-Lebanon educators received 13 hours of SBIRT training between November 2013 and January 2014. The SBIRT training manual was thoroughly reviewed with the trainers who made suggestions for revisions that were later incorporated. During the site visit, some faculty and students noted that too much information was presented in the time allotted for training.

During the three summers of the project, the training supervisory team will facilitate retreats with the Lehman College trainers, Bronx-Lebanon trainers, and the evaluation team and community agency team to review experiences of the trainers and the students and obtain feedback on the prior year of student training. Recommendations for improvement of the teaching of SBIRT in the classroom and at Bronx-Lebanon Hospital will be discussed and implemented.

Lehman's Department of Social Work places its students in 189 practice sites in the health care, institutional, and social service agencies in the Bronx, Manhattan, Westchester, Brooklyn, and Queens. Some field placement agencies have been resistant to SBIRT, concerned that patients identified for brief intervention or treatment might lose custody of their children, public housing, or other benefits. To increase buy-in from field instructors, the community agency team plans to increase field visits to discuss SBIRT and encourage attendance at the SBIRT training sessions

¹ AUDIT: Alcohol Use Disorders Identification Test

² DAST: Drug Abuse Screening Test

³ CRAFFT is a mnemonic acronym of first letters of key words: Car, Relax, Alone, Forget, Friends/Family, Trouble

Nearly half of the 189 field instructors (87) participated in a 2-hour SBIRT training offered in November and December 2013 and March 2014; 102 require training. The training supervisory team and Lehman College trainers plan to provide at least four SBIRT training workshops for the field instructors annually and an advanced SBIRT training for field instructors who attended the first SBIRT training.

In February and March this year, 218 social work students were trained in SBIRT (82 M.S.W. students in four sections and 136 B.A. social work students in seven sections). The trainings were completed over three to five sessions. The social work students had the advantage of being taught motivational interviewing in their practice curriculums prior to the SBIRT grant, so SBIRT seemed a natural extension of that learning experience. The students completed the pretraining and posttest training questionnaires, including the GPRA baseline survey.

The social work students have started using SBIRT in their field placements. Second-year M.S.W. students are in 21-hour per week field placement internships, and senior B.A. social work students are in 15-hour per week field placement internships. The students are required to submit SBIRT tracking sheets to faculty, record their interactions with patients in the delivery of SBIRT, and submit the recordings to field instructors for review and comment.

SBIRT training for 42 medical residents at Bronx-Lebanon Hospital began in late February 2014, with three trainings completed. The trainers felt the medical residents needed more time to role-play and absorb the material before using it with patients, so training will continue in April. The medical residents will complete the posttest training questionnaires and GPRA baseline survey upon completion of their training. Tracking residents' use of SBIRT with their patients will begin after they complete the training.

The team visit with residents at the pediatric clinic was insightful. One resident suggested a pocket card containing SBIRT tools and prompts would be useful. The peer consultant, a professor of pediatrics and project director of a former SBIRT medical residency program, provided her pocket card to the residents. The residents agreed an iPad or Android application would also be useful and convenient. The peer consultant recommended the Bronx-Lebanon pediatric clinic align with the American Academy of Pediatric Policy Statement on SBIRT for Pediatricians and with policy statements on fetal alcohol spectrum disorders, including the use of the three pre-CRAFFT screening questions plus the question of the screen relating to use of a car.

In summary, at the time of the site visit, Lehman College had met its program implementation goals for developing the project organizational structure, developing training materials, cultivating linkages and partnerships, training faculty/ preceptors and field instructors, training students and medical residents, collecting evaluation data, and submitting GPRA data.

5. Community Linkages, Partners, and Participation

The Department of Social Work of Lehman College and Bronx-Lebanon Hospital have a strong and longstanding collegial relationship. Currently, the pediatric clinic at Bronx-Lebanon Hospital serves as a field placement each year for students in both the B.A. and M.S.W. social work programs. There are three Bronx-Lebanon pediatric residency training program trainers: the program director, a preceptor, and a social worker. The pediatric training program director is an SBIRT champion. The social worker is adjunct faculty at Lehman College. The M.S.W. senior project manager and a social work supervisor in the clinic are long-term adjunct faculty members of the Lehman College Department of Social Work and also serve on the social work department's advisory committee.

The community agency team is responsible for cultivating relationships with field practice sites to encourage them to provide opportunities for social work students to use SBIRT in their internships at the agencies where they will be placed for the academic year. There are 189 field practice sites associated with the Lehman College Department of Social Work: 55 percent in the Bronx, 21 percent in Manhattan, 10 percent in Westchester, 6 percent in Brooklyn, and 6 percent in Queens. Areas of field practice include schools (36 sites), gerontology (32 sites), mental health (22 sites), housing and homeless (19 sites), child welfare (13 sites), substance abuse treatment (10 sites), health care (10 sites), disabilities (9 sites), and HIV/AIDS (9 sites).

As noted above in Section 4, an important challenge for the community agency team is some field placement agencies' reluctance to incorporate SBIRT because of the possible negative consequences for clients who are score positive for at-risk use (e.g., incarceration, loss of public housing, having their children placed in foster care).

6. Learner Recruitment

A high percentage of graduates of Lehman College's social work programs live in the Bronx or nearby areas, and they are committed to working in and giving back to their communities after graduation. The mission of the Department of Social Work is for students to become leaders in urban institutions and agencies serving underserved populations, particularly in the Bronx. An important goal of the project is for graduating students to bring SBIRT skills and knowledge to an array of agencies in the area and be well equipped to influence enhanced use of SBIRT.

Just as the Lehman College Social Work students represent ethnic, cultural, and linguistic diversity, so do the Bronx-Lebanon Hospital medical residents. The medical residents are born in many different parts of the world, including South Asia, Africa, Latin America, French Caribbean, East Asia, Canada, and the Middle East and speak a wide array of languages.

7. Sustainability Planning

Lehman College's SBIRT sustainability plan includes incorporating SBIRT training in the social work curriculums; expanding training to other departments, including tobacco screening and intervention; providing SBIRT training to health care and social service staff of agencies where social work students serve as interns; presenting at professional meetings; and publishing articles in peer-reviewed journals.

The sustainability plan also includes dissemination to medical services, institutions, and social services in the Bronx and surrounding areas through four SBIRT trainings to be held for the field instructors of the social work interns each year. Lehman College social work students are placed in over 120 agencies (189 sites) in four New York City boroughs (The Bronx, Manhattan, Brooklyn, and Queens) and Westchester County. By training their field instructors, who usually have a leadership role in their agencies, the trainings should help educate many social work professionals regarding SBIRT. Beginning in the second year of the project, the four trainings each year will be open to other personnel in the agencies where students have field placements.

The Lehman College Department of Social Work would like to become a training center for SBIRT in the Bronx and surrounding areas and within the City University of New York system, which includes many social work, nursing, and counseling programs.

Program personnel will be making presentations about SBIRT training at professional social work conferences around the country beginning in the second year of the project. They will also write articles regarding the teaching of SBIRT to social work students for publication in peer-reviewed social work journals.

Lehman College recognizes that sustainability planning is also needed for the Bronx-Lebanon Hospital medical residency training.

8. Grantee Evaluation

Lehman Colleges' SBIRT training program evaluation will assess the social work and medical residency trainees' attitudes regarding working with substance users, knowledge of substance use and SBIRT, demographics, training satisfaction (GPRA), employment status, field placement experience, and posttraining use of SBIRT.

The faculty SBIRT trainers routinely review students' process recordings in the spring semester, in which they perform SBIRT, to assess their SBIRT skills. Enhancements to the assessment of students' SBIRT skills are being considered, such as randomly selecting students to perform role-plays for the training supervisory team members in private.

Both quantitative and qualitative methods will be used, including self-administered questionnaires and focus groups.

The project's evaluation team developed four questionnaires:

- ▶ The pretraining questionnaire measures trainees' attitudes, knowledge, and demographics, is administered to trainees in the classroom directly before they are trained in SBIRT.
- ▶ The posttest questionnaire measures trainees' attitudes and knowledge and collects baseline GPRA data; it is administered to trainees in the classroom immediately after completion of the SBIRT training. (The 30-day followup of the GPRA satisfaction survey will also be administered at the appropriate interval.)
- ▶ The end-of-semester survey measures trainees' attitudes and knowledge, obtains information about use of SBIRT in students' field placements, and identifies how the students felt about using SBIRT; this survey is administered to trainees 10 weeks after completion of training.
- ▶ The posttraining questionnaire collects information on trainees' employment status and use of SBIRT and will be distributed to trainees in the form of a postage-paid postcard in May 2014. The trainees will be asked to mail back the postcard survey in February 2015 (1 year after training).

Students in 11 social work classes at Lehman College completed the pretraining questionnaire. The response rate was more than 94 percent. After the SBIRT trainings, all 11 classes completed the posttest questionnaire, which included the GPRA baseline satisfaction survey. The response rate was 92 percent. To date, all baseline GPRA data have been entered.

At Bronx-Lebanon Hospital, 82 percent of the medical residents completed the pretraining questionnaire. The residents will complete the posttest questionnaire, including the GPRA baseline satisfaction survey, upon completion of SBIRT training.

The site visit team noted trainees are not assigned unique identifiers for surveys, and as a result, individual pretest and posttest scores cannot be compared. Data are analyzed collectively. The use of unique identifiers had been considered, but faculty expressed concern about students' privacy rights. Another related factor is the length of time required for institutional review board approval at Bronx-Lebanon Hospital.

Three focus groups will be convened:

- ▶ A focus group of social work trainees and medical resident trainees in May of each academic year to identify barriers and solutions to the teaching and implementation of SBIRT in the field placements; the trainees will be asked to provide feedback on the value and effectiveness of the SBIRT training project and their experiences using SBIRT with patients

- ▶ A focus group consisting of Lehman College trainers and Bronx-Lebanon trainers in June of each academic year to obtain feedback on the project's current year and recommendations for the subsequent years
- ▶ A focus group of field instructors in June of each academic year to obtain feedback on how to improve the effectiveness of students' use of SBIRT in their internships

Strengths and Considerations for Action

Program Vision and Design

STRENGTHS

- The program seeks to increase use of SBIRT in health care and social service settings in impoverished, underserved areas of the Bronx, New York, and surrounding urban communities.
- Both the social work students at Lehman College and the medical residents at Bronx-Lebanon Hospital are ethnically diverse, matching the populations of the surrounding Bronx communities.
- The SBIRT model fits philosophically within Lehman College's Department of Social Work as a strengths-based approach to working with clients.
- Lehman College's department of social work has been designated by the New York Office of Alcohol and Substance Abuse Services as an accredited education and training provider for undergraduate social work majors wishing to obtain credentialing as a CASAC trainee.

CHALLENGES

- None noted.

Potential Enhancements	Grantee Resources To Be Used	Will Request TA From CSAT	Information Requested
<ul style="list-style-type: none"> • None noted. 			

Grantee Leadership

STRENGTHS

- The Lehman College SBIRT medical professional training program has a defined project structure organized under the project director with three primary teams, each having clearly defined roles and headed by a chair.
- The COD is represented by leadership of Lehman College and the Department of Social Work, Bronx-Lebanon Hospital, the New York City Department of Mental Hygiene, and a large substance abuse/health care organization in the Bronx.
- The COD has met three times since the grant was awarded in September 2013 to focus on facilitating the social work trainees' ability to perform SBIRT in their field placements, evaluating the trainees' use of SBIRT, tracking the use of SBIRT with patients, and planning for program sustainability.

Potential Enhancements	Grantee Resources To Be Used	Will Request TA From CSAT	Information Requested
<ul style="list-style-type: none"> • None noted. 			

Implementation Plan

STRENGTHS

- Lehman College has met its program implementation goals for developing the project's organizational structure, developing training materials, cultivating linkages and partnerships, training faculty trainers/medical residency trainers and preceptors and field instructors, training students and medical residents, collecting evaluation data, and submitting GPRA data.
- The COD is addressing project implementation challenges.
- Training is provided to residents at Bronx-Lebanon Hospital on site by three trainers. One trainer is the director of the pediatric residency training program. Another trainer is an embedded social worker who is adjunct faculty at Lehman College. Both are SBIRT champions.
- There are three Bronx-Lebanon pediatric residency training program trainers: the program director, a preceptor, and a social worker. The pediatric training program director is an SBIRT champion. The social worker is adjunct faculty at Lehman College.
- The Lehman College Social Work Department has trained B.A. and M.S.W. students in SBIRT.
- The social work students have begun using SBIRT in their field placements and are tracking their use of SBIRT with clients on tracking sheets, which they submit to faculty. The students also record their interactions with patients in the delivery of SBIRT and submit the recordings to field instructors for review and comment.
- The social work students have completed pretraining and posttest training questionnaires, including the GPRA baseline survey.
- Two physicians and three attending physicians at Bronx-Lebanon Ambulatory Care Pediatric Clinic are trained, and 42 medical residents have completed three of four training sessions. The CRAFFT has been introduced to residents.
- The 42 medical residents at Bronx-Lebanon Hospital have participated in three training sessions. An additional training session will be provided in April. (The trainers felt the residents needed more time to role-play and absorb the material before using it with patients.)

CHALLENGES

- Both social work faculty and students noted the curriculum is dense, with too much information presented in the time allotted for training.
- Fewer than half of the 189 field instructors have received SBIRT training.
- Some field placement agencies have been resistant to SBIRT, concerned that patients identified for brief intervention or treatment might lose custody of their children, public housing, or other benefits.
- At Bronx-Lebanon Hospital, additional faculty need to be trained, but there are issues with faculty buy-in and scheduling meetings to discuss SBIRT.

Implementation Plan				
Potential Enhancements		Grantee Resources To Be Used	Will Request TA From CSAT	Information Requested
1	Consider using the SBIRT online modules to provide an introduction to SBIRT and thus lay the foundation for and reinforce class instruction.	X	X	
2	Teach motivational interviewing earlier in the fall semester so students can assimilate it before being trained in SBIRT.	X		
3	Develop the SBIRT curriculum manual as a workbook, and disseminate it to other social work grantees for review and feedback.	X	X	
4	Train all attending physicians, other faculty, and teaching staff involved in the pediatric medical residency program to enhance SBIRT program strength and sustainability.	X		
5	Establish as part of pediatric residency behavioral health training or other training experiences the inclusion of reflective journaling or other documentation of resident SBIRT activities so that feedback and experiential learning can occur.	X		
5	Provide continuing education units for SBIRT training of faculty, graduates, field supervisors, and other community practitioners.	X		
7	Use the SBIRT algorithm for pediatric/adolescent care, including the CRAFFT prescreen consisting of three specific questions and the CRAFFT "C" ⁴ question.			X
9	Provide the medical residents with SBIRT pocket cards and consider an Android application for all trainees.	X	X	X
10	Make motivational interviewing part of the patient interview in the training toolbox.	X		
11	Align with the American Academy of Pediatric Policy Statement on SBIRT (Society of Substance Abuse) and with policy statements on fetal alcohol spectrum disorders.			X

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Community Linkages, Partners, and Participation

STRENGTHS

- The Department of Social Work of Lehman College and Bronx-Lebanon Hospital have a strong and longstanding collegial relationship. The pediatric clinic at Bronx-Lebanon Hospital serves as a field placement each year for students in both the B.A. and M.S.W. social work programs.
- There are three SBIRT trainers in the pediatric residency training program at Bronx-Lebanon Hospital. The director of the pediatric residency training program is a trainer and an SBIRT champion. Another trainer, also a champion, is an embedded social worker at the hospital and adjunct faculty at Lehman College.
- A primary SBIRT project team, the community agency team is responsible for cultivating relationships with field practice sites to encourage opportunities for social work students to use SBIRT in their internships at agencies where they will be placed for the academic year.
- A director at the New York City Department of Health and Mental Hygiene and a director at Argus Community (a large substance abuse/health care organization in the Bronx) serve on the COD.

CHALLENGES

- Some field placement agencies are reluctant to incorporate SBIRT because of the possible negative consequences for patients who are score positive for at-risk use (e.g., incarceration, having their children placed in foster care).

Potential Enhancements		Grantee Resources To Be Used	Will Request TA From CSAT	Information Requested
1	Consider working to conduct information sessions or brief training sessions to inform field placement agencies on what SBIRT is and how it may benefit patients.	X		

Learner Recruitment

STRENGTHS

- A high percentage of Lehman College social work students live in the Bronx or nearby areas and are committed to working in and giving back to their communities upon graduation.
- Lehman College is a federally designated Hispanic-serving institution. Over half the students are Latino, reflecting the population of the Bronx. Students in both the undergraduate and M.S.W. programs at the college represent a broad range of cultural and linguistic diversity.

CHALLENGES

- None noted.

Potential Enhancements		Grantee Resources To Be Used	Will Request TA From CSAT	Information Requested
	• None noted.			

Sustainability Planning

STRENGTHS

- The COD is working to ensure SBIRT training will become a permanent part of the bachelor's-level and master's-level social work curriculums so SBIRT becomes a routine part of training.
- The grantee is providing four SBIRT trainings annually to health care and social service staff of agencies where social work students serve as interns. Beginning in the second year of the project, the four trainings each year will be open to other personnel (in addition to the field instructors) of agencies where students have their field placements.

CHALLENGES

- Sustainability planning is also needed for the Bronx-Lebanon Hospital medical residency training.

	Potential Enhancements	Grantee Resources To Be Used	Will Request TA From CSAT	Information Requested
1	Expand training to other departments.	X		
2	Include tobacco screening and intervention.	X		
3	Present at professional meetings.	X		
4	Publish articles in peer-reviewed journals.	X		

Grantee Evaluation

STRENGTHS

- The evaluation team has developed four instruments to collect program process and outcome data, including a pretraining questionnaire, a posttest questionnaire, a posttraining questionnaire, and an end-of-semester survey.
- The pretraining instrument has been administered to all classes at Lehman College; the response rate was more than 94 percent.
- The posttraining instrument was administered to all 11 classes at Lehman College, which included the GPRA baseline satisfaction survey. The response rate was 92 percent.
- At Bronx-Lebanon Hospital, 82 percent of the medical residents completed the pretraining questionnaire.
- Focus groups will be convened with social work students and medical residents, trainers, and field instructors to discuss lessons learned to make improvements in subsequent project years.

CHALLENGES

- Students' SBIRT skills are being assessed. However, enhancements to the skills assessment are being considered.
- Pre- and posttest scores cannot be compared individually because students have not been assigned unique identifiers.
- The institutional review board approval process at Bronx-Lebanon hospital is challenging to navigate.

Grantee Evaluation				
Potential Enhancements		Grantee Resources To Be Used	Will Request TA From CSAT	Information Requested
1	Administer the pretest in the fall to add more time between the tests.	X		
2	Assess trainees' skills with SBIRT.	X		
3	Use incentives meaningful to trainees, such as cash, to encourage the return of evaluation instruments.	X		
4	Consider having instruments request numbers as responses, where appropriate, or ensure a baseline for comparison. Otherwise, respondents will provide percentages or fractions.	X		
5	Conduct an analysis to see if items are highly correlated, and identify items that can be eliminated to reduce the number of questionnaire items.	X		
6	Use Android or iPhone app or widget.	X	X	

Abbreviations and Acronyms

AUDIT	Alcohol Use Disorders Identification Test
CASAC	Credentialed Alcohol and Substance Abuse Counselor
COD	council of directors
CRAFFT	CRAFFT is a mnemonic acronym of first letters of key words: Car, Relax, Alone, Forget, Family/Friends, Trouble
CSAT	Center for Substance Abuse Treatment
CUNY	City University of New York
DAST	Drug Abuse Screening Test
GPRA	Government Performance and Results Act
SAMHSA	Substance Abuse and Mental Health Services Administration
SBIRT	screening, brief intervention, and referral to treatment