

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

## Multiple Choice Questions

Please select the best response for each of the following questions.

1. **Read the following case example and answer the question below.**

Adam is 16 years old and needs a screening before surgery to repair an ACL he tore during a neighborhood football game 4 weeks ago. Which screening tool would be most appropriate?

- A. CAGE
- B. MAST
- C. AUDIT
- D. CRAFFT

2. **Which of the following statements reflects the current evidence base for SBIRT (i.e. is *true*)?**

- A. SBIRT is most effective for clients who have unhealthy substance use but do not have a substance use disorder.
- B. SBIRT is most effective at intervening with clients who meet criteria for a substance use disorder.
- C. SBIRT is effective at identifying and intervening with clients who that have depressive or anxiety disorders.
- D. SBIRT is more effective at addressing illicit drug use than tobacco or alcohol use.

3. **Read the following dialogue and answer the question below.**

Social Worker: *Is it okay if I ask you a few questions about your tobacco, alcohol, and drug use?*

Client: *Yes, that's fine.*

Social Worker: *During the past year, how often have you had at least five drinks of alcohol in one day?*

Client: *I sometimes drink socially, but never that much.*

Social Worker: *How often have you used tobacco products in the past year?*

Client: *Every day.*

Social Worker: *How often have you misused prescription drugs during the past year?*

Client: *Never.*

Social Workers: *How often have you used illegal drugs during the past year?*

Client: *Never.*

Which of the following would be the best transition to screening the client's tobacco use further?

- A. "We need to talk about your tobacco addiction. Could you tell me more about it?"
- B. "Let's talk about your tobacco use."
- C. "Can you tell me about your tobacco problem?"
- D. "You answered that you have used tobacco during the past year. Can you tell me more about that?"

4. **Read the following scenario and answer the question below.**

Mr. Smith is a 40-year-old man with high blood pressure presenting for an annual appointment. During routine screening, you ask him about substance use. In prescreening, he denies tobacco and illicit substance use, along with misuse of prescription drugs. He admits to using some alcohol. After you complete the alcohol screening questions, he says, "That's enough questions about that."

Which of the following is the best next step?

- A. Don't pursue the topic of his alcohol use further because he doesn't think he has a problem and doesn't want help.
- B. Conduct a brief intervention.
- C. Ignore his resistance and continue with an assessment of his alcohol use because it is important.

5. **What are the benefits of the AUDIT screening tool? (Check all that apply)**

- A. It can be used in primary care settings.
- B. A short version (only three questions) is available for use in primary care settings.
- C. It can be self-administered or administered by the provider.
- D. It takes only 2-4 minutes to complete.

6. **Which of the following clients should be screened for substance use?**

- A. Clients who display one or more red flags.
- B. Clients with whom you have an already established relationship.
- C. Clients who may be prescribed potentially addictive medications.
- D. All adolescent and adult clients.

7. **Mr. Jones reported alcohol use during the prescreening and scored a 4 when you administered the AUDIT. What should your next step be?**

- A. Education and encouragement
- B. Brief intervention
- C. Brief treatment
- D. Referral to treatment

8. **Which of the following is *not* part of a brief intervention?**

- A. Establishing rapport
- B. Enhancing motivation
- C. Eliciting thoughts and providing feedback
- D. Coming to a shared understanding that the client has a substance use problem.

9. **The brief intervention step of enhancing motivation might include which of the following?**
- A. Asking about the pros and cons of the substance use
  - B. Negotiating a plan
  - C. Asking the client to rate their readiness to change on a scale of 1-10
  - D. A and C
10. **Which of the following could be a symptom of alcohol or opioid withdrawal?**
- A. Hallucinations
  - B. Insomnia
  - C. Hypothermia
  - D. Confusion

# Screening, Brief Intervention, and Referral to Treatment (SBIRT) SBIRT Assessment Quiz Answer Sheet

## Multiple Choice Questions

- 1. Read the following case example and answer the question below. (COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE; K, CAP, S)**
  - A. CAGE
  - B. MAST
  - C. AUDIT
  - D. CRAFFT**
- 2. Which of the following statements reflects the current evidence base for SBIRT (i.e. is true): (COMPETENCY 4: RESEARCH-INFORMED PRACTICE; K)**
  - A. SBIRT is most effective for clients who have unhealthy substance use but do not have a substance use disorder.**
  - B. SBIRT is most effective at intervening with clients who meet criteria for a substance use disorder.
  - C. SBIRT is effective at identifying and intervening with clients who have depressive or anxiety disorders.
  - D. SBIRT is more effective at addressing illicit drug use than tobacco or alcohol use.
- 3. Read the following dialogue and answer the question below. (COMPETENCY 6: ENGAGEMENT; K, S)**
  - A. “We need to talk about your tobacco addiction. Could you tell me more about it?”
  - B. “Let’s talk about your tobacco use.”
  - C. “Can you tell me about your tobacco problem?”
  - D. “You answered that you have used tobacco during the past year. Can you tell me more about that?”**
- 4. Read the following scenario and answer the question below. (COMPETENCY 6: ENGAGEMENT; K, CAP, S)**
  - A. Don’t pursue the topic of his alcohol use further because he doesn’t think he has a problem and doesn’t want help.
  - B. Conduct a brief intervention.**
  - C. Ignore his resistance and continue with an assessment of his alcohol use because it is important.

5. **What are the benefits of the AUDIT screening tool? (Check all that apply)** (COMPETENCY 7: ASSESSMENT; K)
- A. **It can be used in primary care settings.**
  - B. **A short version (only three questions) is available for use in primary care settings.**
  - C. **It can be self-administered or administered by the provider.**
  - D. **It takes only 2-4 minutes to complete.**
6. **Which of the following clients should be screened for substance use?** (COMPETENCY 7: ASSESSMENT; K)
- A. Clients who display one or more red flags.
  - B. Clients with whom you have an already established relationship.
  - C. Clients who may be prescribed potentially addictive medications.
  - D. **All adolescent and adult clients.**
7. **Mr. Jones reports alcohol use during the prescreening and scored a 4 when you administered the AUDIT. What should your next step be?** (COMPETENCY 8: INTERVENTION; K, CAP, S)
- A. **Education and encouragement**
  - B. Brief intervention
  - C. Brief treatment
  - D. Referral to treatment
8. **Which of the following is not part of a brief intervention?** (COMPETENCY 8: INTERVENTION, K)
- A. Establishing rapport
  - B. Enhancing motivation
  - C. Eliciting thoughts and provide feedback
  - D. **Coming to a shared understanding that the client has a substance use problem.**
9. **The brief intervention step of enhancing motivation might include which of the following?** (COMPETENCY 8: INTERVENTION; K)
- A. Asking about the pros and cons of the substance use
  - B. Negotiating a plan
  - C. Asking the client to rate their readiness to change on a scale of 1-10
  - D. **A and C**
10. **Which of the following could be a symptom of alcohol or opioid withdrawal?** (COMPETENCY 7: ASSESSMENT; K)
- A. Hallucinations
  - B. **Insomnia**
  - C. Hypothermia
  - D. Confusion

## SBIRT Post-Practice Reflection

1. Can you think of any personal or professional experiences that influenced your understanding of this client?
2. Did issues related to diversity affect your approach with the client in this interview? Please give an example.
3. What did you find most challenging in dealing with this client and what was your approach to dealing with this challenge?
4. How would you assess your degree of success in engaging and motivating the client during your interaction? What additional indicators might you use in the future?

## SBIRT Post-Practice Reflection

Please assign a rating on a scale of 1-5 for each question, with 5 = advanced competence and 1 = pre-competence. The following rubrics are intended to assist in anchoring your rating.

- Can you think of any personal or professional experiences that influenced your understanding of this client?

	ADVANCED COMPETENCE	HIGH COMPETENCE	COMPETENCE	EMERGING COMPETENCE
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>  <b>CAP, V, S</b>	Identifies prior personal and professional experiences and describes impact on cognition, affect, and skills applied. Recognizes strengths and limitations of application to current practice.	Identifies more than one prior personal or professional experience and relates it to at least two of the following: cognition, affect, or skills applied in current practice.	Identifies one prior personal or professional experience and relates it to cognition, affect, or skills applied in current practice.	Identifies prior personal or professional experience, but how influenced current practice is not clear.  Or, projects previous experiences onto current practice experience without discernment.

- Did issues related to diversity affect your approach with the client in this interview?  
Please give an example.

	ADVANCED COMPETENCE	HIGH COMPETENCE	COMPETENCE	EMERGING COMPETENCE
<b>Competency 2: Engage Diversity and Difference in Practice</b>  <b>K, CAP, S</b>	Demonstrates comprehensive awareness of cultural, developmental, and demographic factors that may affect substance use, engagement, assessment, and intervention.	Identifies relevant cultural, developmental, or demographic factor and relates to at least two of the following: substance use, engagement, assessment or intervention.	Identifies at least one relevant cultural, developmental, or demographic factor and effectively relates it to their practice approach.	Identifies one or no cultural, developmental, or demographic factor present but is unable to relate it to their practice approach.

3. What did you find most challenging in dealing with this client and what was your approach to dealing with this challenge?

	ADVANCED COMPETENCE	HIGH COMPETENCE	COMPETENCE	EMERGING COMPETENCE
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>  <b>K, CAP, V</b>	Identifies more than one challenge and addresses it as a reflection of their personal or professional self.  Clearly identifies strengths and weaknesses in their practice and recommends improved approach for future practice.	Identifies at least one challenge and relates it to their personal or professional self. Identifies at least one weakness in their practice.	Identifies at least one challenge and relates it to their personal or professional self (e.g., their cognitions, affect, or skills) in response to client.	Unable to clearly identify a challenge that relates to their own cognitions, affect, or skills.  Or, identifies a challenge but does not address it as a reflection of their personal or professional self.

4. How would you assess your degree of success in engaging and motivating the client during your interaction? What additional indicators might you use in the future?

	ADVANCED COMPETENCE	HIGH COMPETENCE	COMPETENCE	EMERGING COMPETENCE
<b>Competency 9: Evaluate Practice With Individuals, Families, Groups, Organizations and Communities</b>  <b>K, CAP, S</b>	Identifies multiple indicators of engagement and motivation, including body language or tone, length of answers given, amount of change versus sustain talk, and shift of decisional balance.	Identifies more than one indicator of engagement and at least two motivational interviewing (MI)-specific indicators of motivation (e.g., amount of change versus sustain talk, decisional balance).	Identifies at least one indicator of engagement (body language, tone, length of answers) and one MI-specific indicator of motivation (e.g., amount of change versus sustain talk, decisional balance).	Identifies one indicator of engagement but no MI-specific indicators of motivation. Focus is still primarily on behavioral outcome versus process.