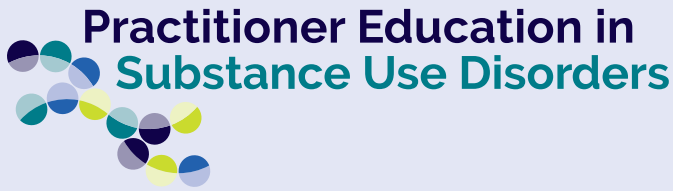


Council on Social Work Education



Practitioner Education in Substance Use and Misuse:

COMPETENCY-BASED RESOURCES



COUNCIL ON SOCIAL WORK EDUCATION

Alexandria, Virginia



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ISBN 978-0-87293-209-8

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For citation purposes use: Council on Social Work Education. (2021).
Practitioner education in substance use and misuse: Competency-based resources. <https://cswe.org/getdoc/fc32c12a-5fee-4e23-a352-9a9176fb5856/Practitioner-Education-in-Substance-Use-and-Misuse.aspx>



Acknowledgments

Funding for CSWE's *Substance Use Disorder Expansion of Practitioner Education in Social Work (Prac-Ed)* initiative was made possible by grant no. 5H79FG000006 from the Substance Abuse and Mental Health Services Administration (SAMHSA). The views expressed in written conference materials or publications and by speakers and moderators do not necessarily reflect the official policies of the U.S. Department of Health & Human Services, nor does any mention of trade names, commercial practices, or organizations imply endorsement by the U.S. government.

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Contents

<i>Acknowledgments</i>	i
<i>Preface</i>	2
1 Curriculum Resources	5
Curriculum Framework	5
Plug-and-Play Modules	5
<i>Understanding the Brain, Mind, & Psychoactive Substance Misuse</i>	5
<i>Technology Based Strategies for Addressing Substance Misuse</i>	5
<i>Addressing Stigma Concerning Substance Misuse</i>	6
<i>Orientation to Theories of Substance Misuse</i>	6
Sample Course Sequence on Substance Use and Substance Misuse	6
2 Assessment Resources	7
Guidelines for Case Study Development and Case Study Analysis with Assessment and Intervention Rubric	7
Sample Case Studies	7
Screening, Brief Intervention, and Referral to Treatment (SBIRT) Assessment Tools	7
<i>SBIRT Assessment Quiz</i>	7
<i>SBIRT Assessment Quiz Answer Sheet</i>	7
<i>SBIRT Post-Practice Reflection</i>	7
3 Field Education Resources	8
Prac-Ed Social Work Field Activities Guide	8
Social Work Practice in Substance Use Disorders: Field Education and Learning Activities (CSWE Learning Academy course)	8

Preface

With funding from the Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health & Human Services, the CSWE *Substance Use Disorder Expansion of Practitioner Education in Social Work (Prac-Ed)* initiative addressed the lack of a high-quality standardized substance use disorder (SUD) curriculum in accredited schools and programs of social work. During the 2-year initiative (2019-2021), CSWE partnered with thirty-two schools of social work, with guidance and support from social work educators with expertise in the areas of substance use and misuse, curriculum and assessment design, and field education, to develop a collection of resources for Master of Social Work (MSW) programs to prepare students for specialized practice related to substance use and misuse.

The participating institutions piloted the newly designed substance use and misuse curriculum, related assessment matrix, and field practice resources and shared their experiences at every stage of the initiative. Their insights drove the development and design of all the Prac-Ed materials to ensure quality and applicability. The emphasis in the Prac-Ed resources is on people at risk of or experiencing substance use disorders or problems associated with their substance use or misuse behavior. Infused throughout the materials are social work values and perspectives, including the biopsychosocial, person-in-environment, lifespan, and social justice frameworks.

An integral part of social work education is the field experience. According to CSWE's (2015) *Education Policy and Accreditation Standards*, "The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice."

All Prac-Ed resources build on CSWE's (2020) *Specialized Curricular Guide for Social Work Practice in Substance Misuse* and the nine practice competencies detailed in the CSWE *Education Policy and Accreditation Standards* (2015).

Prac-Ed Planning Conference, Alexandria, VA, Nov. 2019

The nine competences are as follows:

1. **Demonstrate ethical and professional behavior.**
2. **Engage diversity and difference in practice.**
3. **Advance human rights and social, economic, and environmental justice.**
4. **Engage in practice-informed research and research-informed practice.**
5. **Engage in policy practice.**
6. **Engage with individuals, families, groups, organizations, and communities.**
7. **Assess individuals, families, groups, organizations, and communities.**
8. **Intervene with individuals, families, groups, organizations, and communities.**
9. **Evaluate practice with individuals, families, groups, organizations, and communities.**

TAYLOR HALL,
Bridgewater State University

The monthly training and technical assistance meetings are “a nice getaway from the usual day-to-day. I’ve made connections to people across the country I would have never been able to connect to otherwise. I love bringing ideas back to my class and university. We are incorporating SUD work into all of our courses.”

The design of the Prac-Ed curriculum, assessment, and field education resources was structured around five central themes—three of which were specified by SAMHSA in the funding agreement with CSWE and two were requested by the participating institutions.

The five themes incorporated into the Prac-Ed resources are:

- Social work orientation to substance misuse and substance use disorder
- Screening, brief intervention, and referral to treatment (SBIRT)
- Assessment and intervention planning
- Intervention principles and their application
- Professional social work behavior related to substance misuse and substance use disorders.

The terms *substance use and misuse* and *substance use disorders* are used throughout the Prac-Ed curriculum, assessment, and field education resources. CSWE’s goal to enhance the preparation of future social workers in substance use and misuse was driven by the principles outlined in the CSWE (2020) *Specialized Curricular Guide for Social Work Practice in Substance Misuse*:

- Substance use disorders are complex health problems.
- Substance use disorders are often co-occurring with other health and mental health challenges.
- Substance use disorders affect families and communities.
- Treatment is diverse and multifaceted.
- Recovery is possible.

CSWE thanks the schools of social work at the following institutions for their time and participation in the Prac-Ed initiative: Albany State University, Augsburg University, Aurora University, Boston University, Bridgewater State University, Cleveland State University, The College of St. Scholastica, Delaware State University, East Carolina University, Eastern Washington University, Fayetteville State University, Howard University, Indiana State University, Marshall University, Monmouth University, Morgan State University, Norfolk State University, Southern Connecticut

State University, Temple University, University of Georgia, University of Illinois at Urbana-Champaign, University of Missouri St. Louis, University of Nevada Las Vegas, University of North Carolina at Wilmington, University of Pennsylvania, University of Utah, University of Wisconsin-Milwaukee, Wayne State University, Wichita State University, Yeshiva University, and Youngstown State University.

CSWE extends much gratitude for the insight, experience and dedication of our expert consultants and partner organizations: Amber Holbrook, Evaluation Consultant; Audrey Begun, Curriculum Consultant; Stephanie Lyons, Field Education Consultant; Nancy Sidell, Association of Social Work Boards (ASWB); Rebecca Gomez, Virginia Commonwealth University; Anthony Estreet, Morgan State University; and the staff at the National Council for Behavioral Health as well as staff members at NORC at the University of Chicago.

References

Council on Social Work Education. (2015). *Educational policy and accreditation standards*.
<https://www.cswe.org/accreditation/standards/2015-epas/>

Council on Social Work Education. (2020). *Specialized practice curricular guide for substance use social work practice*.
<https://www.cswe.org/education-resources/2015-epas-curricular-guides/2015-substance-use-guide-web-version/>

Prac-Ed Orientation Meeting, Sept. 2020

1 Curriculum Resources

Curriculum Framework

The competency-based Curriculum Framework was informed by the current body of literature in social work education in substance misuse, addiction, and substance use disorders, and the CSWE (2020) [Specialized Practice Curricular Guide for Substance Use in Social Work Practice](#).

Plug-and-play Modules

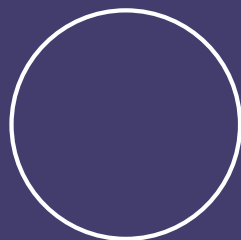
The four plug-and-play modules address topics in substance use and misuse selected by the twenty-two schools of social work that participated in the pilot year of the Prac-Ed initiative. Developed and recorded by Audrey Begun, PhD, MSW, these modules were developed to fill gaps in existing curriculum resources.

Understanding the Brain, Mind, & Psychoactive Substance Misuse

This recording presents basic neurobiology and pharmacokinetic concepts related to substance use, misuse, and substance use disorders, and the intersection between neurobiology and psychology principles. (1 hour)

Technology Based Strategies for Addressing Substance Misuse

The recording presents social work strategies for engaging with technology in addressing substance use, substance misuse, substance use disorders, and recovery support. (1 hour, 46 minutes)



From **TIM CONLEY**, Yeshiva University

Tim Conley of Yeshiva University believes that the most useful resources from the project have been the human resources (other project participants) and the plug and play material. The plug and play information is being incorporated into the curriculum.

Addressing Stigma Concerning Substance Misuse

This presentation focuses on how social workers recognize and address stigma related to substance misuse and how this issue relates to recovery. (50 minutes)

Orientation to Theories of Substance Misuse

This recording introduces various theories related to the use and misuse of psychoactive substances. (1 hour, 22 minutes)

Substance Use Course Sequence from The Ohio State University College of Social Work, developed by Audrey Begun, PhD, MSW.

The following competency-based course sequence in substance use and substance misuse explicitly links the course goals and objectives to the CSWE 2015 curricular competencies outlined in CSWE's Educational Policy and Accreditation Standards (EPAS).

Completing a four-course sequence (#5805, 5806, 5808, 5809) meets the educational requirements for licensed chemical dependency counselor II or III in Ohio. By adding a fifth course (#5807), the sequence meets the Ohio requirements for the credential for prevention practice.

For additional information about developing a substance misuse minor or concentration, view this article in the *Journal of Social Work Practice* in the Addictions: Begun, A.L., Babcock, J., & Davis, A.K. (2021).

Developing your program's substance misuse minor/concentration, *Journal of Social Work Practice in the Addictions*, 21:2, 202-206, <https://doi.org/10.1080/1533256X.2021.1893951>.

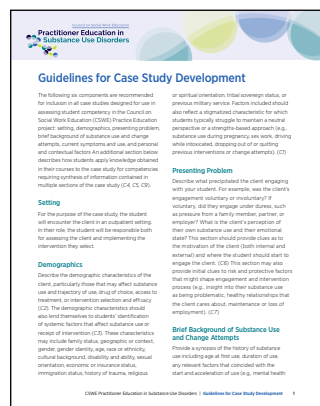
Note: Licensure requirements vary by state. Please refer to your state's requirements and regulations regarding licensure.

- Theories and Biological Basis of Substance Misuse (5805)
- Screening, Assessment and Treatment Planning in Substance Misuse (5806)
- Group and Relationship Approaches in Substance Use Treatment (5808)
- Intervening with Individuals Regarding Their Substance Misuse (5809)
- Preventing Substance Misuse (5807)

 Practitioner Education in Substance Use Disorders Theories and Biological Basis of Substance Misuse SOCIAL WORK 5805 Prerequisite/Co-requisite Courses: Successful completion of introductory psychology and introductory biology course is preferable and recommended, but not required. Credits: 3 credit hours Course Description This course explores traditional and contemporary theories, and their supporting evidence, related to substance misuse and substance use disorders. The course addresses the interplay of a wide range of psychosocial factors, including biology, genetics, and environmental factors. Students will explore the role of these factors in the development of substance misuse and substance use disorders. The course also addresses the role of these factors in the treatment of substance misuse and substance use disorders. The course is designed to provide students with a comprehensive understanding of the theories and biological basis of substance misuse and substance use disorders. Course Competencies and Practice Behaviors In the context of "Ethical Difference: Social Justice, Be the Change," as stated in the College of Social Work mission, students in this course are expected to master the following Council on Social Work Education (CSWE) competencies and practice behaviors: Competency 1: Demonstrate Ethical and Professional Behavior • Demonstrate professional demeanor in verbal and written communication. • Use and translate research evidence to inform and enhance practice. Competency 4: Engage in Practice-Informed Research • Use and translate research evidence to inform and enhance practice. Practitioner Education in Substance Use Disorders Screening, Assessment, and Treatment Planning in Substance Misuse SOCIAL WORK 5806 Prerequisite/Co-requisite Courses: Successful completion of Social Work 5805 or 5807, Theories and Biological Basis of Substance Misuse. Credits: 3 credit hours Course Description The focus of this course is to introduce concepts and current issues related to screening, assessment, and treatment planning with individuals engaged in substance misuse and other mental health issues. The course will explore the role of these factors in the development of substance misuse and substance use disorders. The course also addresses the role of these factors in the treatment of substance misuse and substance use disorders. The course is designed to provide students with a comprehensive understanding of the theories and biological basis of substance misuse and substance use disorders. 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Credits: 3 credit hours Course Description This course introduces students to evidence-based strategies and techniques used to prevent people from developing a substance use disorder. It focuses on prevention as a science and highlights theories and methods that guide prevention practice. Theoretical prevention approaches, research findings, and the consequences of ineffective prevention policies will be examined. Students explore long-standing attitudes and beliefs that led to the regulation and stigmatization of different substances. They will become familiar with the Strategic Prevention Framework, a federal, state, and county prevention initiative, and with practical applications for developing prevention programs. Students learn to form coalitions, assess community needs, assess community readiness to address substance misuse, tailor prevention interventions, apply cultural considerations in program development, and apply strategies to local prevention programs. Prevention programming is a variety of settings, such as college, faith-based communities, schools, and summer camps, is highlighted. Course Competencies and Practice Behaviors In the context of "Ethical Difference: Social Justice, Be the Change," as stated in the College of Social Work mission, students in this course are expected to master the following Council on Social Work Education (CSWE) competencies and practice behaviors: Competency 1: Demonstrate Ethical and Professional Behavior • Make ethical decisions by applying the standards of the National Association of Social Workers (NASW) Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. Competency 2: Engage Diversity and Difference in Practice • Apply and communicate understanding of the importance of diversity and difference in shaping the experience in practice at the micro, mezzo, and macro levels. • Present themselves as learners and engage clients and communities as experts of their own experience, and <tr><td> Practitioner Education in Substance Use Disorders Group and Relationship Approaches in Substance Use Treatment SOCIAL WORK 5808 Prerequisite/Co-requisite Courses: Social Work 5805, Theories and Biological Basis of Substance Misuse. Credits: 3 credit hours Course Description This course introduces students to evidence-based, evidence-supported, and evidence-informed strategies and techniques used with individuals to treat substance use disorders. Students in this course learn theory and evidence to inform intervention strategies. Students will also explore their own practice and identify evidence-based strategies, techniques, and research findings. Students will also explore the role of these factors in the development of substance misuse and substance use disorders. The course also addresses the role of these factors in the treatment of substance misuse and substance use disorders. The course is designed to provide students with a comprehensive understanding of the theories and biological basis of substance misuse and substance use disorders. 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2 Assessment Resources

The Prac-Ed assessment tools were designed for use with the curriculum framework described in Chapter 1.



Guidelines for Case Study Development and Case Study Analysis with Assessment & Intervention Rubric

Includes a detailed explanation of how to design case studies for use in assessing social work competencies in the context of substance use and substance misuse, and an example of a competency-based assessment tool to use with case studies in the context of substance use and substance misuse.

Sample Case Studies

The four sample case studies were designed using the *Guidelines for Case Study Development and Case Study Analysis with Assessment & Intervention Rubric*.



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

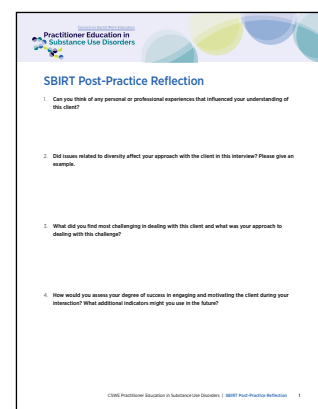
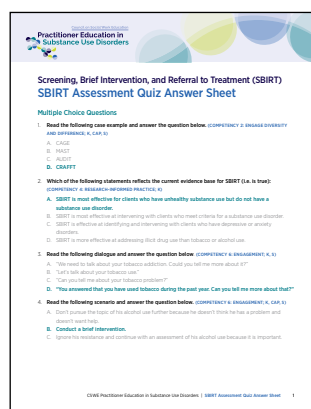
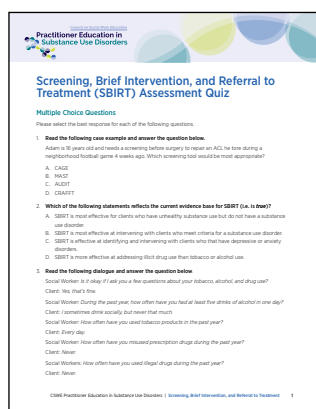
SBIRT Assessment Quiz:

A 10-item quiz to grade or use as an ungraded pre-and/or post-test so that the instructor can target instruction to better address the knowledge level of the students.

SBIRT Assessment Quiz –

Answer Sheet: The answers to the 10-item SBIRT Assessment Quiz Answer Sheet.

SBIRT Post-Practice Reflection: A revised OSCE-style reflection for students' SBIRT practice with a four-level rubric. The reflection and rubric can be used following a role play between students, use of SBIRT in a field practicum, or after an online SBIRT simulation.

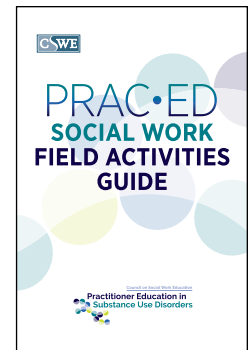


3 Field Education Resources

The field activities support the curriculum and assessment resources outlined in Chapters 1 and 2.

Prac-Ed Social Work Field Activities Guide

An extensive collection of field activities modeled after the CSWE Specialized Practice Curricular Guide for Substance Use Social Work Practice. The authors—all field directors in schools of social work—developed a 1-hour course for field instructors and field directors that provides practical examples of field activities in substance use and misuse across the nine social work competencies.



Social Work Practice in Substance Use Disorders: Field Education and Learning Activities (online course)



This course is intended for field education instructors and field directors. The speakers demonstrate how to use CSWE's *Prac-Ed Social Work Field Activities Guide* and share competency-based examples of field experiences in substance use and misuse. Participants who complete all components of the course and correctly answer a quiz will receive a CE certificate through the CSWE Learning Academy. (1 hour)

MICHAEL DANIELS, Eastern Carolina University

“Throughout my engagement with the Prac-Ed initiative, I have been able to collaborate with faculty members in my department about the project which has increased their interest in incorporating information about substance use disorders (SUD) within their courses. As a result of sharing information related to the project with other colleagues, it has led to our field office being more intentional about helping students understand the importance about having a foundational understanding in SUDs even if they are not interested in working specifically with this population. Since we have been participating in this project, I have heard many of my students express how, what they are learning in other classes supports the content they are learning in the addiction specific courses. Most of our students have a much better understanding that, as a social worker, no matter which population you work with, SUDs will be a major factor; therefore, it is critical to have at least a basic understanding about SUDs.”

Beyond the grant period, I will use many of the resources we have been exposed to. We will continue to utilize case studies and expand on the ones we have been provided. We are in the process of modifying the plug and play modules which will become a standard in our program. “We plan to implement content related to SUDs throughout our entire curriculum and will certainly continue to build on the relationships that have been developed with others in the program and create ongoing collaborations.”

