

# Curriculum Framework

## Introduction

The Council on Social Work Education (CSWE) Substance Use Disorders (SUD) curriculum is designed to support MSW programs in preparing students for specialized practice related to SUDs. As a specialization curriculum it builds on the nine generalist practice competencies detailed in the CSWE Educational Policy and Accreditation Standards (EPAS). The curriculum presented here emerged from and was informed by multiple sources: the body of literature concerning social work education in substance misuse, SUDs, and addiction; workgroups involving educators, scholars, and program administrators; and CSWE's (2020) *Specialized Practice Curricular Guide for Substance Use Social Work Practice*. CSWE co-sponsored its creation as a significant resource for instruction and curriculum development related to substance use, misuse, use disorders, and recovery support, organized around CSWE's 2015 nine curricular competencies.

Subsequently, a practitioner education (Prac-Ed) grant to CSWE from the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA) supported the development, initial implementation, and evaluation of the first phase of the social work curriculum. The first-phase curriculum outlined here is structured around four central themes, three of which were specified by SAMHSA in the funding agreement; a fifth (optional) theme was added for Year 2 of the project. Each theme is briefly introduced, followed by a curriculum matrix to help guide programs in implementing practitioner education within their own unique program structures. The matrices include identification of specific content that should be addressed, specification of the relevant competencies (see next section on Competencies), specification of relevant learning dimensions, and resources that may be useful in delivering the specified content. Assessment strategies for each theme are identified after the four theme matrices. Learning resources suggested in this practitioner education curriculum were selected primarily from among those easily obtained through university library systems or free of cost from publicly available sources or open educational resources (OERs), although a few other resources are presented, as well. Programs or instructors may want to incorporate one or more of the excellent textbooks available at a cost; instructional use of published materials should conform to copyright regulations.

The four themes incorporated into the first-phase curriculum 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

The fifth (optional) theme added in Year 2 is:

- Professional social work behavior related to substance misuse and substance use disorders

The emphasis in this social work curriculum centers around clients at risk for or experiencing substance use disorders or problems associated with their substance use or misuse behavior. Infused throughout the curriculum are social work values and perspectives, including the biopsychosocial, person-in-environment,

lifespan, and social justice frameworks. A course syllabus template is offered as a potential resource for programs to consider in developing their own curriculum related to the first-phase content. Based on the implementation plans of the CSWE Prac-Ed participating schools of social work, 91 courses across 22 campuses will include content from the CSWE Prac-Ed curriculum. It is anticipated that each course will average 15 students. Courses will be taught in Spring, Summer, and Fall semesters of 2020. The Year 2 cohort is expected to be 10 additional social work programs.

## Competencies

The CSWE uses the EPAS to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. In 2008, CSWE adopted a competency-based education framework for its EPAS. A competency-based approach includes identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. In short, social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

There are nine social work competencies. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency.

### Social Work Competencies Specified in CSWE EPAS\*

Competency 1 (C1):	Demonstrate Ethical and Professional Behavior
Competency 2 (C2):	Engage Diversity and Difference in Practice
Competency 3 (C3):	Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4 (C4):	Engage in Practice-informed Research and Research-informed Practice
Competency 5 (C5):	Engage in Policy Practice
Competency 6 (C6):	Engage With Individuals, Families, Groups, Organizations, and Communities
Competency 7 (C7):	Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8 (C8):	Intervene With Individuals, Families, Groups, Organizations, and Communities
Competency 9 (C9):	Evaluate Practice With Individuals, Families, Groups, Organizations, and Communities

\*See Council on Social Work Education (CSWE). (2015). *Educational Policy and Accreditation Standards*, pp. 7-9.

# Curriculum Contents

## Theme 1: Social Work Orientation to Substance Misuse and Substance Use Disorders

Preparing social work practitioners for specialized practice in the area of substance misuse and SUD, this theme emphasizes fundamental content. The social work orientation to substance misuse and SUD overlaps with but also is distinct from that of other professions and disciplines. The emphasis in this curriculum theme involves providing background supporting a social work orientation, including: how SUD is conceptualized; the use of nonstigmatizing language concerning substance misuse, SUD, and clients experiencing SUD; the different types of psychoactive substances that are of concern; the biological, psychological, and social theories and models concerning the etiology of SUD and informing our intervention strategies; and, epidemiology concerning diverse populations experiencing substance misuse or SUD and related problems.

THEME 1 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<p><b>SUD as an acquired brain disorder</b></p> <p>Based on a large body of brain-behavior evidence and a priority placed on destigmatizing SUD, conceptualization of SUD has shifted away from various historical models toward viewing SUD as an acquired brain disorder contributing to many of the behaviors, experiences, and intervention strategies associated with SUD. Evolution and controversy in this way of perceiving SUD, as well as distinguishing substance use, substance misuse, SUD, and recovery reflect important introductory content.</p>	<p>4</p> <p>K, V</p>	<ul style="list-style-type: none"> <li>• Volkow, N.D., &amp; Koob, G. (2015). Brain disease model of addiction: Why is it so controversial? <i>The Lancet: Psychiatry</i>, 2(8), 677-679. <a href="https://doi.org/10.1016/S2215-0366(15)00236-9">https://doi.org/10.1016/S2215-0366(15)00236-9</a></li> <li>• Volkow, N.D., Koob, G., &amp; McLellan, A.T. (2016). Neurobiologic advances from the brain disease model of addiction. <i>The New England Journal of Medicine</i>, 374(4), 363-371. <a href="https://doi.org/10.1056/NEJMr1511480">https://doi.org/10.1056/NEJMr1511480</a></li> <li>• Heather, N., Best, D., Kawalek, A., Field, M., Lewis, M., Rotgers, F., Wiers, R.W., &amp; Heim, D. (2018). Challenging the brain disease model of addiction: European launch of the addiction theory network. <i>Addiction Research &amp; Theory</i>, 26(4), 249-255.</li> <li>• White, A., &amp; Koob, G. (2020). Overview of addiction and the brain. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 58-77). Routledge.</li> <li>• Meredith, L., &amp; Squeglia, L. (2020). The adolescent brain: Predictors and consequences of substance use. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 216-231). Routledge.</li> <li>• Peele, S. (2016, December). People control their addictions: No matter how much the “chronic” brain disease model of addiction indicates otherwise, we know that people can quit addictions – with special reference to harm reduction and mindfulness, <i>Addictive Behaviors Reports</i>, 4, 97- 101.</li> <li>• Begun, A.L. (2019). Module 2, Chapter 1: Key definitions &amp; diagnostic criteria. In <i>Theories and Biological Basis of Substance Misuse</i>, Open Educational Resource from The Ohio State University Pressbooks collection. <a href="https://ohiostate.pressbooks.pub/substancemisusepart1/">https://ohiostate.pressbooks.pub/substancemisusepart1/</a></li> <li>• In <i>Sickness &amp; In Health</i> podcast: Is addiction a brain disease? Season 2, Episode 1. <a href="https://www.justhumanproductions.org/podcasts/is-addiction-a-brain-disease">https://www.justhumanproductions.org/podcasts/is-addiction-a-brain-disease</a></li> </ul>

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<p><b>Use of language related to SUD and recovery</b></p> <p>Social workers are aware of the importance of the use of language and negative consequences of stigmatizing language use. Practice surrounding SUD occurs in a context where other providers, clients/consumers/patients, and the general public routinely use language that tends to stereotype, stigmatize, and marginalize the people involved., as well as reflecting bias. Awareness, reflection, and advocacy to promote nonstigmatizing language use reflects important introductory content: use of person-first language related to substance use, substance misuse, SUD, intervention, recovery, and people engaged or affected by substance misuse or SUD (including family).</p>	<p>1, 3, 6</p> <p>K, S, V, CAP</p>	<ul style="list-style-type: none"> <li>• SAMHSA video series, Language matters: Talking about addiction and recovery (Parts 1-4). <a href="https://www.youtube.com/watch?v=f5e2s8iVRDM">https://www.youtube.com/watch?v=f5e2s8iVRDM</a> <a href="https://www.youtube.com/watch?v=b4zU3C-kcGY">https://www.youtube.com/watch?v=b4zU3C-kcGY</a> <a href="https://www.youtube.com/watch?v=wBX1Ulu9tMo">https://www.youtube.com/watch?v=wBX1Ulu9tMo</a> <a href="https://www.youtube.com/watch?v=B5qdGoBMOfo">https://www.youtube.com/watch?v=B5qdGoBMOfo</a></li> <li>• Begun, A.L. (2016). Considering the language that we use: Well worth the effort. <i>Journal of Social Work Practice in the Addictions</i>, 16, 332-336. doi: 10.1080/1533256X.2016.1201372</li> <li>• Kelly, J.F., Saitz, R., &amp; Wakeman, S. (2016). Language, substance use disorders, and policy: The need to reach consensus on an “Addiction-ary”. <i>Alcoholism Treatment Quarterly</i>, 34(1), 116-123.</li> <li>• Interactive exercise presented in Module 1, Chapter 3 of Begun, A.L. (2019). <i>Theories and Biological Basis of Substance Misuse</i>, Open Educational Resource from The Ohio State University Pressbooks collection. <a href="https://ohiostate.pressbooks.pub/substancemisusepart1/">https://ohiostate.pressbooks.pub/substancemisusepart1/</a></li> </ul>
<p><b>Orientation to psychoactive substances</b></p> <p>Psychoactive substances are chemicals that affect brain functions and therefore have the power to affect a person’s mind, mood, and behavior. Working in the SUD arena requires a general understanding of the types and nature of different psychoactive substances that can lead to SUD, such as alcohol, sedative hypnotics, depressants, stimulants (cocaine, methamphetamine, amphetamines, caffeine, tobacco, vaping), cannabis and other hallucinogens, opioids, and other over-the-counter or prescription substances (including inhalants). An orientation to the most common types of psychoactive substances and their effects reflects important introductory content. Also considered should be the impact of different modes of substance administration (e.g., oral, inhalation, skin absorption, injection) on addictive potential and other health concerns.</p>	<p>4,7,8</p> <p>K, CAP</p>	<ul style="list-style-type: none"> <li>• NIDA. (n.d.) Commonly abused drugs &amp; principles of effective treatment (matrix). <a href="https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/nida_commonlyuseddrugs_final_printready.pdf">https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/nida_commonlyuseddrugs_final_printready.pdf</a></li> <li>• NIDA. (n.d.) Commonly abused drugs: Prescriptions and OTCs. <a href="https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/nida_commonlyabuseddrugs_rx_final_printready.pdf">https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/nida_commonlyabuseddrugs_rx_final_printready.pdf</a></li> <li>• Begun, A.L. (2019). Module 2, Chapter 2: Classification systems for different types of substances. In <i>Theories and Biological Basis of Substance Misuse</i>, Open Educational Resource from The Ohio State University Pressbooks collection, <a href="https://ohiostate.pressbooks.pub/substancemisusepart1/">https://ohiostate.pressbooks.pub/substancemisusepart1/</a></li> <li>• Begun, A.L. (2020). Introduction to psychoactive substances. In A.L. Begun &amp; M.M. Murray, (Eds.), <i>Routledge Handbook of social work and addictive behaviors</i>. Routledge.</li> <li>• Kepple, N.J., &amp; Freisthler, B. (2020). All drugs aren’t created equal: Exploring the general and specific effects of psychoactive substances to understand child maltreatment risk by drug type. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 381-396). Routledge.</li> <li>• Begun, A.L. (2019). Modules 7, 8, 9, 10, 11, and 12 about specific types of substances. In <i>Theories and Biological Basis of Substance Misuse</i>, Open Educational Resource from The Ohio State University Pressbooks collection, <a href="https://ohiostate.pressbooks.pub/substancemisusepart1/">https://ohiostate.pressbooks.pub/substancemisusepart1/</a></li> <li>• National Institute on Drug Abuse (NIDA) website “Drug Facts” presents content about many different substances. <a href="https://www.drugabuse.gov/publications/finder/t/160/drugfacts">https://www.drugabuse.gov/publications/finder/t/160/drugfacts</a></li> <li>• Drug Enforcement Administration (DEA). (2020). Drugs of Abuse. <a href="https://www.dea.gov/documents/2020/04/13/drugs-abuse">https://www.dea.gov/documents/2020/04/13/drugs-abuse</a></li> </ul>

THEME 1 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<p><b>Biopsychosocial framework &amp; theories</b></p> <p>A host of biological, psychological, and social and physical context theories and models have been applied to explain the causal and influencing factors related to substance use, substance misuse, and substance use disorders (etiology). Drawing on a social work strengths perspective, resilience and protective factors are considered alongside known vulnerability and risk factors. Many diverse theories and models are well-supported by empirical evidence and help inform our interventions to prevent, treat, and support recovery from substance misuse and SUD—interventions at the individual, family, group, community, organizational, and policy levels. Critical to practitioner education is familiarity with key theories and models, placing them within a biopsychosocial framework. Note that spirituality is treated as an aspect of the social and physical context.</p> <ul style="list-style-type: none"> <li>• <b>Biological:</b> genetics and heritability, neuropsychology, and pharmacokinetics of substance misuse and SUD.</li> <li>• <b>Psychological:</b> information processing, cognitive, classical and operant learning, social learning, cravings, expectancy models of substance use, misuse, and SUD.</li> <li>• <b>Social Context &amp; Physical Environments:</b> physical environments, social ecological, social norms, cultural and spiritual, deviance, and labeling theories and models, as well as the influence of “isms” and microaggression are relevant, as are roles played by family, peers, and spirituality, in understanding the emergence, maintenance, and recovery from substance use, misuse, and SUD.</li> </ul>	<p>3, 4, 5, 8</p> <p>K, V, CAP</p>	<ul style="list-style-type: none"> <li>• Begun, A.L. (2019). Theories and biological basis of substance misuse. The Ohio State University Pressbooks, Open educational resource (OER), <a href="https://ohiostate.pressbooks.pub/substancemisusepart1/">https://ohiostate.pressbooks.pub/substancemisusepart1/</a> <ul style="list-style-type: none"> <li>– Module 3: Biological models, pharmacokinetics, psychopharmacology (genetic influences, neurobiology)</li> <li>– Module 4: Psychological models (cognitive &amp; learning, developmental, psyche, expectancies &amp; cravings)</li> <li>– Module 5: Social contexts &amp; physical environments</li> <li>– Module 6: Theory integration, transtheoretical model of behavior change, vulnerability, risk, resilience, protective factors</li> </ul> </li> <li>• Bares, C.B., &amp; Chartier, K.G. (2020). The role of genes and environments in shaping substance misuse. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 78-94). Routledge.</li> <li>• Begun, A.L. (2020). Psychological models of addictive behavior. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 95- 109). Routledge.</li> <li>• Begun, A.L., Bares, C.B., &amp; Chartier, K.G. (2020). Social environmental contexts of addictive behavior. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 110-128). Routledge.</li> <li>• Hodge, D.R., Zidan, T &amp; Hussain, A. (2015). Modeling the relationships between discrimination, depression, substance use, and spirituality with Muslims in the United States, <i>Social Work Research</i>, 39 (4), 223-233.</li> <li>• Huang, Y. (2014). Alcohol consumption among Asian Americans in the U.S.: A systematic review, <i>Global Journal of Medicine and Public Health</i>, 3 (6),1-9.</li> <li>• In <i>Sickness &amp; In Health</i> podcast: Religion, Responsibility, Blame &amp; Shame. Season 2, Episode 13. <a href="https://celine-gounder-e715.squarespace.com">https://celine-gounder-e715.squarespace.com</a></li> <li>• In <i>Sickness &amp; In Health</i> podcast: A Safe Space to Use Drugs. Season 2, Episode 7. <a href="https://www.justhumanproductions.org/podcasts/e7-the-opioid-overdose-crisis-a-safe-space-to-use-drugs">https://www.justhumanproductions.org/podcasts/e7-the-opioid-overdose-crisis-a-safe-space-to-use-drugs</a></li> </ul>

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<p><b>Epidemiology &amp; Diversity</b></p> <p>Current data concerning the scope of substance use, misuse, and SUD, and resulting, and co-occurring problems are easily attained; critical to social worker practitioners is knowing how to interpret these data, applying a diversity and social justice lens. This analysis helps social workers address stereotypes, bias, and stigma related to substance use, misuse, and SUD, and to prioritize and advocate for changes to address disparities and discrepancies between needed and obtained services.</p>	<p>2, 3, 4, 5, 8</p> <p>K, V, CAP</p>	<ul style="list-style-type: none"> <li>• CSWE. (2020). Competency 2—Engage diversity and difference in practice. <i>Specialized Practice Curricular Guide for Substance Use Social Work Practice</i>.</li> <li>• U.S. Department of Health and Human Services (HHS), Office of the Surgeon General. (2018). Facing addiction in America: The Surgeon General's spotlight on opioids. HHS. <a href="https://addiction.surgeongeneral.gov/sites/default/files/Spotlight-on-Opioids_09192018.pdf">https://addiction.surgeongeneral.gov/sites/default/files/Spotlight-on-Opioids_09192018.pdf</a>.</li> <li>• SAMHSA. (2020). 2019 National Survey of Drug Use and Health (NSDUH) Releases. [See annual nation report, detailed tables] <a href="https://www.samhsa.gov/data/release/2019-national-survey-drug-use-and-health-nsduh-releases">https://www.samhsa.gov/data/release/2019-national-survey-drug-use-and-health-nsduh-releases</a></li> <li>• NIDA. (2020). Monitoring the Future. [See varied forms of reports, infographics, and other resources; including detailed data tables.] <a href="http://monitoringthefuture.org/data/20data.html#2020data-drugs">http://monitoringthefuture.org/data/20data.html#2020data-drugs</a></li> <li>• United Nations Office on Drugs and Crime (UNODC). (2020). World Drug Report 2020. <a href="https://wdr.unodc.org/wdr2020/index.html">https://wdr.unodc.org/wdr2020/index.html</a></li> <li>• Popova, S., Rehm, J., &amp; Shield, K. (2020). Global alcohol epidemiology: Focus on women of childbearing age. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 39-57). Routledge.</li> <li>• Wagner, E., Spadola, C., &amp; Davis, J.P. (2020). Addictive behaviors during emerging adulthood. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 232-246). Routledge.</li> <li>• Sacco, P., Kuerbis, A., &amp; Harris, R. (2020). Older adults and substance misuse. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 247-261). Routledge.</li> <li>• Tam, C.C., Karriker-Jaffe, K.J., &amp; Chartier, K.G. (2020). Understanding addictive behavior from a human diversity perspective. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 262-281). Routledge.</li> <li>• Goffnet, J., &amp; Goldbach, J. Substance use across the lifespan of the LGBTQ+ population. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 282-296). Routledge.</li> <li>• Arfken, C.L &amp; Ahmed, S. (2016). Ten years of substance use research in Muslim populations: Where do we go from here? <i>Journal of Muslim Mental Health</i>, 10(1) 13-24.</li> <li>• Bowen, E.A. &amp; Walton, Q.L. (2015). Disparities and the social determinants of mental health and addictions: Opportunities for a multifaceted social work response. <i>Health &amp; Social Work</i>, 40(3), e59-e65.</li> <li>• Salas-Wright, C.P., Vaughn, M.G., Perron, B. E., Reingle Gonzalez, J.M., &amp; Goings, T.C. (2018). Substance use disorders among immigrants in the United States: A research update. <i>Addictive Behaviors</i>, 76, 169-173.</li> <li>• Goings, T.C., Salas-Wright, C.P., Howard, M.O., &amp; Vaughn,</li> <li>• M.G. (2018). Substance use among bi/multiracial youth in the United States: Profiles of psychosocial risk and protection. <i>The American Journal of Drug and Alcohol Abuse</i>, 44(2), 206-214.</li> <li>• TedXConnecticutCollege lecture. David Canton (2016, September 20). "White Poverty Privilege?" Poverty and Addiction in America. <a href="https://www.youtube.com/watch?v=yCI10lIQF8w&amp;feature=youtu.be">https://www.youtube.com/watch?v=yCI10lIQF8w&amp;feature=youtu.be</a></li> </ul>

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<p><b>Epidemiology &amp; Diversity</b> (<i>cont.</i>)</p>		<ul style="list-style-type: none"> <li>Green, K.E &amp; Feinstein, B. A. (2012). Substance use in Lesbian, Gay, and Bisexual populations: An update on empirical research and implications for treatment, <i>Psychology of Addictive Behaviors</i>, 26(2), 265-278. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3288601/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3288601/</a></li> <li>Mereish, E.H. &amp; Bradford, J.B. (2014). Intersecting identities and substance use problems: Sexual orientation, gender, race and lifetime substance use problems. <i>Journal of Studies in Alcohol &amp; Drugs</i>, 75, 179-188. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3893631/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3893631/</a></li> <li>Sarabia, S &amp; Martin, J. (2013). Aging effects on substance use among mid-life women: The moderating influence of race and substance, <i>Journal of Social Work Practice in the Addictions</i>, 13, 417-435.</li> <li>inSocial Work Podcast—Episode 120. Dr. Nikki Wooten. Gender differences among army service members in substance use treatment utilization during the year prior to deployment. <a href="https://www.insocialwork.org/">https://www.insocialwork.org/</a></li> </ul>
<p><b>Policy Influencers</b></p> <p>Social work practice at the macro level has the potential to make tremendous contributions to how substance use, misuse, use disorders, and recovery support are addressed. Social workers prepare for advocacy roles and introducing evidence-informed change at the community, institution, service delivery system, and public and social policy levels.</p>	<p>2, 3, 4, 5, 6, 7, 8 K, S, V, CAP</p>	<ul style="list-style-type: none"> <li>CSWE. (2020). Competency 3—Advance human rights and social, economic, and environmental justice. <i>Specialized Practice Curricular Guide for Substance Use Social Work Practice</i>.</li> <li>CSWE. (2020). Competency 5—Engage in policy practice. <i>Specialized Practice Curricular Guide for Substance Use Social Work Practice</i></li> <li>Alcohol Policy Information System. <a href="https://alcoholpolicy.niaaa.nih.gov/">https://alcoholpolicy.niaaa.nih.gov/</a></li> <li>Begun, A.L. (2019). Module 1: Chapter 2. A brief history of substance use and policy responses in the U.S. In <i>Theories and biological basis of substance misuse</i>. The Ohio State University Pressbooks, Open educational resource. <a href="https://ohiostate.pressbooks.pub/substancemisusepart1/">https://ohiostate.pressbooks.pub/substancemisusepart1/</a></li> <li>McCabe, H.A., &amp; Wahler, E.A. (2016). The Affordable Care Act, substance use disorders, and low-income clients: Implications for social work. <i>Social Work</i>, 61(3), 227-233.</li> <li>McLellan, A.T., &amp; Woodworth, A.M. (2014). The Affordable Care Act and treatment for “substance use disorders:” Implications of ending segregated behavioral healthcare. <i>Journal of Substance Abuse Treatment</i>, 46(5), 541-545.</li> <li>Andrews, C.M., Pollack, H.A., Abraham, A.J., Grogan, C.M., Bersamira, C.S., D’Aunno, T., &amp; Friedmann, P.D. (2019). <i>Journal of Substance Abuse Treatment</i>, 102, 1-7.</li> <li>Campbell, C.I., Parthasarathy, S., Altschuler, A., Young- Wolff, K.C., &amp; Satre, D.D. (2018). Characteristics of patients with substance use disorders before and after the Affordable Care Act. <i>Drug and Alcohol Dependence</i>, 193, 124-130.</li> <li>Morton, C.M. (2019). Community social deprivation and availability of substance use treatment and mutual aid recovery groups. <i>Substance Abuse Treatment, Prevention, and Policy</i>, 14, 33.</li> <li>Freisthler, B., &amp; Kepple, N.J. (2020). Using GIS and spatial analysis to better integrate context into our understanding of addictive behaviors. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 601-617). Routledge.</li> <li>Acquavita, S.P., Kauffman, S.S., Talks, A., &amp; Sherman, K. (2016). Pregnant women with substance use disorders: The intersection of history, ethics, and advocacy. <i>Social Work in Health Care</i>, 55(10), 843-860.</li> <li>Bosk, E.A., Van Last, D., Van Scoyoc, A. (2017). A chronic problem: Competing paradigms for substance abuse in child welfare policy and practice and the need for new approaches. <i>The British Journal of Social Work</i>, 47(6), 1669-1685.</li> </ul>

THEME 1 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<p><b>Policy Influencers</b> (<i>cont.</i>)</p>		<ul style="list-style-type: none"> <li>• Nissen, L. Effective adolescent substance abuse treatment in juvenile justice settings: Practice and policy recommendations. <i>Child &amp; Adolescent Social Work Journal</i>, 23(3), 298-315.</li> <li>• Begun, A.L., &amp; Murray, M.M. (2020). Emerging priorities for practice and research. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 618-624). Routledge.</li> <li>• Vakharia, S.P. &amp; Little, J. (2020). Policy reforms to reduce harms associated with substance misuse. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 482-496). Routledge.</li> <li>• Bersamira, C. (2020). Roles for social work and other professions in support of recovery-oriented addiction policies and services. In A.L. Begun &amp; M.M. Murray, (Eds.), <i>The Routledge Handbook of Social Work and Addictive Behaviors</i>, (pp. 469-481). Routledge.</li> <li>• Lloyd, M., &amp; Fendrich, M. (2020). Drug treatment courts. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 453-468). Routledge.</li> <li>• Rose, S.J., &amp; LeBel, T.P. (2020). Emerging policy and practice responses to substance use with currently and formerly incarcerated women. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 513-526). Routledge.</li> <li>• Malcolm, B. (2020). Decriminalization and medicalization of cannabis: Implications of the Caribbean experience for global social work practice. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 497-512). Routledge.</li> <li>• Saunders-Adams, S., Hechmer, C., &amp; Peck, A. (2020). Integrated care: Identifying and intervening with substance misuse in primary healthcare. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 436-452). Routledge.</li> </ul>

\*K=knowledge, S=skills, V=values, CAP=cognitive & affective processes

## Theme 2: Screening, Brief Intervention, and Referral to Treatment (SBIRT)

In order for social workers to engage in high-quality, evidence-based substance misuse and substance use disorder (SUD) intervention they need to develop knowledge, values, skills, and critical thinking capacity related to screening for current substance misuse or SUD, risk of developing problematic substance use, and (3) problems resulting from or co-occurring with problematic substance use. Evidence supports social workers being knowledgeable about and skilled in use of motivational interviewing (MI) or and MI-style approach in initial engagement and throughout the screening, feedback, brief intervention, and referral process. Additionally, they require knowledge and skills for engaging in evidence-based brief intervention and referral to specialized intervention or treatment based on screening results—known as the screening, brief intervention, and referral to treatment (SBIRT) process. Appropriate screening and SBIRT practices relate to clients' self-change efforts, and engagement with interventions and recovery support services when relevant, making this a critical knowledge and skill domain for social work practitioners. Curriculum content specified in Theme 2 addresses elements related to each of the nine EPAS Competencies and represent the dimensions of knowledge, skills, values, and cognitive and affective processes. Use of the resources suggested here is not required; instructors or programs may develop their own learning resources and learning activities to achieve the learning objectives. An emphasis throughout this theme is **engagement** which is addressed in CSWE. (2020). Competency 6—Engage with individuals, families, groups, organizations, and communities. In *Specialized Practice Curricular Guide for Substance Use Social Work Practice*.

THEME 2 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<p><b>Selecting Screening Instruments</b></p> <p>Practitioners are advised to use evidence-supported screening instruments appropriate to the population and conditions of potential concern. Knowledge and skills needed by social workers in this practice area include:</p> <ul style="list-style-type: none"> <li>• Using and interpreting standardized, evidence-supported, culturally and developmentally relevant instruments to screen for risk or presence of substance misuse or SUD and substance-related problems</li> <li>• Conceptualizing screening sensitivity vs specificity</li> <li>• Alcohol screening instruments (adults, adolescents, older adults, pregnant women)</li> <li>• Tobacco screening instruments</li> <li>• Other substance use screening instruments</li> <li>• Screening for substance-related problems/co-occurring problems</li> </ul>	<p>2, 3, 4, 6, 7, 9</p> <p>K, S</p>	<ul style="list-style-type: none"> <li>• NIDA. (2018). Screening and assessment tools chart: Choose evidence-based screening tools and assessment resource materials. <a href="https://www.drugabuse.gov/nidamed-medical-health-professionals/screening-tools-resources/chart-screening-tools">https://www.drugabuse.gov/nidamed-medical-health-professionals/screening-tools-resources/chart-screening-tools</a></li> <li>• NIAAA. (n.d). Alcohol screening and brief intervention for youth: A practitioner's guide. <a href="https://pubs.niaaa.nih.gov/publications/Practitioner/YouthGuide/YouthGuide.pdf">https://pubs.niaaa.nih.gov/publications/Practitioner/YouthGuide/YouthGuide.pdf</a></li> <li>• NIAAA. (2016). Helping patients who drink too much: A clinician's guide (revised). NIH Publication 19-AA-3769. <a href="https://pubs.niaaa.nih.gov/publications/practitioner/cliniciansguide2005/guide.pdf">https://pubs.niaaa.nih.gov/publications/practitioner/cliniciansguide2005/guide.pdf</a></li> <li>• NIDA. (n.d.). Interactive website. Brief Screener for Tobacco, Alcohol, and Other Drugs. <a href="https://www.drugabuse.gov/ast/bstad/#/">https://www.drugabuse.gov/ast/bstad/#/</a></li> <li>• Roberts, S.C. &amp; Nuru-Jeter, A. (2012). Universal screening for alcohol and drug use and racial disparities in child protective services reporting. <i>Journal of Behavioral Health Services and Research</i>, 39 (1), 3-16.</li> </ul>

THEME 2 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<p><b>Motivational Interviewing</b></p> <p>A great deal of evidence supports practitioners engaging with clients through an approach conforming to the spirit of motivational interviewing throughout the course of their working relationship— beginning with the initial screening/engagement phase. Social workers need to be prepared in:</p> <ul style="list-style-type: none"> <li>• Applying an MI-approach in substance misuse and SUD screening and feedback</li> <li>• Orientation to motivation for behavior change, evidence support for MI in substance misuse arena</li> <li>• Understanding ambivalence</li> <li>• OARS skills (Open questions, Affirming, Reflective listening, Summarizing)</li> <li>• Four processes of MI (Engaging, Focusing, Evoking, Planning)</li> </ul>	<p>1, 4, 6, 7, 8, 9</p> <p>K, S, V, CAP</p>	<ul style="list-style-type: none"> <li>• SAMHSA. (2019). TIP 35. Enhancing motivation for change in substance use disorder treatment. Treatment Improvement Protocol (TIP) no. 35 (updated), SAMHSA publication no. PEP19-02-01-003. SAMHSA. <a href="https://store.samhsa.gov/system/files/pep19-02-01-003_0.pdf">https://store.samhsa.gov/system/files/pep19-02-01-003_0.pdf</a></li> <li>• Miller, W.R., &amp; Rollnick, S. (2012). <i>Motivational interviewing: Helping people change</i>. Guilford Press.</li> <li>• Rosengren, D. B. (2018). <i>Building motivational interviewing skills: A practitioner workbook</i>. Guilford Press.</li> <li>• Berg-Smith, S.M. (2014). The art of teaching motivational interviewing: A resource for MI trainers. <a href="https://motivationalinterviewing.org/sites/default/files/the_art_of_teaching_mi_1.2.pdf">https://motivationalinterviewing.org/sites/default/files/the_art_of_teaching_mi_1.2.pdf</a></li> <li>• Motivational Interviewing Practice small group exercise. <a href="https://adept.missouri.edu/wp-content/uploads/2017/06/Module-Two-Motivational-Interviewing-Tools-and-Techniques.pdf">https://adept.missouri.edu/wp-content/uploads/2017/06/Module-Two-Motivational-Interviewing-Tools-and-Techniques.pdf</a></li> <li>• Miller, W. R., &amp; Moyers, T. B. (2006). Eight stages in learning motivational interviewing. <i>Journal of Teaching in the Addictions</i>, 5(1), 3-17. <a href="https://doi.org/10.1300/J188v05n01_02">https://doi.org/10.1300/J188v05n01_02</a></li> <li>• Miller, W.R., Forcehimes, A.A., &amp; Zweben, A. (2019). Motivational interviewing. In <i>Treating addiction: A guide for professionals, 2nd ed.</i>, (pp. 168-176). Guilford Press.</li> <li>• Miller, W. R., &amp; Rose, G. S. (2015). Motivational interviewing and decisional balance: Contrasting responses to client ambivalence. <i>Behavioural and Cognitive Psychotherapy</i>, 43(2), 129-141. <a href="https://doi.org/10.1017/S1352465813000878">https://doi.org/10.1017/S1352465813000878</a></li> <li>• Moyers, T.B., Houck, J., Glynn, L.H., Hallgren, K.A., &amp; Manuel, J.K. (2016). A randomized controlled trial to influence client language in substance use disorder treatment. <i>Drug and Alcohol Dependence</i>, 172, 43-50. <a href="https://www.sciencedirect.com/science/article/abs/pii/S0376871617300066?via%3Dihub">https://www.sciencedirect.com/science/article/abs/pii/S0376871617300066?via%3Dihub</a></li> <li>• Moyers, T.B., Manuel, J.K., &amp; Ernst, D. (2015). Motivational interviewing treatment integrity coding manual 4.1.2. <a href="http://www.motivationalinterviewing.org/sites/default/files/miti4_2.pdf">http://www.motivationalinterviewing.org/sites/default/files/miti4_2.pdf</a></li> <li>• Motivational interviewing skills video series: <ul style="list-style-type: none"> <li>— Four processes in MI (5 min 42 sec) <a href="https://www.youtube.com/watch?reload=9&amp;v=JT9asME0zDc&amp;index=1&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6">https://www.youtube.com/watch?reload=9&amp;v=JT9asME0zDc&amp;index=1&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6</a></li> <li>— 5 Core Interviewing Skills (2 min 28 sec) <a href="https://www.youtube.com/watch?v=pgtHqPENKMw&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6&amp;index=8">https://www.youtube.com/watch?v=pgtHqPENKMw&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6&amp;index=8</a></li> <li>— M.I. Skillful Listening (3 min 56 sec) <a href="https://www.youtube.com/watch?v=BfiXyKoAZq4&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6&amp;index=2">https://www.youtube.com/watch?v=BfiXyKoAZq4&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6&amp;index=2</a></li> <li>— M.I. Open-ended Questions (1 min 35 sec) <a href="https://www.youtube.com/watch?v=Fo4D05z_Bvg&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6&amp;index=7">https://www.youtube.com/watch?v=Fo4D05z_Bvg&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6&amp;index=7</a></li> <li>— M.I. Affirmations (1 min 57 sec) <a href="https://www.youtube.com/watch?v=2brUB_bXHYk&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6&amp;index=6">https://www.youtube.com/watch?v=2brUB_bXHYk&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6&amp;index=6</a></li> </ul> </li> <li>• M.I. Reflections (5 min 17 sec) <a href="https://www.youtube.com/watch?v=ipf1qVAES1c&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6&amp;index=4">https://www.youtube.com/watch?v=ipf1qVAES1c&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6&amp;index=4</a></li> <li>• M.I. Summaries (1 min 54 sec) <a href="https://www.youtube.com/watch?v=WA_rdWQe03M&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6&amp;index=5">https://www.youtube.com/watch?v=WA_rdWQe03M&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6&amp;index=5</a></li> <li>• M.I. Providing Information (5 min 48 sec) <a href="https://www.youtube.com/watch?v=Gzp3GAi4rPQ&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6&amp;index=3">https://www.youtube.com/watch?v=Gzp3GAi4rPQ&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6&amp;index=3</a></li> <li>• M.I. Skillful Listening &amp; Cannabis Use (6 min 50 sec) <a href="https://www.youtube.com/watch?v=gDr8dY-kz-8&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6&amp;index=9">https://www.youtube.com/watch?v=gDr8dY-kz-8&amp;list=PLcglUg338vSsVXLF0WMa2TqwtWDIORbP6&amp;index=9</a></li> </ul>

THEME 2 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<p><b>Brief Intervention</b></p> <p>Based on screening results, social work practitioners require preparation in how to provide screening feedback combined with brief interventions to address hazardous drinking or other substance use patterns. This skill set further extends the use of MI.</p> <ul style="list-style-type: none"> <li>Engaging in evidence-supported brief intervention informed by screening results</li> <li>Evidence support for brief intervention approaches</li> </ul>	<p>6, 7, 8</p> <p>K, S, CAP</p>	<ul style="list-style-type: none"> <li>Satterfield, J.M. Slideshow on screening, brief interventions, referrals to treatment: Use of SBIRT in practice (alcohol). <a href="https://30qkon2g8eif8wrj03zeh041-wpengine.netdna-ssl.com/wp-content/uploads/2018/01/Screening-Brief-Interventions-Referrals-to-Treatment-Use-of-SBIRT-in-Practice.pdf">https://30qkon2g8eif8wrj03zeh041-wpengine.netdna-ssl.com/wp-content/uploads/2018/01/Screening-Brief-Interventions-Referrals-to-Treatment-Use-of-SBIRT-in-Practice.pdf</a></li> <li>NIAAA. (interactive website, n.d.). Rethinking drinking: Alcohol and your health. <a href="https://www.rethinkingdrinking.niaaa.nih.gov/">https://www.rethinkingdrinking.niaaa.nih.gov/</a></li> <li>SAMHSA. (2012). TIP 34. Brief interventions and brief therapies for substance abuse. Treatment Improvement Protocol (TIP) no. 34 (updated), HHS publication no. (SMA) 12-3952. SAMHSA. <a href="https://store.samhsa.gov/product/TIP-34-Brief-Interventions-and-Brief-Therapies-for-Substance-Abuse/SMA12-3952">https://store.samhsa.gov/product/TIP-34-Brief-Interventions-and-Brief-Therapies-for-Substance-Abuse/SMA12-3952</a></li> <li>SAMHSA. (2019). TIP 35. Enhancing motivation for change in substance use disorder treatment. Treatment Improvement Protocol (TIP) no. 35 (updated), SAMHSA publication no. PEP19-02-01-003. SAMHSA. <a href="https://store.samhsa.gov/product/TIP-35-Enhancing-Motivation-for-Change-in-Substance-Use-Disorder-Treatment/PEP19-02-01-003">https://store.samhsa.gov/product/TIP-35-Enhancing-Motivation-for-Change-in-Substance-Use-Disorder-Treatment/PEP19-02-01-003</a></li> <li>Miller, W.R., Forcehimes, A.A., &amp; Zweben, A. (2019). Brief interventions. In <i>Treating addiction: A guide for professionals, 2nd ed.</i>, (pp. 155-167). Guilford Press.</li> <li>Levy, S.J., Williams, J.F., &amp; Committee on Substance Use and Prevention. (2016). Substance use screening, brief intervention, and referral to treatment. <i>Pediatrics</i>, <i>138</i>(1) e20161211.</li> <li>Campbell, C., Smith, D., Clary, K.L., &amp; Egizio, L. (2020). Screening, brief intervention, and referral to treatment (SBIRT) in the substance use system of care. In A.L. Begun &amp; M.M. Murray, (Eds.), <i>Routledge Handbook of Social Work and Addictive Behavior</i>. Routledge.</li> <li>Online Module to train healthcare providers in SBIRT with pregnant women (2017). <a href="http://cahsmedia2.uc.edu/host/PregnancyModule/story.html">http://cahsmedia2.uc.edu/host/PregnancyModule/story.html</a></li> <li>Online Module to train healthcare providers in SBIRT with Appalachian Individuals (2018). <a href="http://cahsmedia2.uc.edu/host/Appalachian%20Module/story_html5.html">http://cahsmedia2.uc.edu/host/Appalachian%20Module/story_html5.html</a></li> <li>Samson, J.E., &amp; Tanner-Smith, E.E. (2015). Single-session alcohol interventions for heavy drinking college students: A systemic review and meta-analysis. <i>Journal of Studies on Alcohol and Drugs</i>, <i>76</i>, 530-543.</li> </ul>
<p><b>Referral to Specialized Intervention</b></p> <p>Social workers conducting screening for substance misuse and SUD often need to make referrals to specialized services for assessment, diagnosis, and intervention.</p> <p>Doing so requires knowledge and skills to facilitate successful referral, including:</p> <ul style="list-style-type: none"> <li>Making appropriate referral for further specialized substance misuse and SUD assessment or intervention when warranted</li> <li>Identifying appropriate referral options in practice area</li> <li>Strategies for successful referral follow-through</li> </ul>	<p>6, 7, 8, 9</p> <p>K, S</p>	<ul style="list-style-type: none"> <li>NIAAA. (2014). Treatment for alcohol problems: Finding and getting help. NIH publication no. 14-7974. <a href="https://www.niaaa.nih.gov/publications/brochures-and-fact-sheets/treatment-alcohol-problems-finding-and-getting-help">https://www.niaaa.nih.gov/publications/brochures-and-fact-sheets/treatment-alcohol-problems-finding-and-getting-help</a></li> <li>NIAAA. (interactive website, n.d.). NIAAA Alcohol Treatment Navigator: Pointing the Way to Evidence-Based Care. <a href="https://alcoholtreatment.niaaa.nih.gov/">https://alcoholtreatment.niaaa.nih.gov/</a></li> <li>Kelly, JF, Bergman, B, Hoepfner, BB, Vilsaint, C &amp; White, WL. (2017). Prevalence and pathways of recovery from drug and alcohol problems in the United States population: Implications for practice, research, and policy, <i>Drug and Alcohol Dependence</i>, <i>181</i>, 162-169.</li> <li>Nowinski, J., Baker, S., &amp; Carroll, K. (1999). <i>Twelve step facilitation therapy manual: A clinical research guide for therapists treating individuals with alcohol abuse and dependence</i>. National Institute on Alcohol Abuse and Alcoholism. <a href="https://pubs.niaaa.nih.gov/publications/projectmatch/match01.pdf">https://pubs.niaaa.nih.gov/publications/projectmatch/match01.pdf</a></li> </ul>

THEME 2 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<p><b>Technology in SBIRT</b></p> <p>As the world moves toward greater use of and reliance on technology in behavioral health care, social workers practicing in the area of substance misuse and SUD require knowledge and skills in use of computerized screening tools.</p> <p>Technology can assist in identifying appropriate screening tools, and desired tools may be available for computerized administration and interpretation. Preparing social workers to locate and appropriately use technology in screening is important.</p>	<p>6</p> <p>K, S</p>	<ul style="list-style-type: none"> <li>Alcohol &amp; Drug Abuse Institute (ADAI) Library, University of Washington. (2019). Interactive website: Substance Use Screening &amp; Assessment Instruments Database. <a href="http://lib.adai.washington.edu/instruments/">http://lib.adai.washington.edu/instruments/</a></li> <li>NIAAA. (interactive website, n.d.). Rethinking drinking: Alcohol and your health. <a href="https://www.rethinkingdrinking.niaaa.nih.gov/">https://www.rethinkingdrinking.niaaa.nih.gov/</a></li> <li>NIAAA. (interactive website, n.d.). NIAAA Alcohol Treatment Navigator: Pointing the Way to Evidence-Based Care. <a href="https://alcoholtreatment.niaaa.nih.gov/">https://alcoholtreatment.niaaa.nih.gov/</a></li> </ul>

\*K=knowledge, S=skills, V=values, CAP=cognitive & affective processes

### Theme 3: Assessment and Intervention Planning

Substance misuse and SUD are complex problems and often co-occur with other health and mental health challenges (CSWE, 2020). Social work intervention begins with appropriate assessment followed by thoughtful intervention planning based on the assessment process, client preferences, and intervention options. Both assessment and intervention planning are informed by theory, evidence, practice experience, and policy, along with consideration of client preferences. Assessment is an ongoing process, beginning with initial engagement and revisited throughout intervention and recovery, because substance-related circumstances are tremendously dynamic. Social workers practicing in the area of substance misuse, SUD and related problems require knowledge, skills, and critical thinking abilities essential for engaging in assessment, and they exhibit the values of a strengths-based orientation in their work. This includes the application of situationally, developmentally, and culturally appropriate assessment tools and protocols from among evidence-supported options. This also requires social workers to be skilled in communication and motivational interviewing (MI) approaches to elicit engagement and accurate assessment data, as well as to provide appropriate assessment feedback and engage in appropriate intervention planning. Applying assessment to inform intervention requires knowledge and critical thinking related to intervention goal setting and options available in the community.

Curriculum content specified in Theme 3 addresses elements related to each of the nine EPAS Competencies and represent the dimensions of knowledge, skills, values, and cognitive and affective processes. Use of the resources suggested here is not required; instructors and programs may develop their own learning resources and learning activities to achieve the learning objectives.

THEME 3 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<p><b>Assessment Protocols &amp; Diagnostic Criteria</b></p> <p>Using standardized, evidence-supported diagnostic criteria, and systems (DSM-5, ICD-10) for collecting, organizing, and interpreting data and information for biopsychosocial assessment</p>	<p>4, 6, 7, 8, 9</p> <p>K, S, CAP</p>	<ul style="list-style-type: none"> <li>• NIDA (2018). Screening and assessment tools chart: Choose evidence-based screening tools and assessment resource materials. <a href="https://www.drugabuse.gov/nidamed-medical-health-professionals/screening-tools-resources/chart-screening-tools">https://www.drugabuse.gov/nidamed-medical-health-professionals/screening-tools-resources/chart-screening-tools</a></li> <li>• American Psychiatric Association (APA). (2013). <i>Diagnostic and statistical manual of mental disorders (5th ed.)</i>. Author.</li> <li>• Begun, A.L., &amp; Murray, M.M. (2020). Appendix A: Diagnostic criteria for alcohol use disorder (AUD) and substance use disorder (SUD) in DSM-5 and ICD-11 protocols. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 625-628). Routledge.</li> <li>• inSocial Work Podcast. Episode 139—Dr. Robert Keefe &amp; Dr. Barbara Rittner. The Fifth Edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5): A Conversation. <a href="https://www.insocialwork.org/">https://www.insocialwork.org/</a></li> <li>• Hoffman, N.G. (2015). Comparing alcohol use in the DSM- IV-TR, DSM-5, and ICD-10. NAADAC.org webinar. <a href="https://www.naadac.org/comparing-alcohol-use-in-the-dsm-iv-tr-dsm-5-and-icd-10">https://www.naadac.org/comparing-alcohol-use-in-the-dsm-iv-tr-dsm-5-and-icd-10</a> (requires free registration)</li> <li>• Knight, D. K., Becan, J. E., Landrum, B., Joe, G. W., &amp; Flynn, P. M. (2014). Screening and assessment tools for measuring adolescent client needs and functioning in substance abuse treatment. <i>Substance Use &amp; Misuse</i>, 49(7), 902-918.</li> <li>• Baron, David A., Baron, D. Andrew, &amp; Baron, S.H. (2005). Laboratory testing for substances of abuse. In R.J. Frances, S.I. Miller, &amp; A.H. Mack, (Eds.), <i>Clinical textbook of addictive disorders, 3rd ed.</i>, (p. 63-71). Guilford Press.</li> <li>• Miller, W.R., Forcehimes, A.A., &amp; Zweben, A. (2019). Screening, evaluation, and diagnosis. In <i>Treating addiction: A guide for professionals, 2nd ed.</i>, (pp. 71-91). Guilford Press.</li> </ul>

THEME 3 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<p><b>Assessment-Informed Intervention Planning</b></p> <p>Relating assessment results to intervention planning responsive to organizational, reimbursement, and local, state, and national policies, including ASAM or other relevant placement level criteria for matching interventions to assessment results</p>	<p>5, 7, 8 K, S, CAP</p>	<ul style="list-style-type: none"> <li>American Society of Addiction Medicine (ASAM). (2015). What are the ASAM Levels of Care? <a href="https://www.asamcontinuum.org/knowledgebase/what-are-the-asam-levels-of-care/">https://www.asamcontinuum.org/knowledgebase/what-are-the-asam-levels-of-care/</a></li> <li>Connors, G.J., Donovan, D.M., Velasquez, M., &amp; DiClemente, C. C. (2013). <i>Substance abuse treatment and the stages of change: Selecting and planning interventions</i>. New York: Guilford Press.</li> <li>NIDA. (n.d.) Commonly abused drugs (and principles of effective treatment matrix). <a href="https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/nida_commonlyuseddrugs_final_printready.pdf">https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/nida_commonlyuseddrugs_final_printready.pdf</a></li> <li>NIDA. (n.d.) Commonly abused drugs: Prescriptions and OTCs (and principles of effective treatment matrix). <a href="https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/nida_commonlyabuseddrugs_rx_final_printready.pdf">https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/nida_commonlyabuseddrugs_rx_final_printready.pdf</a></li> <li>Miller, W.R., Forcehimes, A.A., &amp; Zweben, A. (2019). Individualizing treatment. In <i>Treating addiction: A guide for professionals, 2nd ed.</i>, (pp. 116-138). Guilford Press.</li> <li>Norcross, J.C., Krebs, P., &amp; Prochaska, J.O., (2011). Stages of change. <i>Journal of Clinical Psychology: In Session</i>, 67(2), 143-154.</li> </ul>
<p><b>Culturally &amp; Developmentally Appropriate Assessment</b></p> <p>Using culturally and developmentally appropriate standardized, evidence-supported assessment protocols requires awareness of potential bias in these protocols</p>	<p>2, 3, 4, 7, 9 K, S, V</p>	<ul style="list-style-type: none"> <li>Reber, K.M., Schlegel, A.B., Braswell, E.F., &amp; Shepherd,</li> <li>E.G. (2020). Neonatal abstinence syndrome: Recognition, management, and prevention. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 158-173). Routledge.</li> <li>Loock, C., Elliott, E., &amp; Cox, L.V. (2020). Fetal alcohol spectrum disorders: Evidence, theory, and current insights. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 174-190). Routledge.</li> <li>Himmelreich, M., Lutke, C.J., &amp; Hargrove, E.T. (2020). The lay of the land: FASD as a whole-body diagnosis. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 191-215). Routledge.</li> <li>Burlew, A.K., Copeland, V.C., Ahuama-Jonas, C. &amp; Calsyn, D.A. (2013). Does cultural adaptation have a role in substance abuse treatment? <i>Social Work Public Health</i>, 28(1), 440-460.</li> <li>Whitley, R. &amp; Jarvis, G.E. (2015). Religious understanding as cultural competence: Issues for clinicians. <i>Psychiatric Times</i>, 32. <a href="https://www.psychiatristimes.com/special-reports/religious-understanding-cultural-competence-issues-clinicians">https://www.psychiatristimes.com/special-reports/religious-understanding-cultural-competence-issues-clinicians</a></li> </ul>
<p><b>Motivational Interviewing</b></p> <p>Using motivational interviewing techniques for assessment and feedback processes, matching conversation to client readiness for change</p>	<p>4, 6, 7, 8, 9 K, S, CAP</p>	<ul style="list-style-type: none"> <li>SAMHSA (2019). TIP 35. Enhancing motivation for change in substance use disorder treatment. Treatment Improvement Protocol (TIP) no. 35 (updated), SAMHSA publication no. PEP19-02-01-003. SAMHSA. <a href="https://store.samhsa.gov/system/files/pep19-02-01-003_0.pdf">https://store.samhsa.gov/system/files/pep19-02-01-003_0.pdf</a></li> <li>Miller, W. &amp; Rollnick, S. (2009). Ten things that motivational interviewing is not. <i>Behavioral and Cognitive Psychotherapy</i>, 37, 129-140.</li> <li>Magill, M., Stout, R. L., &amp; Apodaca, T. R. (2013). Therapist focus on ambivalence and commitment: A longitudinal analysis of motivational interviewing treatment ingredients. <i>Psychology of Addictive Behaviors</i>, 27, 754-762</li> </ul>

THEME 3 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<p><b>Social Worker Self-Awareness</b></p> <p>Critical self-awareness of one's own biases and stigmatizing beliefs that influence assessment and intervention planning (includes personal or significant others' experiences with substance misuse, treatment or interventions, and recovery).</p>	<p>1, 2, 3, 6, 7</p> <p>K, V, S, CAP</p>	<ul style="list-style-type: none"> <li>Best, D., Savic, M., Mugavin, J., Manning, V., &amp; Lubman, D. (2016). Engaging with 12-Step and other mutual aid groups during and after treatment: Addressing workers' negative beliefs and attitudes through training, <i>Alcoholism Treatment Quarterly</i>, 34, 303-314.</li> <li>Dennis, C. B. &amp; Earleywine, M. (2013). Assessing the attitudes substance abuse professionals have toward 12- step culture: preliminary results. <i>Journal of Social Work Practice in the Addictions</i>, 13, 373-392.</li> <li>Szott, K. (2015). Contingencies of the will: Uses of harm reduction and the disease model of addiction among health care practitioners, <i>Health</i>, 19, 507-522.</li> </ul>
<p><b>Assessing for Co-Occurring Problems</b></p> <p>Assessing need for co-occurring problems and for specialized or specific intervention, such as: medication assisted, gender-specific, co- occurring condition, trauma sensitive, or other intervention modalities and contexts</p>	<p>2, 3, 6, 7, 8</p> <p>K, S</p>	<ul style="list-style-type: none"> <li>inSocial Work podcast—Episode 35. Dr. Elizabeth Tracy. Social Network, Trauma, Substance Abuse, and Dual Disorders Among Women. <a href="https://www.insocialwork.org/">https://www.insocialwork.org/</a></li> <li>SAMHSA. (2010). Integrated treatment for co-occurring disorders evidence-based practices (EBP) kit. <a href="https://store.samhsa.gov/product/Integrated-Treatment-for-Co-Occurring-Disorders-Evidence-Based-Practices-EBP-KIT/SMA08-4366">https://store.samhsa.gov/product/Integrated-Treatment-for-Co-Occurring-Disorders-Evidence-Based-Practices-EBP-KIT/SMA08-4366</a></li> <li>Mengo, C., &amp; Leonard, K. (2020). Intimate partner violence and substance misuse. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 545-559). Routledge.</li> <li>Davis, K.C., Kirwan, M., Neilson, E.C., &amp; Stappenbeck, C.A. (2020). Substance-involved sexual assault. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 560-576). Routledge.</li> </ul>
<p><b>Significant Others in Assessment</b></p> <p>Engaging family or significant others in assessment, intervention engagement, and recovery processes where appropriate, feasible, and client-desired</p>	<p>6, 7</p> <p>K, S</p>	<ul style="list-style-type: none"> <li>Haverfield, M.C., Ilgen, M., Schmidt, E., Shelley, A., &amp; Timko, C. (2019). Social support networks and symptom severity among patients with co-occurring mental health and substance use disorders. <i>Community Mental Health Journal</i>, 55(5), 768-776.</li> </ul>
<p><b>Assessing barriers and facilitators</b></p> <ul style="list-style-type: none"> <li>Identifying community resources for prevention, treatment and intervention, and recovery support</li> <li>Assessing their accessibility, availability, and goodness-of-fit (culturally and developmentally relevant; appropriate for assessed needs)</li> </ul>	<p>2, 3, 7</p> <p>K, S</p>	<ul style="list-style-type: none"> <li>Amri, S &amp; Bemak, F. (2013). Mental health help-seeking behaviors of immigrants in the United States: Overcoming social stigma and cultural mistrust. <i>Journal of Muslim Mental Health</i>, 7(1), 43-63.</li> <li>Chang,J.S., Sorensen, J.L., Masson, C.L., Shopshire, M.S., Hoffman, K., McCarty, D &amp; Iguchi, M. (2017). Structural factors affecting Asians and Pacific Islanders in community- based substance use treatment: Treatment provider perspectives. <i>Journal of Ethnicity in Substance Abuse</i>, 16(4), 479-494.</li> <li>Donlan,W., Lee, J &amp; Paz, J. (2009). <i>Corazón de Aztlan</i>: Culturally competent substance abuse prevention, <i>Journal of Social Work Practice in the Addictions</i>, 9, 215-232.</li> </ul>

THEME 3 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<p><b>Technology in Assessment &amp; Intervention Planning</b></p> <p>As the world moves toward greater use and reliance on technology in behavioral health care, social workers practicing in the area of substance use and SUD require knowledge and skills in use of computerized tools for assessment and intervention planning. Resources for these functions have not yet caught up to the need, particularly in geographic areas where in-person or on-site services are inaccessible, unavailable, or underused. Preparing social workers to locate and appropriately use technology in assessment, treatment planning, and referral processes is important, including awareness of confidentiality and identifiable data and information security concerns, as well as concerns related to sharing information across provider systems.</p>	<p>7 K, S</p>	<ul style="list-style-type: none"> <li>Alcohol &amp; Drug Abuse Institute (ADAI) Library, University of Washington. (2019). Interactive website: Substance Use Screening &amp; Assessment Instruments Database. <a href="http://lib.adai.washington.edu/instruments/">http://lib.adai.washington.edu/instruments/</a></li> <li>Hester, R.K., &amp; Miller, J.H. (n.d.) Computer-based tools for diagnosis and treatment of alcohol problems. <a href="https://pubs.niaaa.nih.gov/publications/arh291/36-40.htm">https://pubs.niaaa.nih.gov/publications/arh291/36-40.htm</a></li> </ul>

## Theme 4: Intervention Principles and Their Application

Social workers specializing in practice to prevent or treat substance use, substance misuse, and SUD and related problems require knowledge, skills, and values consonant with relevant evidence-based and evidence-informed practices. Understanding the theories and evidence base that informs intervention options is paramount, as is the ability to select appropriate and best-fitting interventions from among the options, whether social workers deliver the interventions themselves or make referrals to other specialists. Curriculum content specified in Theme 4 addresses elements related to each of the nine EPAS Competencies and represent the dimensions of knowledge, skills, values, and cognitive and affective processes. Use of the resources suggested here is not required; instructors or programs may develop their own learning resources and learning activities to achieve the learning objectives.

THEME 4 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<p><b>Informing Assessment and Intervention Planning</b></p> <p>Social workers use literature, research evidence, practice experience, policy (organizational, reimbursement, local, state, and federal), client preferences and assessment results to inform selection of evidence-supported interventions to address substance misuse or SUD and related problems. Developing familiarity with relevant resources and how to critically analyze options is an important learning emphasis.</p>	<p>1, 4, 5, 7, 8 K, CAP</p>	<ul style="list-style-type: none"> <li>• CSWE. (2020). Competency 7—Assess individuals, families, groups, organizations, and communities. In <i>Specialized Practice Curricular Guide for Substance Use Social Work Practice</i>.</li> <li>• Rotgers, F. (2012). Cognitive-behavioral theories of substance abuse. In S.T. Walters &amp; F. Rotgers, (Eds.), <i>Treating substance abuse: Theory and technique, 3rd ed.</i>, (pp. 113-137). Guilford Press.</li> <li>• Rose, G.S., &amp; Walters, S.T. (2012). Theories of motivation and addictive behavior. In S.T. Walters &amp; F. Rotgers, (Eds.), <i>Treating substance abuse: Theory and technique, 3rd ed.</i>, (pp. 9-27). Guilford Press.</li> <li>• Murphy, J.G., MacKillop, J., Vuchinich, R.E., &amp; Tucker, J.A. (2012). The behavioral economics of substance abuse. In S.T. Walters &amp; F. Rotgers, (Eds.), <i>Treating substance abuse: Theory and technique, 3rd ed.</i>, (pp. 148-80). Guilford Press.</li> <li>• Chung, P.H., Ross, J.D., Wakhlu, S., &amp; Adinoff, B. (2012). Neurobiological bases of addiction treatment. In S.T. Walters &amp; F. Rotgers, (Eds.), <i>Treating substance abuse: Theory and technique, 3rd ed.</i>, (pp. 281-318). Guilford Press.</li> <li>• NIDA. (2018). Principles of Drug Addiction Treatment: A research-based guide (3rd ed.). <a href="https://www.drugabuse.gov/publications/principles-drug-addiction-treatment-research-based-guide-third-edition/preface">https://www.drugabuse.gov/publications/principles-drug-addiction-treatment-research-based-guide-third-edition/preface</a></li> <li>• Reedy, A. (2020). Understanding addictive behaviors and co-occurring disorders. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 528-544). Routledge.</li> <li>• Watson C. (2015). When "Just Say No" is not enough: Teaching harm reduction. <i>The New Social Worker</i>. <a href="https://www.socialworker.com/extras/social-work-month-2015/when-just-say-no-is-not-enough-teaching-harm-reduction/">https://www.socialworker.com/extras/social-work-month-2015/when-just-say-no-is-not-enough-teaching-harm-reduction/</a></li> <li>• Vakharia, S. &amp; Little, J., (2017). Starting where the client is: Harm reduction guidelines for clinical social work practice. <i>Clinical Social Work Journal</i>, 45, 65-76.</li> <li>• Littrell, J. (2011). How addiction happens, how change happens, and what social workers need to know to be effective facilitators of change. <i>Journal of Evidence-Based Social Work</i>, 8(5), 469-486.</li> <li>• Friedrichs, A., Spies, M., Härter, M., &amp; Buchholz, A. (2016). Patient preferences and shared decision making in the treatment of substance use disorders: A systematic review of the literature. <i>PLoS ONE</i>, 11(1): 0145817.</li> <li>• Bersamira, C. (2020). Roles for social work and other professions in support of recovery-oriented addiction policies and services. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 469-481). Routledge.</li> <li>• Naqvi, N. H., &amp; Morgenstern, J. (2015). Cognitive neuroscience approaches to understanding behavior change in alcohol use disorder treatments. <i>Alcohol Research: Current Reviews</i>, 37(1), 29-38.</li> </ul>

THEME 4 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<p><b>Informing Assessment and Intervention Planning</b> (<i>cont.</i>)</p>		<ul style="list-style-type: none"> <li>Griffith, C., &amp; France, B.L. (2018). How does U.S governmental policy impact opioid treatment? <i>International Journal of Applied Science—Research and Review</i>, 5(3):12. doi: 10.21767/2394-9988.100077</li> <li>SAMHSA. (2019). Laws and regulations. <a href="https://www.samhsa.gov/about-us/who-we-are/laws-regulations">https://www.samhsa.gov/about-us/who-we-are/laws-regulations</a></li> </ul>
<p><b>Assessment Practices</b></p> <p>Specialized practice in substance misuse and SUD requires an ability to identify evidence-supported interventions specific to different psychoactive substances identified in assessment.</p>	<p>4, 7,8 K, CAP</p>	<ul style="list-style-type: none"> <li>Zweben, A., &amp; West, B.S. (2020). Intervening around addictive behaviors. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 298-320). Routledge.</li> <li>Lundgren, L., &amp; Krull, I. (2018). The treatment process: Common psychosocial interventions for the treatment of SUD. In <i>Screening, Assessment, and treatment of substance use disorders: Evidence-based practices, community, and organizational setting in the era of integrated care</i>, (pp. 70-87). Oxford University Press.</li> <li>Portelli, J., Munjal, V., &amp; Leggio, L. (2020). Current and emerging pharmacotherapies for addiction treatment. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 321-342). Routledge.</li> <li>SAMHSA. (n.d.) Treatment, prevention, and recovery publications. <a href="https://store.samhsa.gov/treatment-prevention-recovery">https://store.samhsa.gov/treatment-prevention-recovery</a></li> <li>Miller, W.R., Forcehimes, A.A., &amp; Zweben, A. (2019). Withdrawal management and health care needs. In <i>Treating addiction: A guide for professionals, 2nd ed.</i>, (pp. 92-115). Guilford Press.</li> <li>Woody G. E. (2017). Advances in the treatment of opioid use disorders. <i>F1000Research</i>, 6, 87. <a href="https://f1000research.com/articles/6-87">https://f1000research.com/articles/6-87</a></li> </ul>
<p><b>Intervening Around Substance Misuse and SUD</b></p> <p>Specialized practice in substance misuse and SUD requires understanding of and skills in delivering varied evidence-supported best practices or making well-informed referrals for specialized intervention services. The well-prepared social work practitioner considers interventions related to the substance misuse behavior, as well as associated health and life problems and co-occurring problems or disorders. Levels and types of interventions engaged are to be consonant with client preferences, assessment results, ASAM criteria, and practitioner experience. At a minimum, social workers specializing in the substance misuse and SUD area are familiar with the following:</p> <ul style="list-style-type: none"> <li>Working with Individuals</li> <li>Harm reduction interventions</li> <li>Medication assisted treatment and psychopharmacology approaches</li> <li>Behavioral therapies (CBI/CBT, trauma-focused CBT, MI, DBT, CRA)</li> </ul>	<p>7, 8 K, S</p>	<ul style="list-style-type: none"> <li>CSWE. (2020). Competency 8—Intervene with individuals, families, groups, organizations, and communities. In <i>Specialized Practice Curricular Guide for Substance Use Social Work Practice</i>.</li> <li>Alcohol &amp; Drug Abuse Institute (ADAI) library, University of Washington. (interactive website, n.d.). Evidence-based practices for substance use disorders. <a href="https://adai.uw.edu/ebp/">https://adai.uw.edu/ebp/</a></li> <li>Jhanjee S. (2014). Evidence based psychosocial interventions in substance use. <i>Indian Journal of Psychological Medicine</i>, 36(2), 112-118.</li> <li>Marinchak, J.S., &amp; Morgan, T.J. (2012). Behavioral treatment techniques for psychoactive substance use disorders. In S.T. Walters &amp; F. Rotgers, (Eds.), <i>Treating substance abuse: Theory and technique, 3rd ed.</i>, (pp. 138- 166). Guilford Press.</li> <li>Beck, J.S., Liese, B.S., &amp; Najavits, L.M. (2005). Cognitive therapy. In R.J. Frances, S.I. Miller, &amp; A.H. Mack, (Eds.), <i>Clinical textbook of addictive disorders, 3rd ed.</i>, (p. 474-501). Guilford Press.</li> <li>Tatarsky, A., &amp; Marlatt, G. A. (2010). State of the art in harm reduction psychotherapy: An emerging treatment for substance misuse. <i>Journal of Clinical Psychology</i>, 66(2), 117-122.</li> <li>inSocial Work podcast—Episode 201. Dr. Steven Halady, Erin DeWolfe, and Jessica Bonczar. Multisystemic Therapy: A Strengths-Based, Collaborative Approach for Working with Negative Adolescent Behaviors. <a href="https://www.insocialwork.org/">https://www.insocialwork.org/</a></li> <li>inSocial Work podcast—Episode 267. Dr. Robert T. Muller. Working with Trauma Survivors: Therapeutic Approaches and Strategies for Promoting Posttraumatic Growth. <a href="https://www.insocialwork.org/">https://www.insocialwork.org/</a></li> <li>SAMHSA. (2013). TIP 47. Substance abuse: Clinical issues in intensive outpatient treatment. <a href="https://store.samhsa.gov/product/tip-47-substance-abuse-clinical-issues-in-intensive-outpatient-treatment/sma13-4182">https://store.samhsa.gov/product/tip-47-substance-abuse-clinical-issues-in-intensive-outpatient-treatment/sma13-4182</a></li> <li>SAMHSA. (2013). TIP 49. Incorporating alcohol pharmacotherapies into medical practice. <a href="https://store.samhsa.gov/product/tip-49-incorporating-alcohol-pharmacotherapies-medical-practice/sma13-4380">https://store.samhsa.gov/product/tip-49-incorporating-alcohol-pharmacotherapies-medical-practice/sma13-4380</a></li> </ul>

THEME 4 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<p><b>Intervening Around Substance Misuse and SUD</b> (<i>cont.</i>)</p> <ul style="list-style-type: none"> <li>• Integrative care practices for wellness, healing, and recovery support (e.g., mindfulness, yoga, art or music therapy, alternative pain management, and others) <ul style="list-style-type: none"> <li>— Relapse prevention, maintenance support, aftercare, and recovery support</li> <li>— Case management and wraparound services, including physical and mental health care, sober housing and housing security, and food security</li> <li>— Specialty drug courts</li> <li>— Psychoeducation (individual, family)</li> </ul> </li> <li>• Use of Groups <ul style="list-style-type: none"> <li>— Therapeutic treatment groups</li> <li>— Specialized groups</li> <li>— Self-help, mutual help, or support groups and 12-step facilitation</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• SAMHSA. (2018). TIP 63. Medications for opioid use disorder. HHS publication no. (SMA) 18-5063FULLDOC. SAMHSA. <a href="https://store.samhsa.gov/system/files/sma18-5063fulldoc_0.pdf">https://store.samhsa.gov/system/files/sma18-5063fulldoc_0.pdf</a></li> <li>• Brown, A.R. (2018). A systematic review of psychosocial interventions in treatment of opioid addiction. <i>Journal of Social Work Practice in the Addictions, 18</i>, 249-269.</li> <li>• Dugosh, K., Abraham, A., Seymour, B., McLoyd, K., Chalk, M., &amp; Festinger, D. (2016). A systematic review on the use of psychosocial interventions in conjunction with medications for the treatment of opioid addiction. <i>Journal of Addiction Medicine, 10</i>(2), 93-103.</li> <li>• Carroll, K.M., &amp; Kiluk, B.D. (2012). Integrating psychotherapy and pharmacotherapy in substance abuse treatment, In S.T. Walters &amp; F. Rotgers, (Eds.), <i>Treating substance abuse: Theory and technique, 3rd ed.</i>, (pp. 319- 354). Guilford Press.</li> <li>• Miller, W.R., Forchimes, A.A., &amp; Zweben, A. (2019). Medications in treatment. In <i>Treating addiction: A guide for professionals, 2nd ed.</i>, (p. 271-290). Guilford.</li> <li>• Lundgren, L., &amp; Krull, I. (2018). Medication-assisted drug treatment/pharmacological therapies. In <i>Screening, Assessment, and treatment of substance use disorders: Evidence-based practices, community, and organizational setting in the era of integrated care</i>, (pp. 108-138). Oxford University Press.</li> <li>• NIAAA. (n.d.) Medication management support for alcohol dependence. Initial session template. <a href="https://pubs.niaaa.nih.gov/publications/clinicianGuide/guide/tutorial/data/resources/MedMgmtSupportTemplates.pdf">https://pubs.niaaa.nih.gov/publications/clinicianGuide/guide/tutorial/data/resources/MedMgmtSupportTemplates.pdf</a></li> <li>• Galanter, M. (2018). Combining medically assisted treatment and Twelve-Step programming: a perspective and review. <i>The American Journal of Drug and Alcohol Abuse, 44</i>, 151-159.</li> <li>• Sayegh, C. S., Huey, S. J., Jr., Zara, E. J., &amp; Jhaveri, K. (2017). Follow-up treatment effects of contingency management and motivational interviewing on substance use: A meta-analysis. <i>Psychology of Addictive Behaviors, 31</i>, 403-414.</li> <li>• Amaro, H. (2014). Implementing mindfulness-based relapse prevention in diverse populations: Challenges and future directions. <i>Substance Use and Misuse, 49</i>, 612-616.</li> <li>• Garland, E. L., &amp; Howard, M. O. (2018). Mindfulness-based treatment of addiction: Current state of the field and envisioning the next wave of research. <i>Addiction Science &amp; Clinical Practice, 13</i>:14.</li> <li>• Penberthy, J. K., Konig, A., Gioia, C. J., Rodriguez, V. M., Starr, J. A., Meese, W., Worthington-Stoneman, D., Kersting, K., Natanya, E. (2015). 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The treatment process: Common evidence-based behavioral treatments for co- occurring mental health issues and SUD. In <i>Screening, Assessment, and treatment of substance use disorders: Evidence-based practices, community, and organizational setting in the era of integrated care</i>, (pp. 88-108). Oxford University Press</li> <li>• Miller, W.R., Forchimes, A.A., &amp; Zweben, A. (2019). Case management. In <i>Treating addiction: A guide for professionals, 2nd ed.</i>, (pp. 139-152). Guilford Press.</li> </ul>

THEME 4 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<p><b>Intervening Around Substance Misuse and SUD</b> (<i>cont.</i>)</p>		<ul style="list-style-type: none"> <li>• Sullivan, P.W., &amp; McCabe, H.A. (2015). Reprise: Case management in substance use services in the age of the Affordable Care Act. <i>Journal of Social Work Practice in the Addictions</i>, 15(2), 185-199.</li> <li>• Zweben, A. (2012). Case management in substance abuse treatment. In S.T. Walters &amp; F. Rotgers, (Eds.), <i>Treating substance abuse: Theory and technique</i>, 3rd ed., (pp. 402- 421). Guilford Press.</li> <li>• Miller, W.R., Forchimes, A.A., &amp; Zweben, A. (2019). Working with groups. In <i>Treating addiction: A guide for professionals</i>, 2nd ed., (pp. 139-152). Guilford Press.</li> <li>• Velasquez, M.M., Stephens, N.S., &amp; Ingersoll, K. (2006). Motivational interviewing in groups. <i>Journal of Groups in Addiction &amp; Recovery</i>, 1(1), 27-50.</li> <li>• Lloyd, M., &amp; Fendrich, M. (2020). Drug treatment courts. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 453-468). Routledge.</li> <li>• Velasquez, M.M., Crouch, C., Stephens, N.S., &amp; DiClemente, C.C. (2015). <i>Group treatment for substance abuse</i>, 2nd ed. Guilford Press.</li> <li>• Straussner, S. L. (Ed.). (2014). <i>Clinical work with substance abusing clients</i>, 3rd ed. Guilford Press</li> <li>• Sun, A.P. (2018). <i>Treating addictions: The four components</i>. Routledge.</li> <li>• van Wormer, K., &amp; Davis, D.R. (2018). <i>Addiction treatment: A strengths perspective</i>, 4th ed. Cengage Learning.</li> <li>• Velasquez, M. M., Crouch, C., Stephens, N. S., DiClemente, C. C. (2016). <i>Group treatment for substance abuse: A stages-of-change therapy manual</i> (2nd. edition). Guilford Press.</li> <li>• Miller, W.R., Forchimes, A.A., &amp; Zweben, A. (2019). Mutual help groups. In <i>Treating addiction: A guide for professionals</i>, 2nd ed., (p. 251-270). Guilford.</li> <li>• Video: "Sober James" talks AA 12 Steps <a href="https://www.youtube.com/watch?v=gZhlGhM-uN4">https://www.youtube.com/watch?v=gZhlGhM-uN4</a></li> <li>• Video: "The Only Thing Absent At This 12-Step Meeting is Stigma" <a href="https://www.youtube.com/watch?v=98xMrvYp87s">https://www.youtube.com/watch?v=98xMrvYp87s</a></li> </ul>
<p><b>Supporting Retention and Long-Term Outcomes</b></p> <p>Attrition and dropout from intervention is an unfortunately common occurrence among clients engaged to address substance misuse and SUD and related problems—sometimes related to complicating events (e.g., health crises, intrusion by the criminal justice system, loss of treatment coverage or eligibility) and sometimes related to choices made or behaviors engaged in by the client. Practitioners need to be prepared with knowledge, skills, and values related to maintaining engagement and facilitating resumption of intervention by clients over time. Furthermore, recovery from SUD can be a lengthy process fraught with threats from multiple sources. Social workers practicing in this arena require knowledge and skills for supporting long-term recovery and positive outcomes over time.</p>	<p>6, 8 K, V, S</p>	<ul style="list-style-type: none"> <li>• Hendershot, C.S., Witkiewitz, K., George, W.H., &amp; Marlatt, G.A. (2011). Relapse prevention for addictive behaviors. <i>Substance Abuse Treatment, Prevention, and Policy</i>, 6(17). doi:10.1186/1747-597X-6-17</li> <li>• Witkiewitz, K., &amp; Marlatt, G.A. (2004). Relapse prevention for alcohol and drug problems: That was Zen, this is Tao. <i>American Psychologist</i>, 59(4), 224-235.</li> <li>• Melemis S. M. (2015). Relapse prevention and the five rules of recovery. <i>The Yale Journal of Biology and Medicine</i>, 88(3), 325-332.</li> <li>• Olsson, K. L., Cooper, R. L., Nugent, W.R. &amp; Reid, R. C. (2016.) Addressing negative affect in substance use relapse prevention. <i>Journal of Human Behavior in the Social Environment</i>, 26, 2-14.</li> <li>• Lundgren, L., &amp; Krull, I. (2018). Evidence-based practices and continuity of care. In <i>Screening, Assessment, and treatment of substance use disorders: Evidence-based practices, community, and organizational setting in the era of integrated care</i>, (pp. 152-182). Oxford University Press.</li> <li>• Miller, W.R., Forchimes, A.A., &amp; Zeben, A. (2019). Facilitating maintenance. In <i>Treating addiction: A guide for professionals</i>, 2nd ed., (p. 331-341). Guilford.</li> </ul>

THEME 4 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<p><b>Technology use in intervention</b></p> <p>Substance misuse and SUDs can be pervasive across a person’s lived experiences, presenting challenges multiple times a day, every day, at all hours. This means that practitioners may not be available at the very times support or intervention is needed. Technologies are emerging as potential solutions to the opportunistic timing of intervention and helping extend the limited workforce to a wider and broader audience, particularly in sparsely supplied geographic areas or among populations needing interventions tailored to their individual circumstances. Social workers practicing in the substance misuse and SUD arena need knowledge and skills related to delivering interventions through current and emerging technologies.</p>	<p>6, 8 K, S</p>	<ul style="list-style-type: none"> <li>• <i>inSocialWork</i> podcast: Episode 184, Nancy Roget. Around the next curve: Using technology in addiction social work practice. <a href="https://www.insocialwork.org/">https://www.insocialwork.org/</a></li> <li>• Carroll, K. M., Ball, S. A., Martino, S., Nich, C., Babuscio, T. A., &amp; Rounsaville, B. J. (2009). Enduring effects of a computer-assisted training program for cognitive behavioral therapy: A 6-month follow-up of CBT4CBT. <i>Drug and Alcohol Dependence, 100</i>, 178-181.</li> <li>• Gustafson, D. H., McTavish, F. M., Chih, M., Atwood, A. K., Johnson, R. A., Boyle, M. G., . . . Shah, D. (2014). A smartphone application to support recovery from alcoholism: A randomized clinical trial. <i>JAMA Psychiatry, 71</i>, 566-572.</li> <li>• Marsch, L. A., Carroll, K. M., &amp; Kiluk, B. D. (2014). Technology-based interventions for the treatment and recovery management of substance use disorders: A JSAT special issue. <i>Journal of Substance Abuse Treatment, 46</i>(1), 1-4.</li> <li>• Marino, L. A., Campbell, A. N. C., Pavlicova, M., Hu, M., &amp; Nunes, E. V. (2019). Social functioning outcomes among individuals with substance use disorders receiving internet-delivered community reinforcement approach. <i>Substance Use &amp; Misuse, 54</i>(7), 1067-1074.</li> <li>• Ramsey, A. T. (2015). Integration of technology-based behavioral health interventions in substance abuse and addiction services. <i>International Journal of Mental Health and Addiction, 13</i>, 470-480.</li> <li>• Susukida, R., Crum, R. M., Stuart, E. A., &amp; Mojtabei, R. (2018). Generalizability of the findings from a randomized controlled trial of a web-based substance use disorder intervention. <i>American Journal on Addictions, 27</i>, 231-237.</li> <li>• Lundgren, L., &amp; Krull, I. (2018). The treatment process: The evidence base of technology for the treatment of SUD. In <i>Screening, assessment, and treatment of substance use disorders: Evidence-based practices, community, and organizational setting in the era of integrated care</i> (pp. 139-151). Oxford University Press.</li> </ul>
<p><b>Peer Support Systems</b></p> <p>Increasingly, evidence shows the potential power of peers in recovery—people who have similar lived experiences of substance misuse or SUD and recovery themselves.</p> <p>Professionally trained practitioners require knowledge and skills for effectively engaging with peer recovery and support systems, as well as family and significant others, in supporting clients in interventions and recovery.</p>	<p>6, 8 K, S</p>	<ul style="list-style-type: none"> <li>• Kosovski, J.R., &amp; Smith, D.C. (2011). Everybody hurts: Addiction, drama, and the family in the reality television show <i>Intervention</i>. <i>Substance Use &amp; Misuse, 46</i>(7), 852- 858.</li> <li>• Straussner, S.L.A., &amp; Fewell, C.H. (2020). Working with children whose parents engage in substance misuse. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 366-380). Routledge.</li> <li>• Petra, M., &amp; Kourgiantakis, T. (2020). Working with families affected by a member’s addictive behavior. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 397-409). Routledge.</li> <li>• Miller, W.R., Forchimes, A.A., &amp; Zweben, A. (2019). Working with significant others. In <i>Treating addiction: A guide for professionals, 2nd ed.</i>, (p. 221-227). Guilford.</li> <li>• Miller, W.R., Forchimes, A.A., &amp; Zweben, A. (2019). Strengthening relationships. In <i>Treating addiction: A guide for professionals, 2nd ed.</i>, (p. 228-250). Guilford.</li> <li>• Mendoza, N., Fruhauf, C., &amp; Hayslip, B. (2020). The impact of addictive behavior on grandfamilies. In A.L. Begun, &amp; M.M. Murray, (Eds.), <i>Routledge handbook of social work and addictive behavior</i>, (pp. 410-421). Routledge.</li> </ul>

THEME 4 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<p><b>Diversity Practice</b></p> <p>The population engaged in substance misuse and experiencing SUD-related problems is tremendously diverse. Social workers practicing in this arena require knowledge, values, and skills related to delivering relevant and appropriate services to diverse populations. This includes diversity practices, equity and inclusion, cultural humility, and diversity in risk and protective factors related to various diverse or “special” populations (e.g., persons at different periods of the lifespan, have HIV or other communicable diseases, LGBTQ/A+ are of varied ethnicity/racial backgrounds, experience disability and/or other health concerns, differ in religion/spirituality).</p>	<p>2, 3, 8 K, S, V</p>	<ul style="list-style-type: none"> <li>• Winters, K. C., Tanner-Smith, E. E., Bresani, E., &amp; Meyers, use. <i>Adolescent Health, Medicine, and Therapeutics</i>, 5, 199-210.</li> <li>• Jackson, K.F &amp; Samuels, G. M. (2011). Multiracial competence in Social Work: Recommendations for culturally attuned work with multiracial people. <i>Social Work</i>, 56 (3), 235-245.</li> <li>• Marsh, J. C., Cao, D., Guerrero, E., &amp; Shin, H.-C. (2009). Need-service matching in substance abuse treatment: Racial/ethnic differences. <i>Evaluation &amp; Program Planning</i>, 32(1), 43-51.</li> <li>• Martinez, L.P., Walter, A. W., Acevedo, A., Lopez, L. M &amp; Lundgren, L. (2018). Context matters: Health disparities in Substance use disorders and treatment. <i>Journal of Social Work Practice in the Addictions</i>, 18, 84-98.</li> <li>• McPherson, S. M., Burduli, E., Smith, C. L., Herron, J., Oluwoye, O., Hirschak, K., Orr, M.F., McDonell, M.G., Roll, J. M. (2018). A review of contingency management for the treatment of substance- use disorders: adaptation for underserved populations, use of experimental technologies, and personalized optimization strategies. <i>Substance Abuse and Rehabilitation</i>, 9, 43-57.</li> <li>• SAMHSA (2010). The Road to Recovery video: Embracing Diversity. <a href="https://www.cctv.org/watch-tv/programs/road-recovery-embracing-diversity-crossing-barriers-deliver-treatment-everyone">https://www.cctv.org/watch-tv/programs/road-recovery-embracing-diversity-crossing-barriers-deliver-treatment-everyone</a></li> <li>• SAMHSA (2017). The Road to Recovery video: Recovery Among Diverse Populations. <a href="https://www.youtube.com/watch?v=wLDDpAMV6B8">https://www.youtube.com/watch?v=wLDDpAMV6B8</a></li> <li>• American Psychiatric Association video library: Best Practice Highlights for Treating Diverse Patient Populations. <a href="https://www.psychiatry.org/psychiatrists/cultural-competency/education/best-practice-highlights/video-library">https://www.psychiatry.org/psychiatrists/cultural-competency/education/best-practice-highlights/video-library</a></li> <li>• inSocial Work podcast—Episode 85. Dr. Stella Resko. Risk Factors for Early Treatment Dropout Among Women with Co-Occurring Substance Use Disorders and PTSD. <a href="https://www.insocialwork.org/">https://www.insocialwork.org/</a></li> <li>• inSocial Work podcast—Episode 55. Dr. Elizabeth Robinson. I Should’ve Could’ve Died: Spiritual Change in Recovery from Alcoholism. <a href="https://www.insocialwork.org/">https://www.insocialwork.org/</a></li> <li>• Doff, J. (2015). Native American sobriety circles. <i>The Fix</i>. <a href="https://www.thefix.com/content/native-american-sobriety-circles">https://www.thefix.com/content/native-american-sobriety-circles</a></li> <li>• Novins, D. K., Croy, C. D., Moore, L. A., &amp; Rieckman, T. (2016). Use of evidence-based treatment in substance abuse treatment programs serving American Indian and Alaska Native communities. <i>Drug and Alcohol Dependence</i>, 161, 214-221.</li> <li>• Lee, C.S., Colby, S.M., Rohsenow, D.J., Martin, R., Rosales, R., McCallum, T.T., Falcon, L., Almeida, J., &amp; Cortés, D.E. (2019). A randomized controlled trial of motivational interviewing tailored for heavy drinking Lantinx. <i>Journal of Consulting and Clinical Psychology</i>, 87(9), 815-830.</li> </ul>

THEME 4 CURRICULUM CONTENT	COMPETENCIES & DIMENSIONS*	SUPPORTING RESOURCES
<b>Harm Reduction in Practice</b>		<ul style="list-style-type: none"> <li>Vakharia, S.P., &amp; Little, J. (2017). Starting where the client is: Harm reduction guidelines for clinical social work practice. <i>Clinical Social Work Journal</i>, 45, 65-76.</li> </ul>
<p><b>Evaluate interventions</b></p> <p>Social workers have an ethical responsibility to evaluate the interventions in which they engage with clients. Exploration of evaluation approaches, designs, and methods relevant to evaluating substance misuse and SUD interventions and how to critically apply these results to ongoing or future intervention efforts is an important aspect of preparation to work in this arena. Note that this portion of Theme 4 intersects with the content about screening and assessment tools that can be used to monitor client changes over the course of intervention and as postintervention follow-up measures.</p>	<p>9</p> <p>K, S, CAP</p>	<ul style="list-style-type: none"> <li>CSWE. (2020). Competency 4—Engage in practice- informed research and research-informed practice. In <i>Specialized Practice Curricular Guide for Substance Use Social Work Practice</i>.</li> <li>CSWE. (2020). Competency 9—Evaluate practice with individuals, families, groups, organizations and communities. In <i>Specialized Practice Curricular Guide for Substance Use Social Work Practice</i>.</li> <li>Begun, A.L. &amp; Gregoire, T. (2014). <i>Conducting substance use research</i>. Oxford University Press.</li> <li>Rural Health Information Hub. (n.d.) Module 5: Evaluation considerations for substance use disorder programs. (Toolkit). <a href="https://www.ruralhealthinfo.org/toolkits/substance-abuse/5/evaluation-considerations">https://www.ruralhealthinfo.org/toolkits/substance-abuse/5/evaluation-considerations</a></li> <li>Goodman, J. D., McKay, J.R., &amp; DePhilippis, D. (2013). Progress monitoring in mental health and addiction treatment: A means of improving care. <i>Professional Psychology: Research and Practice</i>, 44(4), 231-246.</li> <li>Miller, S. D., Hubble, M. A., Chow, D., &amp; Seidel, J. (2015). Beyond measures and monitoring: Realizing the potential of feedback-informed treatment. <i>Psychotherapy</i>, 52, 449-457.</li> <li>Seitz, J. &amp; Mee-Lee, D. (2017). Feedback-informed treatment in an addiction treatment agency. In D. S. Prescott, C. L. Maeschalck, &amp; S. D. Miller (Eds.), <i>Feedback- informed treatment in clinical practice: Reaching for excellence</i> (pp. 231-248). American Psychological Association.</li> <li>United Nations Office for Drugs and Crime (UNODC). (2015). Evaluation of substance use treatment programmes. <a href="https://www.unodc.org/documents/islamicpublicofiran/publications/1jan2015/Evaluation_of_Substance_Use_Treatment_Programmes-EN.pdf">https://www.unodc.org/documents/islamicpublicofiran/publications/1jan2015/Evaluation_of_Substance_Use_Treatment_Programmes-EN.pdf</a></li> <li>“Feedback Informed Therapy” (3.08 min) <a href="https://www.youtube.com/watch?v=hpRWMutOy08">https://www.youtube.com/watch?v=hpRWMutOy08</a></li> <li>“Feedback Informed Treatment: Social Construction Meets EvidenceBased Practice” (3.56 min) <a href="https://www.youtube.com/watch?v=fYqjLaeMKG4">https://www.youtube.com/watch?v=fYqjLaeMKG4</a></li> <li>“Feedback Informed Treatment” (7.14 min) <a href="https://www.youtube.com/watch?v=coODgxXXrZU">https://www.youtube.com/watch?v=coODgxXXrZU</a></li> </ul>

\*K=knowledge, S=skills, V=values, CAP=cognitive & affective processes

## Theme 5: Professional Social Work Behavior Related to Substance Misuse and Substance Use Disorders

Social workers preparing for specialized practice in the substance misuse area need to develop understanding and competency surrounding important professional concerns. This theme emphasizes the professional use of substance-related language, stigma, ethical issues, and self-awareness related to substance use, misuse, use disorders, and recovery support systems.

THEME 5 CURRICULUM CONTENT	COMPETENCIES & DIMENSION(S)*	SUPPORTING RESOURCES
<p><b>Use of Language</b></p> <p>The substance misuse field is fraught with confusing and stigmatizing language use, as is the public arena for discussing these topics. Social workers understand that use of language matters greatly in practice and advocacy. Therefore, it is important to explore the topic and recommendations, and consider how the use of substance-related language affects attitudes and experiences.</p>	<p>1, 6 K, V, CAP</p>	<ul style="list-style-type: none"> <li>NIDAMED (2020). Words matter: Terms to use and avoid when talking about addiction. <a href="https://www.drugabuse.gov/nidamed-medical-health-professionals/health-professions-education/words-matter-terms-to-use-avoid-when-talking-about-addiction">https://www.drugabuse.gov/nidamed-medical-health-professionals/health-professions-education/words-matter-terms-to-use-avoid-when-talking-about-addiction</a></li> <li>Begun, A.L. (2016). Considering the language we use: Well worth the effort. <i>Journal of Social Work Practice in the Addictions</i>, 16(3), 332-336.</li> <li>Broyles, L.M., Binswanger, I.A., Jenkins, J.A., Finnell, D.S., Faseru, B., Cavaiola, A., Pugatch, M., Gordon, A.J. (2014). Confronting inadvertent stigma and pejorative language in addiction scholarship: A recognition and response. <i>Substance Abuse</i>, 35(3), 217-221.</li> <li>Wakeman, S.E. (2019). The language of stigma and addiction. In J.D. Avery &amp; J. J. Avery (Eds.), <i>The stigma of addiction: An essential guide</i>, (p. 71-80). Springer.</li> <li>SAMHSA's Language Matters in the Road to Recovery Series: Talking About Addiction and Recovery <ul style="list-style-type: none"> <li>Part 1-<a href="https://www.youtube.com/watch?v=f5e2s8iVRDM">https://www.youtube.com/watch?v=f5e2s8iVRDM</a></li> <li>Part 2-<a href="https://www.youtube.com/watch?v=b4zU3C-kcGY">https://www.youtube.com/watch?v=b4zU3C-kcGY</a></li> <li>Part 3- <a href="https://www.youtube.com/watch?v=wBX1Ulu9tMo&amp;t=29s">https://www.youtube.com/watch?v=wBX1Ulu9tMo&amp;t=29s</a></li> <li>Part 4-<a href="https://www.youtube.com/watch?v=B5qdGoBMOfo">https://www.youtube.com/watch?v=B5qdGoBMOfo</a></li> </ul> </li> </ul>
<p><b>Stigma</b></p> <p>Social workers recognize the tremendous barriers to policy, practice, and recovery potentially imposed by stigma. Extending their general knowledge related to stigma, social workers practicing in this area continually work to identify and address stigma related to clients' substance use, substance misuse, substance use disorder, treatment, and recovery efforts, including self-stigma, effects of stigma on treatment and recovery engagement, and stigma affecting families, communities, institutions, and other social systems. Additionally, social workers consider and address compounded stigma when multiple stigmatized elements coincide (e.g., race, ethnicity, social class, national origin, gender and gender identity, sexual orientation, physical disability, mental disorder, incarceration history, and more).</p>	<p>1, 3, 6 K, V, CAP</p>	<ul style="list-style-type: none"> <li>NIDAMED. (2020). Words matter: Terms to use and avoid when talking about addiction. <a href="https://www.drugabuse.gov/nidamed-medical-health-professionals/health-professions-education/words-matter-terms-to-use-avoid-when-talking-about-addiction">https://www.drugabuse.gov/nidamed-medical-health-professionals/health-professions-education/words-matter-terms-to-use-avoid-when-talking-about-addiction</a></li> <li>Barry, C. L., McGinty, E. E., Pescosolido, B., &amp; Goldman, H. H. (2014). Stigma, discrimination, treatment effectiveness and policy support: Comparing public views about drug addiction with mental illness. <i>Psychiatric Services</i>, 65(10), 1269-1272.</li> <li>Corrigan, P.W., Kuwabara, S.A., &amp; O'Shaughnessy, J. (2009). The public stigma of mental illness and drug addiction: Findings from a stratified sample. <i>Journal of Social Work</i>, 9, 139-147.</li> <li>Crapazano, K.A., Hammarlund, R., Ahmad, B., Hunsinger, N., &amp; Kullar, R. (2019). The association between perceived stigma and substance use disorder treatment outcomes: A review. <i>Substance Abuse and Rehabilitation</i>, 10, 1-12.</li> <li>Matthews, S. (2019). Self-stigma and addiction. In J.D. Avery &amp; J. J. Avery (Eds.), <i>The stigma of addiction: An essential guide</i>, (p. 5-32).</li> <li>National Academies of Sciences, Engineering, and Medicine. (2016). <i>Ending discrimination against people with mental and substance use disorders: The evidence for stigma change</i>. The National Academies Press. doi: 10.17226/23442</li> <li>Rasinski, K. A., Woll, P., &amp; Cooke, A. (2005). <i>Stigma and Substance Use Disorders</i>. In P. W. Corrigan (Ed.), <i>On the stigma of mental illness: Practical strategies for research and social change</i> (p. 219–236). American Psychological Association. <a href="https://doi.org/10.1037/10887-010">https://doi.org/10.1037/10887-010</a></li> <li>White, W.L., Evans, A.C., &amp; Lamb, R. (2009). Reducing addiction-related social stigma. <i>Counselor</i>, 10(6), 52-58. Also available as <i>Stigma: The addictions professional as activist</i>. <a href="http://www.williamwhitepapers.com/pr/2009ReducingSocialStigma.pdf">http://www.williamwhitepapers.com/pr/2009ReducingSocialStigma.pdf</a></li> <li>Wilkins, L.M., &amp; Foote, J. (2019). "Bad parents," "Codependents," and other stigmatizing myths about substance use disorder in the family. In J.D. Avery &amp; J. J. Avery (Eds.), <i>The stigma of addiction: An essential guide</i>, (p.33-54). Springer.</li> <li>See <a href="http://ifp.nyu.edu">ifp.nyu.edu</a> for resources on stigma in addiction (and mental health)</li> </ul>

THEME 5 CURRICULUM CONTENT	COMPETENCIES & DIMENSION(S)*	SUPPORTING RESOURCES
<p><b>Ethical Issues, Professional Values, &amp; Professional Behavior</b></p> <p>In addition to the general types of ethical issues and professional values arising in social work practice, the complexity of practice related to substance misuse often introduces additional ethical concerns and values challenges. Social workers practicing in this area need to develop awareness of these additional or emphasized ethical and values concerns, understand standards and codes of ethics related to work with these populations (over and above the NASW Code of Ethics), and develop their professional judgement related to these ethical issues and challenges to professional values.</p>	<p>1 K, V, CAP</p>	<ul style="list-style-type: none"> <li>• CSWE. (2020). Competency 1—Demonstrate ethical and professional behavior. In <i>Specialized Practice Curricular Guide for Substance Use Social Work Practice</i>.</li> <li>• The NASW 2013 Standards for social work practice with clients with substance use disorders <a href="https://www.socialworkers.org/LinkClick.aspx?fileticket=ICxAggMy9CU%3d&amp;portalid=0">https://www.socialworkers.org/LinkClick.aspx?fileticket=ICxAggMy9CU%3d&amp;portalid=0</a></li> <li>• National Association of Alcohol and Drug Abuse Counselors (NAADAC) 2016 Code of Ethics <a href="https://www.naadac.org/code-of-ethics">https://www.naadac.org/code-of-ethics</a></li> <li>• SAMHSA. (2020). <i>Substance abuse confidentiality regulations</i>. <a href="https://www.samhsa.gov/about-us/who-we-are/laws-regulations/confidentiality-regulations-faqs">https://www.samhsa.gov/about-us/who-we-are/laws-regulations/confidentiality-regulations-faqs</a></li> <li>• Relevant state, local, and agency ethical guidelines, as well as codes of conduct.</li> <li>• Lee, H.S. (2015). The ethical dilemma of abstinence-only service delivery in the United States. <i>Journal of Social Work Values and Ethics</i>, 12(1). <a href="https://jswve.org/download/2015-1/articles/61-JSWVE-12-1-Ethical%20Dilemma%20of%20Abstinence-Only%20Service%20Delivery%20in%20US.pdf">https://jswve.org/download/2015-1/articles/61-JSWVE-12-1-Ethical%20Dilemma%20of%20Abstinence-Only%20Service%20Delivery%20in%20US.pdf</a></li> <li>• Berry, M., (Ed.). (2000). Sharing the dream: Is the ADA accommodating all? Chapter 4: Substance abuse under the ADA. <a href="https://www.usccr.gov/pubs/ada/ch4.htm#:~:text=The%20ADA%20provides%20that%20any,the%20employer%20acts%20on%20the">https://www.usccr.gov/pubs/ada/ch4.htm#:~:text=The%20ADA%20provides%20that%20any,the%20employer%20acts%20on%20the</a></li> <li>• Brezel, E.R., Powell, T., &amp; Fox, A.D. (2020). An ethical analysis of medication treatment for opioid use disorder (MOUD) for persons who are incarcerated. <i>Substance Abuse</i>, 41(2), 150-154.</li> <li>• Walton, M.T., &amp; Hall, M.T. (2018). Involuntary civil commitment for substance use disorder: Legal precedents and ethical considerations for social workers. <i>Social Work in Public Health</i>, 32(6), 382-393.</li> <li>• Acquavita, S.P., Kauffman, S.S., Talks, A., &amp; Sherman, K. (2016). Pregnant women with substance use disorders: The intersection of history, ethics, and advocacy. <i>Social Work in Health Care</i>, 55(10), 843-860.</li> <li>• Ogbonna, C.I., &amp; Lembke, A. (2019). Substance use among older adults: Ethical issues. <i>Focus</i>, 17(2), 143-147. <a href="https://focus.psychiatryonline.org/doi/10.1176/appi.focus.20180041">https://focus.psychiatryonline.org/doi/10.1176/appi.focus.20180041</a></li> <li>• Talmet, J. (2017). Chapter 10: Informed consent. In D.B. Cooper (Ed.), <i>Ethics in mental health-substance use</i>. Routledge.</li> <li>• González-Prendes, A.A., &amp; Brisebois, K (2012). Cognitive behavior therapy and social work values: A critical analysis. <i>Journal of Social Work Values and Ethics</i>, 9(2), 21-33.</li> <li>• Warren, L., Feit, M. D., &amp; Wells, J. (2011). Substance abuse among professionals: Limited research on substance-abusing social workers. <i>Journal of Human Behavior in the Social Environment</i>, 21, 803-812.</li> <li>• White, W. (2008). Alcohol, tobacco, and drug use by addiction professionals: Historical reflections and suggested guidelines. <i>Alcoholism Treatment Quarterly</i>, 26, 500-535.</li> </ul>

THEME 5 CURRICULUM CONTENT	COMPETENCIES & DIMENSION(S)*	SUPPORTING RESOURCES
<p><b>Self-Awareness &amp; Personal Bias</b></p> <p>Recognizing the deeply personal aspects of practice related to substance misuse, social workers attend to their own personal biases and engage in self-awareness efforts concerning the individuals, families, communities, and populations engaged in or affected by substance misuse. They also consider their own implicit biases concerning recovery, as well as intervention approaches in prevention, treatment, and recovery support.</p>	<p>1</p> <p>K, S, V, CAP</p>	<ul style="list-style-type: none"> <li>• Chappel, J.N., Veach, T.L., &amp; Krug, R.S. (1985). The substance abuse attitude survey: An instrument for measuring attitudes. <i>Journal of Studies in Alcohol</i>, 46(1), 48-52.</li> <li>• Coombes, K., &amp; Anderson, R. (2000). The impact of family of origin on social workers from alcoholic families. <i>Clinical Social Work Journal</i>, 28, 281-302.</li> <li>• Bina, R., Harnek Hall, D.M., Jani, J., Mollete, A., Smith- Osborne, A., Sowbel, L., &amp; Yum, J. (2008). Substance abuse training and perceived knowledge: Predictors of perceived preparedness to work in substance abuse. <i>Journal of Social Work Education</i>, 44(3), 7-20.</li> <li>• Wilke, D. (1994). Women and alcoholism: How a male-as- norm bias affects research, assessment, and treatment. <i>Health &amp; Social Work</i>, 19(1), 29-35.</li> <li>• Soto, S.J., &amp; Stuart, M.J. (2014). Beliefs about substance abusing clients among social work students. <a href="https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=1032&amp;context=etd">https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=1032&amp;context=etd</a></li> <li>• Bride, B.E., Abraham, A.J., Kintzle, S., &amp; Roman, P.M. (2013). Social workers' knowledge and perceptions of effectiveness and acceptability of medication assisted treatment of substance use disorders., <i>Social Work in Health Care</i>, 52(1), 43-58.</li> <li>• Laudet, A.B. (2003). Attitudes and beliefs about 12-step groups among addiction treatment clients and clinicians: Toward identifying obstacles to participation. <i>Substance Use &amp; Misuse</i>, 38(14), 2017-2047.</li> <li>• Hatch-Maillette, M.A., Harwick, R., Baer, J.S., Wells, E.A., Masters, T., Robinson, A., "Cloud, K., Peavy, M., Wiest, K., Wright, L., Dillon, K., Beadnell, B. (2019). Increasing substance use disorder counselor's self-efficacy and skills in talking to patients about sex and HIV risk: A randomized training trial. <i>Drug and Alcohol Dependence</i>, 199, 76-84.</li> <li>• Kaushik, A. (2017). Use of self in social work: Rhetoric or reality. <i>Journal of Social Work Values and Ethics</i>, 14(1). <a href="https://jswve.org/download/2017-1/14-1-articles/21-Use-of-Self-in-Social-Work-.pdf">https://jswve.org/download/2017-1/14-1-articles/21-Use-of-Self-in-Social-Work-.pdf</a></li> <li>• Sreenivasan, S., Devlin, D., Smee, D.E., Weinberger, L.E., &amp; Garrick, T. (2016). Toxic boomerang: The effect of psychiatric diagnostic labeling upon the labeler. <i>Journal of Social Work Values and Ethics</i>, 14(1). <a href="https://jswve.org/download/2016-1/articles/13-1-2016-33-Toxic-Boomerang_2.pdf">https://jswve.org/download/2016-1/articles/13-1-2016-33-Toxic-Boomerang_2.pdf</a></li> <li>• Hofschulte, R. (2012). Clinical social workers' beliefs towards harm reduction when working with substance using clients. <a href="https://sophia.stkate.edu/cgi/viewcontent.cgi?referer=http://scholar.google.com/&amp;httpsredir=1&amp;article=1037&amp;context=m_sw_papers">https://sophia.stkate.edu/cgi/viewcontent.cgi?referer=http://scholar.google.com/&amp;httpsredir=1&amp;article=1037&amp;context=m_sw_papers</a></li> </ul>

THEME 5 CURRICULUM CONTENT	COMPETENCIES & DIMENSION(S)*	SUPPORTING RESOURCES
<p><b>Interprofessional Collaboration</b></p> <p>Challenges introduced by the complex biopsychosocial nature of substance misuse and its associated problems lend themselves to involving collaborative teams of professionals trained in various disciplines, peer support coaches, indigenous and community leaders, and policy decision-makers. For social workers to serve as integral members in team-based practice requires collaboration knowledge, skills, and values, as well as awareness of their own professional limitations across the intervention continuum.</p>	<p>1</p> <p>K, S, V, CAP</p>	<ul style="list-style-type: none"> <li>• Linley, J.V., Mendoza, N.S., &amp; Resko, S.M. (2014). Working on treatment teams: Educating social work students to function as addiction specialists within interdisciplinary groups. <i>Social Work Education, 33</i>(5), 642-655.</li> <li>• Shor, R. (2012). Persons with drug addiction as knowledge providers: Their contribution to social work education. <i>Journal of Teaching in Social Work, 32</i>(2), 190-203.</li> <li>• Bronstein, L.R. (2002). Index of interdisciplinary collaboration. <i>Social Work Research, 26</i>(2), 113-126.</li> <li>• Zerden, L.D., Lombardi, B.M., &amp; Richman, E. L. (2019). Social workers on the interprofessional integrated team: Elements of team integration and barriers to practice. <i>Journal of Interprofessional Education &amp; Practice, 17</i>.</li> <li>• Choi, B.C.K., &amp; Pak, A.W.P. (2006). Multidisciplinarity, interdisciplinarity and transdisciplinarity in health research, services, education and policy: 1. Definitions, objectives, and evidence of effectiveness. <i>Clinical and Investigative Medicine, 29</i>(6), 351-364.</li> <li>• Choi, B.C.K., &amp; Pak, A.W.P. (2007). Multidisciplinarity, interdisciplinarity and transdisciplinarity in health research, services, education and policy: 2. Promotors, barriers, and strategies of enhancement. <i>Clinical and Investigative Medicine, 30</i>(6), 224-232.</li> <li>• Substance Abuse and Mental Health Services Administration (SAMHSA). (2017). Value of Peers campaign. <a href="https://www.samhsa.gov/sites/default/files/programs_campaigns/brss_tac/ value-of-peers-2017.pdf">https://www.samhsa.gov/sites/default/files/programs_campaigns/brss_tac/ value-of-peers-2017.pdf</a></li> <li>• Substance Abuse and Mental Health Services Administration (SAMHSA). (2006). <i>Detoxification and substance abuse treatment. Treatment Improvement Protocol (TIP) Series, No. 45</i>. Rockville, MD: SAMHSA. <a href="https://store.samhsa.gov/product/TIP-45-Detoxification-and-Substance-Abuse-Treatment/SMA15-4131">https://store.samhsa.gov/product/TIP-45-Detoxification-and-Substance-Abuse-Treatment/SMA15-4131</a></li> <li>• Saunders-Adams, Hechmer, C., Peck, A., &amp; Murray, M.M. (2020). Integrated care: Identifying and intervening with substance misuse in primary healthcare. In A.L. Begun &amp; M.M. Murray, (Eds.), <i>The Routledge Handbook of Social Work and Addictive Behaviors</i>, (pp. 436-452). Routledge.</li> <li>• Bersamira, C. (2020). Roles for social work and other professions in support of recovery-oriented addiction policies and services. In A.L. Begun &amp; M.M. Murray, (Eds.), <i>The Routledge Handbook of Social Work and Addictive Behaviors</i>, (pp. 469-481). Routledge.</li> <li>• Getz, L. (2011). Connecting with clergy: Stepping stone to treatment? <i>Social Work Today, 11</i>(5), 16. <a href="https://www.socialworktoday.com/archive/O92011p16.shtml">https://www.socialworktoday.com/archive/O92011p16.shtml</a></li> </ul>

\*K=knowledge, S=skills, V=values, CAP=cognitive & affective processes

# Implementation Plan



## CSWE SAMHSA Prac-Ed Grant

The Prac-Ed programs used the Implementation Planning grid to map content and assessment to the nine competencies and enhance integration across social work courses.

COMPETENCY CONTENT	COMPETENCIES AND DIMENSIONS	COURSE: IDENTIFY COURSE # AND TITLE  *expanded content **new content	COURSE LEVEL: GENERALIST OR SPECIALIST	ASSESSMENT MEASURES	TIMEFRAME  (for content delivery and assessment)
<b>Theme 1:</b> Screening, Brief Intervention, Referral to Treatment (SBIRT) strategies for individuals	1, 2, 3, 4, 6, 7, 8, 9  K, S, V, & CAP				
<b>Theme 2:</b> Assessment: Individuals, Families, Groups, Organizations and Communities	1, 2, 3, 4, 6, 7, 8  K, S, V, & CAP				
<b>Theme 3:</b> Treatment Principles and their Application	1-9  K, S, V, & CAP				
<b>Theme 4:</b> Theories of Substance Misuse and SUD	2, 3, 4, 5, 7, 8  K, V, & CAP				
<b>OPTIONAL*</b> <b>Theme 5:</b> Professional Social Work Behavior Related to Substance Misuse and Substance Use Disorder	1, 3, 6  K, S, V, CAP				

\*Prac-Ed institutions have the option of including Theme 5 in their implementation plans. Based on experiences shared by Prac-Ed institutions from the first year of the program, CSWE recognizes the difficulty of implementing all five themes during the 12-month grant period.