ADVANCED SOCIAL WORK PRACTICE IN THE PREVENTION OF SUBSTANCE USE DISORDERS

CSWE
COUNCIL ON SOCIAL WORK EDUCATION

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2008 Educational Policy and Accreditation Standards: Competency-Based Education

In 2004 the Council on Social Work Education (CSWE) Commission for Curriculum and Educational Innovation (COCEI) and the Commission for Accreditation (COA) began the process of reviewing and revising the Educational Policy and Accreditation Standards (EPAS), which is the document used by the COA in making accreditation decisions. After extensive data collection that included a Web-based survey, a comprehensive review of the literature, an environmental scan, and multiple in-person sessions and workshops, COCEI identified several principles to guide its work. One of these principles was to enhance program flexibility by using a competency-based outcome approach to curriculum design (CSWE, 2007). The need to reframe the EPAS to focus on student outcomes based in practice behaviors, that is, what a student must learn and be able to do, led to a competency-based education approach for the 2008 EPAS.

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

The 2008 EPAS outlines 10 core competencies common to all social work practice. At the advanced practice level, programs are expected to build on and apply the core competencies in an area(s) of concentration (CSWE, 2008). The COA and COCEI drafted the 2008 EPAS with the understanding that CSWE would work with the education community to find and disseminate resources for programs to use in the development of knowledge and practice behaviors specific to the competencies for advanced practice.

Development Process for *Advanced Social Work Practice in the Prevention of Substance Use Disorders*

The following document, *Advanced Social Work Practice in the Prevention of Substance Use Disorders*, is the first of the resources developed by CSWE through the expertise of the education community. The contents of this document have been conceptually linked with the 2008 EPAS with assistance from members of the COA and COCEI, and staff assistance from the CSWE Office of Social Work Accreditation and Educational Excellence and Institutional Research. Therefore, this document is presented as a model for programs to use in the development of concentrations specific to an area. The process used in the creation of this document may also serve as a model for the development of knowledge and practice behaviors in other areas, and indeed some collaborative efforts among programs with other concentrations have already begun using this model.

This document was developed through the generous support of the Center for Substance Abuse Prevention (CSAP) at the Substance Abuse and Mental Health Systems Administration (SAMHSA). In 2007, CSWE received funding from the SAMHSA CSAP to develop advanced competencies in social work in the area of substance use disorders prevention. The contract also allowed CSWE to develop a framework for the "endorsement" of competencies at the master's concentration level under the new EPAS. The director of accreditation, Dean Pierce, served as the project manager for the contract. Representatives of the COCEI and COA assisted in this work along with experts in the field of substance use disorders prevention (the Task Force); research and writing support came from the CSWE Institutional Research department.

Engaging the Community

CSWE staff convened a meeting at the 2007 Annual Program Meeting (APM), inviting stakeholders to discuss social work competencies in substance abuse disorders prevention. Representatives were invited or nominated from among social work programs reporting in the Annual Survey of Social Work Programs that they had students in concentrations, specializations, or field placements related to substance abuse. The APM meeting also was announced in the CSWE *Focus*, a monthly electronic newsletter, with an open call for nominations. Approximately 30 representatives were present at the meeting, including program directors, faculty members, and researchers. The purpose of the stakeholders meeting was to identify key issues and topics and to begin brainstorming about competencies relevant to master's degree students in the area of substance use disorders prevention. A significant amount of work was accomplished by two subgroups during the 60-minute session, and the stakeholders agreed to continue to be involved in the development process.

Development of Knowledge and Practice Behaviors

To further the work of writing the competencies, a Task Force for Developing Competencies was convened. The Task Force, the nine members of which included the chairs of COCEI and COA, met in Alexandria, VA, during the first weekend of December 2007. The meeting of the Task Force built on the work done at the APM and resulted in the development of a draft outline of competencies. The draft underwent three rounds of electronic editing from the Task Force.

The draft was reworked under the newly passed 2008 EPAS and was again sent to the chairs of COCEI and COA to ascertain that the resulting model was, in fact, what would be expected and approved from a program in the course of accreditation. Then the draft was vetted by the stakeholders from the social work community involved in the APM meeting.

Endorsement and Dissemination

The Task Force was also tasked to develop a model for endorsement of these and future materials developed as resources for programs in the development

of a concentration. The Task Force worked with the CSWE staff to develop both a standard for the development of competencies for advanced practice and a model for how those competencies could be developed and endorsed by CSWE. The CSWE Council on Practice Methods and Specializations (CPMS) will assist CSWE staff in coordinating the efforts of future groups that wish to work with CSWE to develop such resources. The CPMS will also use a checklist for endorsement to review the resources before endorsing them for dissemination.

The Task Force and staff developed guidelines for the development of resources related to concentration competencies that reflects the accreditation standards for master's programs. The guidelines state that resources should at a minimum

1. specify whether the competencies are intended to constitute a concentration or an area(s) within a concentration (AS 2.0; AS M 2.0.1);
2. identify and clearly define the concentration area of practice (AS 2.0; AS M 2.0.1);
3. build on and apply all of the core competencies (EP 2.0.1-EP 2.1.10 [d]) and define how they are consistent with the definition of *advanced practice* (EP M 2.2; AS M 2.0.3);
4. provide operational definitions (specific practice behaviors) for each of the competencies (AS M 2.0.4); and
5. recommend related curriculum content that relates to the operational definitions (AS M 2.0.6).

Advanced Practice in Prevention of Substance Use Disorders

The subject of prevention of substance use disorders may be too narrow for programs to use as an entire concentration, but as discussed later, the topic of prevention is important to many areas of practice and therefore may compose a part of many concentrations or courses. For example, programs with substance abuse concentrations may be particularly interested in incorporating all or part of the following competencies.

As stated in the 2008 EPAS, "Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration." As such, the following document is composed of the specific knowledge and practice behaviors related to each of the 10 core competencies necessary for effective practice in the prevention of substance use disorders. The knowledge and practice behaviors build on core competencies.

The document uses two methods to illustrate the connection between the core competencies. First, the prevention of substance use disorders knowledge and practice behaviors are added to the core competencies to indicate how the concentration year will build on the core; this model uses the same format and model as the 2008 EPAS, embedding the knowledge (related curriculum content) into

an explanatory paragraph, followed by bulleted practice behaviors. The concentration knowledge and practice behaviors are shaded. A matrix is used to show just the concentration knowledge and practice behaviors (see p. 11).

Social Work Competencies for the Prevention of Substance Use Disorders are based on several assumptions and conceptualizations. Prevention minimizes the probability of a condition or problem developing by (1) reducing risks and vulnerabilities, (2) enhancing resilience and protective factors, and (3) promoting health and well-being. Prevention is an important facet of social work that fits within the continuum of practice at all levels.

Alcohol, tobacco, and other drug problems (including illicit substances and misuse of prescription drugs) are relevant to all fields of social work practice. Prevention of substance use disorders

1. is relevant to substance use, misuse, abuse, and dependence;
2. involves assessment, intervention, and evaluation at multiple levels (individuals, families, groups, organizations, communities, and society); and
3. seeks to reduce, if not eliminate, the impact of substance use disorders on individuals, families, groups, organizations, and society.

Social work practice in the prevention of substance use disorders augments the core competencies with characteristic knowledge and the resulting practice behaviors that may be used to operationalize curriculum and assessment methods. Social work advanced practice in the area of prevention is grounded in the values of the profession:

> Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice. (EP 1.1)

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

At the concentration level, advanced practitioners in prevention of substance use disorders (PSUD) recognize the potentially unique role of social work in prevention. Advanced practitioners in PSUD

- identify opportunities for social work involvement in prevention of substance use disorders.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers (NASW) Code of Ethics (NASW, 1999) and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work (IFSW/IASSW), Statement of Principles (IFSW/IASSW, 2004);
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

At the concentration level, advanced practitioners in prevention of substance use disorders are knowledgeable about ethical issues specific to substance use disorders and prevention. Advanced practitioners in PSUD

- apply ethical decision-making skills to issues specific to the prevention of substance use disorders.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Because of the multidisciplinary nature of the problems in prevention of substance use disorders, at the concentration level advanced practitioners understand cross-discipline terminology and communication techniques. Advanced practitioners in prevention of substance use disorders understand how substance abuse interfaces with problems that social workers face (e.g., health, mental health, crime, poverty, child welfare, and violence). Advanced practitioners in PSUD

- evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with target populations;
- communicate effectively with diverse populations and with multi- or interdisciplinary colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of

diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

At the concentration level, advanced practitioners are knowledgeable about various perspectives on social constructions of substance use, misuse, abuse, and dependence. They understand substances in cultural context. Advanced practitioners are familiar with variations in the nature and course of substance use disorders across the life span and in diverse communities (e.g., between men and women, across cultures and social classes, sexual orientation and gender identity). Advanced practitioners are familiar with bio/physiological processes impacting different populations. Advanced practitioners in PSUD

- identify appropriate substance use disorders prevention target groups;
- assess predictive factors competently within and across groups (e.g., gender, ethnicity/race, age, socioeconomic status (SES), sexual orientation) and across system levels; and
- analyze and compare different social constructions of substance use, misuse, abuse, and dependence and their implications.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

At the concentration level, advanced practitioners in prevention of substance use disorders recognize health disparities in the distribution of substance use, problems with substance use, and predictors across groups. Advanced practitioners recognize stigma and shame associated with substance use, misuse, abuse, and dependence (e.g., discrimination and denial of the problems, stereotyping of populations). Advanced practitioners are familiar with international perspectives on preventing substance use, misuse, abuse, and dependence. Advanced practitioners in PSUD

- advocate at multiple levels for health promotion and for reduction of health disparities and stigma for diverse populations affected by substances and substance use disorders.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

At the concentration level, advanced practitioners in prevention of substance use disorders are knowledgeable about evidence-based effective prevention models, programs, policies, and interventions related to substance use disorders. They understand how to implement with fidelity effective substance use disorders prevention models, programs, policies, and interventions in new situations and with new populations, modifying or adapting as necessary. Advanced practitioners understand how to develop effective substance use disorders models, programs, policies, and interventions and assess their effectiveness.

Advanced practitioners are familiar with valid and reliable assessment tools for identifying the problem, risk, and protective factors; vulnerability and resilience factors; and consequences for different groups, practice levels, and ages. Advanced practitioners in PSUD

- relate substance use disorders theories, models, and research to appropriate client systems and circumstances;
- identify, evaluate, and select effective substance use disorders prevention strategies;
- apply foundation research skills to the evaluation of prevention of substance use disorders; and
- work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

At the concentration level, advanced practitioners in prevention of substance use disorders are knowledgeable about substances of abuse and their actions, etiology, and course including patterns of use, misuse, abuse, and dependence and their interactions with environmental factors. They understand systems of service delivery (e.g., child welfare, criminal justice, mental health, and health care) in relation to substance use problems. Advanced practitioners are familiar with multilevel frameworks of prevention and health promotion (e.g., universal/selective/indicated, primary/secondary/tertiary, risk/resilience, abstinence, and harm reduction). They understand social work specific frameworks and theories for prevention practice, including the bio-psycho-social perspective. Advanced practitioners in PSUD

- relate substance use disorders theories, models, and research appropriate to client systems and circumstances.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

At the concentration level, advanced practitioners in prevention of substance use disorders understand how policies and service delivery system factors are part of prevention. Advanced practitioners are familiar with the history and current trends in policies and service delivery systems as related to substance use, misuse, abuse, and dependence problems and interventions (e.g., the substance abuse/mental health merger, consumer driven approaches, and establishing cross-problem prevention agencies). Advanced practitioners in PSUD

- apply policy practice skills for substance use disorders prevention.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

At the concentration level, advanced practitioners in prevention of substance use disorders understand the interaction of different modes and roles of intervention including prevention, intervention, treatment, and recovery. They understand the venues for prevention including individual, family, community; service settings; local, state, and federal involvement; the contribution of legislation; and resource distribution. Advanced practitioners are familiar with the history and legacy of various paradigms related to substance use, misuse, abuse, and dependence. They understand the evolving challenges and approaches to prevention in light of changing contexts. Advanced practitioners in PSUD

- act as change agents to promote prevention of substance use, misuse, abuse, and dependence; and
- advocate at multiple levels for health promotion, for promotion of known resiliency factors, for reduction of risk and vulnerability factors, for promotion of prevention and for diverse populations affected by substances and substance use disorders.

Educational Policy 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

At the concentration level, advanced practitioners in prevention of substance use disorders recognize and understand the diverse groups (e.g., gender, race/ethnicity, sexual orientation and gender expression, age) affected by prevention of substance use disorders. Advanced practitioners in PSUD

- engage diverse groups (e.g., gender, race/ethnicity, sexual orientation and gender expression, age) in prevention practice.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

At the concentration level, advanced practitioners in prevention of substance use disorders understand the epidemiology of substance use and problems with substance use, as well as the predictors of substance use and abuse in populations, across place and development. Advanced practitioners are familiar with multidisciplinary and multidimensional assessment methods. They understand the etiology, the nature and course, of substance use, misuse, abuse, and dependence. Advanced practitioners are familiar with theories and models of prevention (e.g., change readiness, strengths-based perspective, risk/protection, vulnerability/resiliency, etc.). Advanced practitioners in PSUD

- adapt, modify, and use assessment tools and approaches, including in situations in which specific abilities and functions may be affected by substance use, misuse, abuse, and dependence—such as short and long-term cognitive, affective, and physiological effect;
- evaluate, select, and implement appropriate assessment instruments for use with target populations;
- conduct needs assessment for prevention of substance use disorders, including identifying and using existing epidemiological data; and
- relate substance use disorders theories, models, and research appropriate to client systems and circumstances.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

At the concentration level, advanced practitioners in prevention of substance use disorders understand the relationships among prevention, early intervention, and treatment, as well as different types of prevention (e.g., abstinence based, harm reduction, relapse prevention). They understand types of prevention strategies (e.g., primary, secondary, tertiary; universal, selective, indicated). Advanced practitioners are familiar with resources for identifying effective substance use disorders prevention approaches. They understand how to adapt substance use disorders models and prevention strategies to make them relevant to the target population. Advanced practitioners in PSUD

- apply types of prevention strategies across levels of intervention, including the individual, family, school, agency community, or larger context;
- develop and implement collaborative, multidisciplinary prevention strategies;
- implement effective substance use disorders prevention strategies with fidelity; and
- identify, evaluate, and select effective substance use disorders prevention strategies.

Educational Policy 2.1.10(d)—Evaluation

- Social workers critically analyze, monitor, and evaluate interventions.

At the concentration level, advanced practitioners in prevention of substance use disorders are familiar with the unique challenges in prevention evaluation (e.g., need for multiple years of follow-up to see the impact on substance use outcomes). Advanced practitioners are familiar with prevention and substance use evaluation methodologies and with evaluation tools for substance use disorders and prevention. They understand the potential effects of intervention on multiple levels. Advanced practitioners in PSUD

- apply research skills to evaluating the prevention of substance use disorders;
- identify and use evaluation tools for substance use disorders and prevention;
- communicate and disseminate evaluation results appropriate to the intended audience; and
- work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.

Social Work Advanced Practice: Knowledge and Practice Behaviors in the Prevention of Substance Use Disorders (PSUD)		
Core Competency	**Prevention Knowledge**	**Prevention Practice Behavior**
2.1.1 Identify as a professional social worker and conduct oneself accordingly.	• Recognize the potentially unique role of social work in prevention. • Understand social work specific frameworks and theories for prevention practice, including bio-psycho-social perspective.	• Identify opportunities for social work involvement in prevention of substance use disorders.
2.1.2 Apply social work ethical principles to guide professional practice.	• Know about ethical issues specific to the substance use disorders and prevention.	• Apply ethical decision-making skills to the prevention of substance use disorders.
2.1.3 Apply critical thinking to inform and communicate professional judgments.	• Because of the multidisciplinary nature of the problems, understand cross-discipline terminology and communication techniques. • Understand how substance abuse inter-faces with problems that social workers face (e.g., health, mental health, crime, poverty, child welfare, and violence).	• Evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with target populations. • Communicate effectively with diverse populations and with multi- or inter disciplinary colleagues.
2.1.4 Engage diversity and difference in practice.	• Know about various perspectives on social constructions of sub-stance use, misuse, abuse, dependence. • Understand substances in cultural context. • Be familiar with varia-tions in the nature and course of substance use disorders across the life span and in diverse communi-ties (e.g., between men and women, across cultures and social classes, sexual orientation and gender identity).	• Identify appropriate substance use disorders prevention target groups. • Assess predictive factors competently within and across groups (e.g., gender, ethnicity/race, age, SES, sexual orientation) and across system levels. • Analyze and compare dif-ferent social constructions of substance use, misuse, abuse, and dependence and their implications.

Core Competency	Prevention Knowledge	Prevention Practice Behavior
2.1.5 Advance human rights and social and economic justice.	• Recognize health disparities in the distribution of substance use, problems with substance use, and predictors across groups. • Recognize stigma and shame associated with substance use, misuse, abuse, and dependence (e.g., discrimination and denial of the problems, stereotyping of populations). • Be familiar with international perspectives on preventing substance use, misuse, abuse, and dependence.	• Advocate at multiple levels for health promotion, for reduction of health disparities and stigma for diverse populations affected by substances and substance use disorders.
2.1.6 Engage in research-informed practice and practice-informed research.	• Know about evidence-based effective prevention models, programs, policies, and interventions related to substance use disorders. • Understand how to implement with fidelity effective substance use disorders prevention models, programs, policies, and interventions in new situations and with new populations, modifying or adapting as necessary. • Understand how to develop effective substance use disorders models, programs, policies, and interventions and assess their effectiveness. • Be familiar with valid and reliable assessment tools for identifying the problem, risk, and protective factors; vulnerability and resilience factors; and consequences for different groups, practice levels, and ages.	• Relate substance use disorders theories, models, and research to appropriate client systems and circumstances. • Identify, evaluate, and select effective substance use disorders prevention strategies. • Implement effective substance use disorders prevention strategies with fidelity. • Apply foundation research skills to the evaluation of prevention of substance use disorders. • Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.

Core Competency	Prevention Knowledge	Prevention Practice Behavior
2.1.7 Apply knowledge of human behavior and the social environment.	• Know about substances of abuse and their actions, etiology, and course including patterns of use, misuse, abuse, and dependence. • Understand systems of service delivery (e.g., child welfare, criminal justice, mental health, and healthcare) in relation to substance use problems. • Be familiar with multilevel frameworks of prevention and health promotion (e.g., universal/selective/indicated, primary/secondary/tertiary, risk/resilience, abstinence, and harm reduction). • Understand social work specific frameworks and theories for prevention practice, including bio-psycho-social perspective.	• Relate substance use disorders theories, models, and research appropriate to client systems and circumstances.
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	• Understand how policies and service delivery system factors are part of prevention. • Be familiar with the history and current trends in policies and service delivery systems as related to substance use, misuse, abuse, and dependence problems and interventions (e.g., the substance abuse/mental health merger, consumer driven approaches, and establishing cross-problem prevention agencies).	• Apply policy practice skills for substance use disorders prevention.

Core Competency	Prevention Knowledge	Prevention Practice Behavior
2.1.9 Respond to contexts that shape practice.	• Understand the interaction of different modes and roles of intervention including prevention, intervention, treatment, and recovery. • Understand the venues for prevention including the individual, family, community; service settings; local, state, and federal involvement; the contribution of legislation; and resource distribution. • Be familiar with the history and legacy of various paradigms related to substance use, misuse, abuse, and dependence.	• Act as change agent to promote prevention of substance use, misuse, abuse, and dependence. • Advocate at multiple levels for health promotion, for promotion of known resiliency factors, for reduction of risk and vulnerability factors, for promotion of prevention, and for diverse populations affected by substances and substance use disorders.
2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. 2.1.10 (a)—Engagement	• Recognize and understand the diverse groups (e.g., gender, race/ethnicity, sexual orientation and gender expression, age) affected by prevention of substance use disorders.	• Engage diverse groups (e.g., gender, race/ethnicity, sexual orientation and gender expression, age) in prevention practice.

Core Competency	Prevention Knowledge	Prevention Practice Behavior
2.1.10 (b)—Assessment	• Understand the epidemiology of substance use and problems with substance use, as well as the predictors of substance use and abuse in populations, across place and development. • Be familiar with multidisciplinary and multidimensional assessment methods. • Understand the etiology, the nature and course, of substance use, misuse, abuse and dependence. • Be familiar with theories and models of prevention (e.g., change readiness, strengths-based perspective, risk/protection, vulnerability/resiliency, etc.).	• Adapt, modify, and use assessment tools and approaches, including in situations in which specific abilities and functions may be affected by substance use, misuse, abuse, and dependence—such as short and long-term cognitive, affective, and physiological effects. • Evaluate, select, and implement appropriate assessment instruments for use with target populations. • Conduct needs assessment for prevention of substance use disorders, including identifying and using existing epidemiological data. • Relate substance use disorders theories, models, and research appropriate to client systems and circumstances.
2.1.10 (c)—Intervention	• Understand the relationships among prevention, early intervention, and treatment, as well as different types of prevention (e.g., abstinence based, harm reduction, relapse prevention). • Understand types of prevention strategies (e.g., primary, secondary, tertiary; universal, selective, indicated). • Be familiar with resources for identifying effective substance use disorders prevention approaches. • Understand how to adapt substance use disorders models and prevention strategies to make them relevant to the target population.	• Apply types of prevention strategies across levels of intervention, including the individual, family, school, agency community, or larger context. • Develop and implement collaborative multidisciplinary prevention strategies • Identify, evaluate, and select effective substance use disorders prevention strategies.

Core Competency	Prevention Knowledge	Prevention Practice Behavior
2.1.10 (d)—Evaluation	• Be familiar with the unique challenges in prevention evaluation (e.g., need for multiple years of follow-up to see the impact on substance use outcomes). • Be familiar with prevention and substance use evaluation methodologies. • Be familiar with evaluation tools for substance use disorders and prevention. • Understand the potential effects of intervention on multiple levels.	• Apply research skills to the evaluation of prevention of substance use disorders. • Identify and use evaluation tools for substance use disorders and prevention. • Communicate and disseminate evaluation results appropriate to the intended audience. • Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.

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