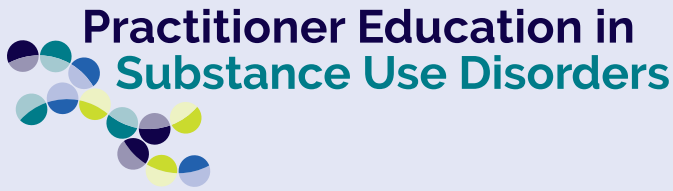


Council on Social Work Education




# Practitioner Education in Substance Use and Misuse: **COMPETENCY-BASED RESOURCES**



COUNCIL ON SOCIAL WORK EDUCATION

Alexandria, Virginia




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ISBN 978-0-87293-209-8

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Alexandria, VA 22314-3457  
[www.cswe.org](http://www.cswe.org)

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



# Acknowledgments

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

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# Preface

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

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

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

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



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

The nine competences are as follows:

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

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

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

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

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

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

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

**TAYLOR HALL,**  
*Bridgewater State University*



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



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

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

## References

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

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



Prac-Ed Orientation Meeting, Sept. 2020



# 1 Curriculum Resources

## Curriculum Framework

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

## Plug-and-play Modules

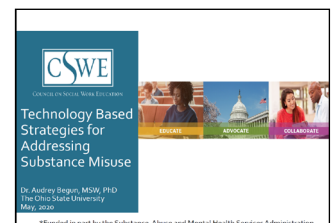
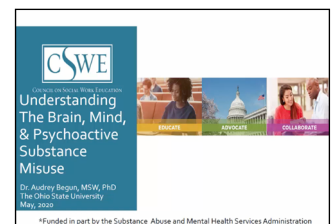
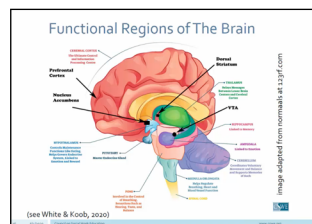
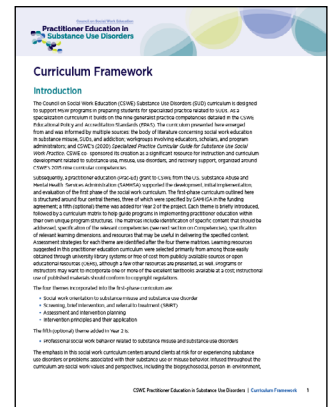
The four plug-and-play modules address topics in substance use and misuse selected by the twenty-two schools of social work that participated in the pilot year of the Prac-Ed initiative. Developed and recorded by Audrey Begun, PhD, MSW, these modules were developed to fill gaps in existing curriculum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

### ***Understanding the Brain, Mind, & Psychoactive Substance Misuse***

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

### ***Technology Based Strategies for Addressing Substance Misuse***

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

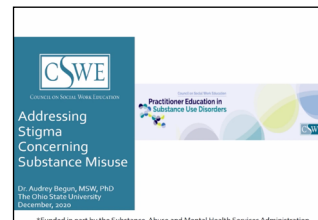
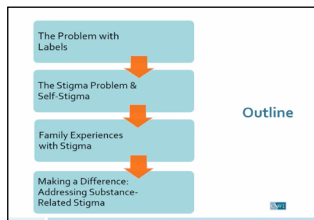


From **TIM CONLEY**, Yeshiva University

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

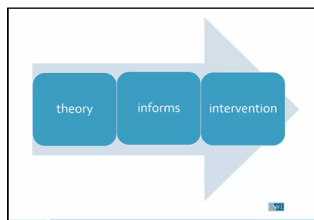
## Addressing Stigma Concerning Substance Misuse

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



## Orientation to Theories of Substance Misuse

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



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

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

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

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

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

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

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

<p><b>Theories and Biological Basis of Substance Misuse</b> SOCIAL WORK 5805</p> <p><b>Prerequisite/Concurrent Course:</b> Sophomore/Junior/Senior/Grad or permission of instructor. Open to students at all divisions. Satisfactory completion of introductory psychology and introductory biology course content is preferable and recommended, but not required.</p> <p><b>Credits:</b> 3 credit hours</p> <p><b>Course Description</b> This course explores traditional and contemporary theories, and their supporting evidence, related to substance misuse and substance use disorders. The course addresses the pharmacology of a wide range of psychoactive substances, including alcohol, nicotine/tobacco and central nervous system (CNS) depressants, stimulants and other hallucinogen/dissociative drugs, stimulants including amphetamines, marijuana/cannabis, cocaine, antidepressants (antidepressants), opioids, inhalants, steroids, commonly misused over-the-counter substances, and prescription drugs. Students are expected to explore content addressing the effects of individuals of substance misuse, applying a biopsychosocial perspective including biological, psychological (cognitive and affective), and sociocultural dimensions, and larger social/cultural dimensions, affecting individuals and/or interventions. Psychotropic medications and their use in the identification with behavioral and psychological symptoms associated with substance misuse, as well as patients that commonly co-occur with substance misuse and how prevention strategies are informed by the theoretical approaches. Through this course, students will explore the ethical and professional use of language related to substance misuse, as well as ethical engagement in clinical and community settings, including related to substance misuse. The course serves as a foundational introduction to understand substance misuse and a foundation for advanced courses about screening, diagnosis, and intervention.</p> <p><b>Course Competencies and Practice Behaviors</b> In the context of "Diversity, Difference, Seek Justice, Be the Change," as stated in the College of Social Work mission, students in this course are expected to master the following Council on Social Work Education (CSWE) competencies and practice behaviors:</p> <p><b>Competency 1: Demonstrate Ethical and Professional Behavior</b></p> <ul style="list-style-type: none"> <li>• Demonstrate professional demeanor in verbal and written communication</li> <li>• Use and translate research evidence to inform practice</li> </ul> <p>CSWE Practitioner Education in Substance Use Disorders   Preventing Substance Misuse   1</p>	<p><b>Screening, Assessment, and Treatment Planning in Substance Misuse</b> SOCIAL WORK 5806</p> <p><b>Prerequisite/Concurrent Course:</b> Successful completion of Social Work 5805 or CSWE 2015, Theories and Biological Basis of Substance Misuse.</p> <p><b>Credits:</b> 3 credit hours</p> <p><b>Course Description</b> The focus of this course is to introduce concepts and current issues related to screening, assessment, and treatment planning with individuals engaged in substance misuse and other issues. The course will explore a diagnostic substance use disorder. Emphasizing principles of engaging individuals in behavioral change and recovery, the course will provide a range of evidence-based substance misuse assessment approaches including screening, self-reflection, and referral to treatment (SERT) approach, and process for assessment and diagnosis of substance misuse and substance use disorders. This includes identifying symptoms of substance misuse from substance withdrawal and other physical or mental health condition symptoms, and treatment planning processes for addressing a person's substance misuse including harm reduction efforts targeting substance-related problems. Participants develop substance misuse screening, assessment, and treatment planning skills in this course, and are expected to learn effective interventions, diverse in age populations, emerging adults, older adults, gender and gender identity, sexual orientation, and co-occurring physical, mental, or behavioral health conditions. Critical issues that often arise during screening, assessment, and treatment planning also are explored.</p> <p><b>Course Competencies and Practice Behaviors</b> In the context of "Diversity, Difference, Seek Justice, Be the Change," as stated in the College of Social Work mission, students in this course are expected to master the following Council on Social Work Education (CSWE) competencies and practice behaviors:</p> <p><b>Competency 1: Demonstrate Ethical and Professional Behavior</b></p> <ul style="list-style-type: none"> <li>• Make ethical decisions by applying the standards of the National Association of Social Workers (NASW) Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</li> <li>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</li> <li>• Demonstrate professional demeanor in behavior, appearance and oral, written, and electronic communication.</li> </ul> <p>CSWE Practitioner Education in Substance Use Disorders   Preventing Substance Misuse   2</p>	<p><b>Preventing Substance Misuse</b> SOCIAL WORK 5807</p> <p><b>Prerequisite/Concurrent Course:</b> Social Work 5805 Theories and Biological Basis of Addictive Social Work 5805 Theories and Biological Basis of Substance Misuse</p> <p><b>Credits:</b> 3 credit hours</p> <p><b>Course Description</b> This course introduces students to evidence-based strategies and techniques used to prevent people from developing a substance use disorder. It focuses on prevention as a science and highlights theories and methods that drive prevention practice. Historical prevention approaches, research learned, and the effectiveness of the prevention practice will be examined. Students explore longitudinal attitudes and beliefs that lead to the initiation and development of different substances. They will explore factors within the Change Prevention Framework, in federal, state and county prevention initiatives, and with practical application skills for program development and apply strategies to local prevention programs. Prevention programming is a variety of settings, such as college, faith-based communities, schools, and summer camps, is highlighted.</p> <p><b>Course Competencies and Practice Behaviors</b> In the context of "Diversity, Difference, Seek Justice, Be the Change," as stated in the College of Social Work mission, students in this course are expected to master the following Council on Social Work Education (CSWE) competencies and practice behaviors:</p> <p><b>Competency 1: Demonstrate Ethical and Professional Behavior</b></p> <ul style="list-style-type: none"> <li>• Make ethical decisions by applying the standards of the National Association of Social Workers (NASW) Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</li> <li>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</li> <li>• Use technology effectively and appropriately to facilitate practice outcomes, and professional judgment and behavior.</li> </ul> <p>CSWE Practitioner Education in Substance Use Disorders   Preventing Substance Misuse   3</p>
<p><b>Group and Relationship Approaches in Substance Use Treatment</b> SOCIAL WORK 5808</p> <p><b>Prerequisite/Concurrent Course:</b> Social Work 5805, Theories and Biological Basis of Substance Misuse</p> <p><b>Credits:</b> 3 credit hours</p> <p><b>Course Description</b> Current evidence, review and practice of the evidence base, models, and techniques for group, family and relationship-based intervention concerning substance misuse. Basic group intervention models for addressing substance misuse are studied through case studies along with the theoretical approaches and implementation of active process and individual diversity for group process are examined. The impact of substance misuse on relationships is studied, and an emphasis for assessing, understanding, and supporting, and family relationships when substance misuse is treated. Beginning skills for intervening with developmental models and family relationships are practiced. Legal and ethical concerns are explored in practice with therapeutic groups, families, and significant others in substance abuse treatment are addressed.</p> <p><b>Course Competencies and Practice Behaviors</b> In the context of "Diversity, Difference, Seek Justice, Be the Change," as stated in the College of Social Work mission, students in this course are expected to master the following Council on Social Work Education (CSWE) competencies and practice behaviors:</p> <p><b>Competency 1: Demonstrate Ethical and Professional Behavior</b></p> <ul style="list-style-type: none"> <li>• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</li> <li>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</li> <li>• Demonstrate professional demeanor in behavior, appearance and oral, written, and electronic communication.</li> </ul> <p><b>Competency 2: Engage Diversity and Difference in Practice</b></p> <ul style="list-style-type: none"> <li>• Apply and communicate understanding of the importance of diversity and difference in shaping the experience in practice at the micro, mezzo, and macro levels.</li> <li>• Present themselves as learners and engage clients and communities as experts in their own experience, and</li> </ul> <p>CSWE Practitioner Education in Substance Use Disorders   Group and Relationship Approaches in Substance Use Treatment   1</p>	<p><b>Intervening With Individuals Regarding Their Substance Misuse</b> SOCIAL WORK 5809</p> <p><b>Prerequisite/Concurrent Course:</b> Social Work 5805, Theories and Biological Basis of Addictive Substance Misuse or Social Work 5805, Theories and Biological Basis of Substance Misuse, Social Work 5806, Diagnosis and Treatment Planning Regarding Substance Use Disorders or Social Work 5806, Diagnosis and Treatment Planning Regarding Substance Use Disorders</p> <p><b>Credits:</b> 3 credit hours</p> <p><b>Course Description</b> This course introduces students to evidence-based, evidence supported, and evidence informed theories and techniques used to assist individuals to lead a substance use disorder. Students in this course learn theory and evidence to inform clinical practice. Students will also explore the theoretical approaches, and the effectiveness of the prevention practice will be examined. Students will explore factors within the Change Prevention Framework, in federal, state and county prevention initiatives, and with practical application skills for program development and apply strategies to local prevention programs. Prevention programming is a variety of settings, such as college, faith-based communities, schools, and summer camps, is highlighted.</p> <p><b>Course Competencies and Practice Behaviors</b> In the context of "Diversity, Difference, Seek Justice, Be the Change," as stated in the College of Social Work mission, students in this course are expected to master the following Council on Social Work Education (CSWE) competencies and practice behaviors:</p> <p><b>Competency 1: Demonstrate Ethical and Professional Behavior</b></p> <ul style="list-style-type: none"> <li>• Make ethical decisions by applying the standards of the National Association of Social Workers (NASW) Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</li> <li>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</li> <li>• Use technology effectively and appropriately to facilitate practice outcomes.</li> </ul> <p><b>Competency 2: Engage Diversity and Difference in Practice</b></p> <ul style="list-style-type: none"> <li>• Apply and communicate understanding of the importance of diversity and difference in shaping the experience in practice at the micro, mezzo, and macro levels.</li> </ul> <p>CSWE Practitioner Education in Substance Use Disorders   Intervening With Individuals Regarding Their Substance Misuse   1</p>	

## 2 Assessment Resources

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

**Practitioner Education in Substance Use Disorders**

### Guidelines for Case Study Development

The following six components are recommended for inclusion in case studies designed for use in assessing student competency in the Council on Social Work Education (CSWE) master's education project: setting, demographics, presenting problem, intervention, outcome, and change. Each component is described in detail below.

**Setting**  
For discussion of the case study, the student will encounter the client in an educational setting. In this role, the student will be responsible for assessing the client and implementing the intervention they select.

**Demographics**  
Describe the demographic characteristics of the client, particularly those that may affect substance use and history of use. Drug of choice, access to treatment, or intervention selection and efficacy (CE). The demographic characteristics should also lead the student to identify characteristics of the client that affect substance use or history of substance use (CE). These characteristics may include gender, age, race, or ethnicity, cultural background, disability, and other relevant information, including social history, insurance status, and other factors that may affect substance use and history of use (e.g., mental health).

**Presenting Problem**  
Describe what precipitated the client's engaging with your student. For example, was the client's engagement voluntary or involuntary? If voluntary, did they engage under duress, such as a requirement from a family member, partner, or employer? What is the client's perception of their own substance use and their emotional state? This section should provide clues as to the motivation of the client both internal and external and where the student should start to engage the client (CE). This section may also provide initial clues to risk and protective factors that might impact engagement and intervention process (e.g., insight into their substance use as being problematic, health insurance that the client cares about maintenance or cost of enrollment) (CE).

**Brief Background of Substance Use and Change Attempts**  
Provide a synopsis of the history of substance use including all of the use, duration of use, any relevant factors that preceded with the start and cessation of use (e.g., mental health).

CSWE Practitioner Education in Substance Use Disorders | Substance Use Case Study Development | 1

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

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

**Practitioner Education in Substance Use Disorders**

### Jordan

Jordan is a 22-year-old White, heterosexual man who reports no religious background. Jordan arrived at the drug and alcohol treatment center 6 months ago as well as when he was motivated to seek treatment by a probation officer after a charge for heroin possession. Later, he has had treatment elsewhere from heroin but 6 months and is being referred to you because of the re-ignition of his previous substance use. He has full-time employment, and a strong support system. At the time he seeks you to get something and transition from intensive outpatient to outpatient treatment.

Jordan moved back to the East Coast from California, where he had been working the dream of being a business entrepreneur before he began using. He was not educated through the local schools, eventually becoming dependent on black box heroin. He was eventually arrested for possession of a controlled substance and incarcerated. During his incarceration he began using marijuana only once after his release.

Jordan regularly attends Narcotics Anonymous (NA) meetings and enjoys the fellowship that comes with it. He has a sponsor, and his sponsor has been key in reintegrating Jordan to a community of people who support him and whom he can talk to when he has the urge to use. Jordan also has a girlfriend and a positive relationship with his mother who lives in the area. He also communicates regularly, often meditating in the morning to clear his mind before going to work or to decompress on the end of his day. However, Jordan often goes to work on the days he was able to sleep from using heroin after prison. Whenever he feels anxious or has a drug craving, he tries to meditate instead of using. Jordan wants that without cigarettes as an outlet, he will release, because he hasn't done the tobacco with NA and does not feel ready to do so despite going to meetings for 6 months.

Jordan describes his anxiety as being triggered primarily in social situations. When he feels that someone is not judging him the same effort that he is, he feels uncomfortable and disappointed. He has a lot of pressure internally in high-stakes situations where he is assessed to make a good impression on someone. This triggers feelings of self-doubt and inadequacy and leads to his recurring anxiety and depression. He uses anything as a way to control his anxiety as well as an excuse to purposely isolate (e.g., I need to be home early).

Jordan is concerned about the health impact of smoking a pack of cigarettes a day and has been thinking long-term about how he should have a plan of how to do so. He says that he did not, he would probably just go "cold turkey" because the withdrawal from nicotine isn't that bad.

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## Sample Case Studies

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

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

### SBIRT Assessment Quiz:

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

### SBIRT Assessment Quiz – Answer Sheet:

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

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

**Practitioner Education in Substance Use Disorders**

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

**Multiple Choice Questions**

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

1. Read the following case example and answer the question below.  
Alicia is 16 years old and is having a concerning online search to read or see her form during a neighborhood football game 4 weeks ago. Which screening tool would be most appropriate?  
A. CAGE  
B. NACT  
C. AUDIT  
D. CDSST
2. Which of the following statements reflects the current evidence base for SBIRT (i.e. is true)?  
A. SBIRT is most effective for clients who have unhealthy substance use but do not have a substance use disorder.  
B. SBIRT is most effective at intervening with clients who meet criteria for a substance use disorder.  
C. SBIRT is effective at identifying and intervening with clients who have dependence or early dependence.  
D. SBIRT is more effective at addressing B2B drug use than tobacco or alcohol use.
3. Read the following dialogue and answer the question below.  
Social Worker: It is okay if you have a few questions about your tobacco, alcohol, and drug use?  
Client: No, thank you.  
Social Worker: During the past year, how often have you had at least five drinks of alcohol in one day?  
Client: I sometimes drink socially, but never that much.  
Social Worker: How often have you used tobacco products in the past year?  
Client: Every day.  
Social Worker: How often have you used recreational drugs during the past year?  
Client: Never.  
Social Worker: How often have you used illegal drugs during the past year?  
Client: Never.

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**Practitioner Education in Substance Use Disorders**

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

**Multiple Choice Questions**

1. Read the following case example and answer the question below. (COMPETENCY 4: INHALE DEPENDENCY AND INTERVENTION, A, C&E, D)
2. Which of the following statements reflects the current evidence base for SBIRT (i.e. is true)? (COMPETENCY 4: SUBSTANCE DEPENDENCY PRACTICE, A)
3. Read the following dialogue and answer the question below. (COMPETENCY 4: ENGAGEMENT, A, B)
4. Read the following scenarios and answer the question below. (COMPETENCY 4: ENGAGEMENT, A, C&E, D)

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**Practitioner Education in Substance Use Disorders**

### SBIRT Post-Practice Reflection

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

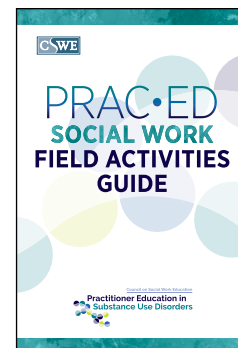
CSWE Practitioner Education in Substance Use Disorders | SBIRT Post-Practice Reflection | 1

### 3 Field Education Resources

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

#### Prac-Ed Social Work Field Activities Guide

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



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



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

#### MICHAEL DANIELS, Eastern Carolina University

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



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