

## FACULTY TO FACULTY GUIDE

Throughout the Social Workers on the Frontline of the Opioid Epidemic Learning Collaborative, the National Council for Mental Wellbeing created a multitude of resources that aimed to increase learning and competency related to working with individuals with opioid use disorder (OUD) and/or substance abuse disorder (SUD). Faculty at participating Schools of Social Work incorporated these resources into the curriculum and created additional assignments to deepen students' learning and understanding of the different topics covered by these resources. Our hope is that faculty at other Schools of Social Work will also incorporate these resources into their curriculum to help prepare more and more students to work with and treat individuals with OUD/SUD.

The following tables provide examples on some assignments participating faculty created to further students' learning. Some assignments in the table were directly related to the webinars and resources provided in the Learning Collaborative while other assignments were created and adapted by faculty for the curriculum as part of their involvement in the Learning Collaborative. The first table references specific resources that can be found in the [resource library](#), and the second table highlights additional assignments that faculty created as part of their involvement in the Learning Collaborative. These examples are intended to provide guidance and suggestions on how faculty at other schools of Social Work can integrate substance use resources and assignments across their curriculum.

The development of this faculty guide was created in collaboration with the Faculty Champions who participated in the Social Workers on the Frontline of the Opioid Epidemic Learning Collaborative.

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This resource was created as a part of Social Workers on the Frontline of the Opioid Epidemic, a two-year initiative focused on preparing social work students across the country in addressing and treating substance use and opioid use disorders in practice. This initiative was made possible by funding from the New York Community Trust Community Trust. For questions, please contact Maura Gaswirth at [MauraG@TheNationalCouncil.org](mailto:MauraG@TheNationalCouncil.org).

Resource	Assignment		Cross-Curriculum Integration	Faculty Champion/ School
<b>Webinars from Learning Collaborative</b>	Students were provided a list of alternative activities for field that they could use to supplement their learning experience during COVID. Faculty who taught the Addictions Elective Courses were also provided these webinars.	Field training	This was integrated with field and field seminars as well as addictions electives.	<b>Jennifer Abeloff, MSW, MS</b> Florida International University
<b>MI/SBIRT Webinar</b>	Undergraduate students were asked to watch the MI/SBIRT webinar for their first semester field seminar and then answer reflection questions to later discuss in class.	Field training/ Discussion	This was integrated into the field and field seminar.	<b>Jennifer Abeloff, MSW, MS</b> Florida International University
<b>Handouts of Neurobiology of Addictions and EBPs and Interventions</b>	Webinars and handouts were shared in courses across curriculum and students were asked to discuss.	Readings/ Discussions	Incorporated into child welfare electives and some practice courses at the BSSW and MSW levels.	<b>Jennifer Abeloff, MSW, MS</b> Florida International University
<b>Professional Use of Self Paper</b>	This paper focused on having the student reflect on their own values, biases, experiences and beliefs regarding addiction and how these could impact their professional use of self when working with clients with SUDs.	Paper	This was the final paper for the first substance use course that focused on knowledge acquisition of SUDs and was used to integrate the knowledge of SUDs and the professional use of self as a foundation for the second treatment course.	<b>Katherine Drechsler DSW, LCSW-SA</b> University of Wisconsin-Whitewater
<b>Evidence-based Prevention Interventions</b>	Students selected an evidence-based prevention intervention and covered the follow topics: the intervention's underlying theory or theories of substance use and/or behavior change, how the theory or theories connects with the intervention components and activities and connects with the expected outcomes, a review of the research evidence that supports the effectiveness of the intervention and how the intervention has been adapted for use with diverse groups.	Paper	This was an assignment developed for the prevention course for students to develop an understanding of the theories underlying evidence-based prevention interventions and research on their effectiveness.	<b>Karen G. Chartier, PhD, MSW</b> Virginia Commonwealth University
<b>Case Vignette Treatment Planning Paper</b>	This paper required a student to view a video of an individual with co-occurring substance use and demonstrate the treatment process including assessment, diagnostic formation, treatment setting recommendation, developing a treatment plan and interventions.	Paper	This paper integrated all the knowledge and competencies learned in the SUD Courses and the field education experience. Applied skills.	<b>Katherine Drechsler DSW, LCSW-SA</b> University of Wisconsin-Whitewater

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<b>SUD Populations Paper</b>	The purpose of this paper and presentation was to identify a population of individuals that may have used or is impacted by substances and give an overview of the ethical considerations, treatments practices, and dynamics of diversity as it relates to substance use treatment for this population and discuss the future needs of this population.	Paper and Presentation	Each student picked a different population, which provides a good overview of the impacts of SUD Treatment for many diverse populations. This assignment supports the field education experience and provides more insight into working with different populations.	<b>Katherine Drechsler DSW, LCSW-SA</b> University of Wisconsin-Whitewater
<b>DSM V</b>	The DSM V criteria was added to the content of the Introduction to Substance Use Course. Previously, the DMS V criteria was used only in the course focused on SUD treatment.	Content	This content supplemented and enhanced the Psychopharmacology course that reviewed the DSM V criteria for SUDs.	<b>Katherine Drechsler DSW, LCSW-SA</b> University of Wisconsin-Whitewater
<b>Critically Thinking Discussion Posts</b>	In the introduction course, the discussion posts highlighted some of the more challenging topics in substance use to get students to begin thinking critically about those topics. These discussion posts included Disease Model vs. Choice, Legalizing Marijuana and the Impacts on SUD Treatment, Adolescent Substance Use and Brain Development, and Pros and Cons of Harm Reduction.	Discussion Posts	Developed critical thinking skill on issues in SUD treatment to be integrated in the SUD Treatment Course.	<b>Katherine Drechsler DSW, LCSW-SA</b> University of Wisconsin-Whitewater
<b>Assessing Capacity for Prevention</b>	Students selected one of three community vignettes provided and located an evidence-based prevention program or policy. In the discussion board, they identified their selected community, indicated the substance use problem they prioritized, and identified why they thought the program/policy they selected was a conceptual fit with the prioritized problem AND a practical fit with the community.	Discussion Posts	This was an assignment developed for the prevention course for students to continue to explore the steps in prevention practice, as outlined by Substance Abuse and Mental Health Services Administration (assessment, capacity, planning, implementation, and evaluation).	<b>Karen G. Chartier, PhD, MSW</b> Virginia Commonwealth University
<b>Policies for Alcohol Use &amp; Recreational Cannabis Use</b>	Students reviewed the National Institute on Alcohol Abuse and Alcoholism's Alcohol Policy Information System website and identified policies that relate to alcohol use and the recreational use of cannabis. In the discussion, they described a policy and how it affects the client population(s) they work with in relation to substance use.	Discussion Posts	This was an assignment developed for the prevention course for students to learn about macro-practice strategies to reduce substance use and make connections with the experiences of clients/communities.	<b>Karen G. Chartier, PhD, MSW</b> Virginia Commonwealth University

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<b>Screening, Brief Intervention, and Referral to Training (SBIRT)</b>	Students in the SUD Treatment Course completed four hours of training for SBIRT and received a certificate of completion.	Training (Free)	The SBIRT was done at the beginning of the SUD Course and was completed at the beginning of the course so the skills could be used in the field education experience. Great for professional development for the student toolbox and resume.	<b>Katherine Drechsler DSW, LCSW-SA</b> University of Wisconsin-Whitewater
<b>Motivational Interviewing</b>	Students in the SUD Treatment Course completed 4 hours of training for Motivational Interviewing Training and received a certificate of completion.	Training (Free)	The Motivational Interviewing Course was completed at the beginning of the SUD Course so the skills could be used in the field education experience. Great for professional development for the student toolbox and resume.	
<b>Resources for Substance Use Library</b>	TAP 21 Addiction Counseling Competencies; TIP 42 Substance Use Treatment for Persons with Co-Occurring Disorders; TIP 35 Enhancing Motivation for Change in SUD Treatment; TIP 52 Clinical Supervision and the Substance Abuse Counselor	Resources and Content (free)	The resources provide a good foundation of competencies and skills in the treatment of SUDs. The TIP 52 Clinical Supervision and Substance Abuse is not addressed in other curriculum and is essential in the field education experience.	<b>Katherine Drechsler DSW, LCSW-SA</b> University of Wisconsin-Whitewater
<b>Assessment in Prevention</b>	Students selected a population of interest, identified available data sources and utilized data to describe and illustrate the substance use behaviors, related issues and associated risk/protective factors for the population using relevant graphs, charts, maps, flow charts and other visuals.	Infographic Assignment	This was an assignment developed for the prevention course. Students learned about the steps that prevention practitioners go through to develop prevention strategies in their communities. The first step is Assessment, which involves collecting and reviewing data on substance use related behaviors.	<b>Karen G. Chartier, PhD, MSW</b> Virginia Commonwealth University
<b>Prevention Resources in the Community</b>	Students interviewed a practitioner from an agency that provides substance use prevention services and wrote a summary of what they learned in the interview. Topics covered include services provided, eligibility, populations served, funding sources, strengths of the prevention services provided and gaps in services.	Agency Interview	This was an assignment developed for the prevention course to connect coursework learning with real world experiences.	<b>Karen G. Chartier, PhD, MSW</b> Virginia Commonwealth University

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