



Social Work Competencies Crosswalk

This document is designed to support social work educators and professionals in linking the content of *Modules 1–5* from the [Addiction Treatment: Clinical Skills for Healthcare Providers](#) course to the [Nine Social Work Competencies](#) outlined in the [CSWE 2022 Educational Policy Accreditation Standards](#) (EPAS).

The following competencies are particularly relevant to the course material:

- Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

For more detailed information on each competency, please refer to the full [2022 EPAS](#) document.

Why Are the Social Work Competencies Important?

The nine social work competencies define what social workers must know and be able to do at the generalist level of practice. Each competency includes:

- Knowledge, values, skills, and cognitive and affective processes
- A set of observable behaviors that demonstrate how these components are applied in practice

These competencies form the foundation of competency-based education, which emphasizes the integration and application of social work principles in real-world settings. Competent practice is culturally responsive, intentional, ethical, and aimed at promoting individual and community well-being.

Addiction Treatment: Clinical Skills for Healthcare Providers Course

Module 1	Competencies*
Learning Objectives <i>How can I show compassion toward patients with substance use disorders?</i> <ol style="list-style-type: none"> 1. Define substance use disorders as a diagnosable, chronic, and treatable medical condition 2. Practice showing compassion by avoiding stigmatizing language and using patient-centered language and communication strategies instead 3. Recognize the role of ambivalence and how motivational interviewing techniques can move patients in the direction of change 	Competency 4 Competency 6 Competency 7 Competency 8
Module Videos Video 1: How do you talk about addiction? Video 2: How do you define addiction? Video 3: How do you have patient-centered conversations? Video 4: Get to know your patient Video 5: Conduct pain assessment	

Module 2	Competencies*
Learning Objectives <i>How do I know if my patient has a substance use disorder?</i> <ol style="list-style-type: none"> 1. How to screen patients to determine low, moderate, or high risk use 2. How to diagnose substance use disorders and categorize them by mild, moderate, and severe 3. Learn the SBIRT framework, which stands for screening, brief intervention, and referral to treatment 	Competency 4 Competency 6 Competency 7 Competency 8
Module Videos Video 1: How do you screen to determine risk? Video 2: Screening Tools Video 3: What is a standard drink? Video 4: How do you conduct a brief intervention? Video 5: Who is at risk? Video 6: How do you diagnose a substance use disorder? Video 7: Screen Video 8: Diagnose	

Module 3	Competencies*
Learning Objectives <i>How do I recommend treatment options?</i> <ol style="list-style-type: none"> 1. How to take a thorough substance use assessment. 2. How to adjust to your patient's readiness for change and personal goals. 3. How to advise your patients on treatment options and settings that are aligned to those goals. 4. Learn the interprofessional nature of addiction treatment and how various professions work together. 	Competency 4 Competency 6 Competency 7 Competency 8 Competency 9
Module Videos Video 1: How do you evaluate using the RIPTEAR framework? Video 2: How do you clarify treatment goals? Video 3: What is the stepped care model? Video 4: What treatment settings are available? Video 5: How do you refer to treatment? Video 6: How do you leverage the interprofessional team? Video 7: Specific disciplines addressing substance use Video 8: Evaluate using RIPTEAR Video 9: Clarify patient goals Video 10: Leverage the interprofessional team	

Module 4	Competencies*
Learning Objectives <i>What medications help patients manage their substance use disorders?</i> <ol style="list-style-type: none"> 1. Learn the basic neurobiology of addiction and familiarize yourself with medications that are available for alcohol, nicotine, and opioid use disorders. 	Competency 4 Competency 6 Competency 8
Module Videos Video 1: What is the neurobiology of addiction? Video 2: How do you talk about medications for Opioid Use Disorder? Video 3: What medications are available for Opioid Use Disorder? Video 4: What medications are available for adolescents with Opioid Use Disorder? Video 5: What medications are available for Alcohol Use Disorder? Video 6: What medications are available for Nicotine Use Disorder? Video 7: How do you monitor treatment? Video 8: Treat with medications Video 9: Monitor treatment part 1 & 2	

Module 5	Competencies*
<p>Learning Objectives <i>What psychosocial or behavioral therapies are available for patients with substance use disorders?</i></p> <ol style="list-style-type: none"> 1. Understand how parts of the brain can be rewired for recovery through positive lifestyle changes 2. Understand how parts of the brain can be rewired for recovery through positive lifestyle changes 3. Recognize what psychiatric comorbidity is, how common it is, how it impacts prognosis, and how it impacts treatment plans 4. Find treatment services in your local area to help connect people to substance use treatments 	<p>Competency 4 Competency 6 Competency 7 Competency 8</p>
<p>Module Videos</p> <ol style="list-style-type: none"> 1. What is the basic neurobiology of recovery? 2. What are the common self-help and mutual-support approaches? 3. Which psychotherapies are available? 4. What is the role of family in addiction treatment? 5. How common is psychiatric comorbidity? 	



**Opioid
Response
Network**

Funding for this initiative was made possible (in part) by grant no. 6H79TI085588-02M003 from SAMHSA. The views expressed in written conference materials or publications and by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services; nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.