

Enhancing Competence in Anti-drug Work among Practitioners and Students of Social Work and Healthcare Professions:

An Integrated Humanistic and Cognitive-Behavioral (CBIT) Training Program with Focus on High-risk Youth and Drug Rehabilitation Service Settings

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3 OVERALL BACKGROUND AND NEEDS:

Background:

- Illicit drug use has been causing serious cost to drug abusers, their families, and society
- Drug abusers are less unwilling to enroll in treatment in an institution
- Drug abuse caused by drug experiment for fun seeking

Needs:

- Needs from existing service gap:
 - Lack of community-based drug abusers' service that specifically targets on the cognition of drug experimentation
- Training need:
 - Social workers and related professionals in the aforementioned aspect

4 A SERIES OF ANTI-DRUG TRAINING PROJECTS

- Effective Ways to Dispel At-risk Youth's Misunderstandings about Psychotropic Substances
(BDF080049; 2009-11; \$756,886)
- Building Competence for Sustained Anti-Drug Work: An Integrated Humanistic and Cognitive-Behavioral Training for Practitioners and Students of Social Work and Healthcare Professions
(BDF120015; 2013-15; \$722,200)
- Toward A Drug-Free Campus: An Integrated Humanistic and Cognitive-Behavioral Training on Anti-Drug Work for Practitioners and Students of the Teaching Profession
(BDF130027; 2014-16; \$583,500)
- An Integrated Humanistic and Cognitive-Behavioral Training Program to Promote Effective and Sustained Anti-Drug Work among Practitioners and Students of Social Work and Healthcare Professions
(BDF150015; 2016-18; \$817,650)

5 RELEVANT PUBLICATIONS:

A series of research reports and journal articles:

- Cheung, C. K., & **Ngai, S. S.Y.** (2013). Reducing youth's drug abuse through training social workers for cognitive-behavioral integrated treatment. *Children and Youth Services Review*, 35, 302–311. doi:[10.1016/j.childyouth.2012.11.006](https://doi.org/10.1016/j.childyouth.2012.11.006)
- Cheung, C. K., & **Ngai, S. S.Y.** (2016). Encouraging the disuse of illicit drugs among at-risk youth. *International Journal of Offender Therapy and Comparative Criminology*, 60, 640–656. doi:[10.1177/0306624X14561432](https://doi.org/10.1177/0306624X14561432)
- Cheung, C. K., & **Ngai, S. S.Y.** (2016). Predicting drug-free days among at-risk youth. *Journal of Social Work*, 17, 599–615. doi:[10.1177/1468017316651990](https://doi.org/10.1177/1468017316651990)
- **Ngai, S. S.**, Cheung, J. C., & Ng, Y. H. (2018). Drug use history as a moderator of the effects of virtuous orientation on the realization of drug harm in youth. *Children and Youth Services Review*, 95(December), 1–11. <http://doi.org/10.1016/j.childyouth.2018.10.025>
- **Ngai, S. S.Y.**, Cheung, C. K., Cheung, M. C., To, S. M., Ngai, N. P., Kwok, N., . . . Chan, I. K. (2010–2018). A series of research reports of building competences in anti-drug work for practitioners and students of the social work, healthcare and teaching professions. Retrieved from http://www.swk.cuhk.edu.hk/~swk/BDF_reports.pdf

6 SUMMARY OF MAJOR FINDINGS AND EFFECTIVENESS

- Overall, the publications provide evidence and reasons for the cascading contribution of anti-drug training to drug rehabilitation in the real-life setting
- The evidence thus warrants the promotion of the training to social workers and related professionals engaging in anti-drug work.
- The training can reasonably facilitate the professionals' practice of the treatment, which in turn can reduce the drug experimentation of the service user and raise the user's drug-free days eventually
- Particularly, the training assists drug abusers in developing cognitions, including courage, a combination of expectancy and valuation of vigor, and virtuous orientation, to reduce drug use (Cheung & Ngai, 2016a; Cheung & Ngai, 2016b; Ngai, Cheung & Ng, 2018)

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EMERGING NEEDS OF ANTI-DRUG TRAINING

- Demands from practitioners of social work, health care and teaching professions
- Drug abuse cases have become more complicated
- Due to the latest demographic characteristics of drug abusers, e.g. young adults aged 21-35, pregnant women/mothers, and sexual minorities, more needs are generated
 - to focus on these high-risk populations for strengthening participants' competence in handling increasingly complex cases

8 THE CURRENT PROGRAM (BDFI70048; 2018-2020):

**Enhancing Competence in Anti-drug Work among Practitioners and Students of
Social Work and Healthcare Professions:**

**An Integrated Humanistic and Cognitive-Behavioral (CBIT) Training Program with
Focus on High-risk Youth and
Drug Rehabilitation Service Settings**

9 INTRODUCTION OF CBIT TRAINING

Cognitive-behavioral integrated treatment (CBIT) is a target of the training provided to anti-drug professionals, in view of evidence and theory supporting cognitive-behavioral therapy in general and the integrated treatment for drug abuse (Hides, Samet & Lubman, 2010; Magill, 2009)

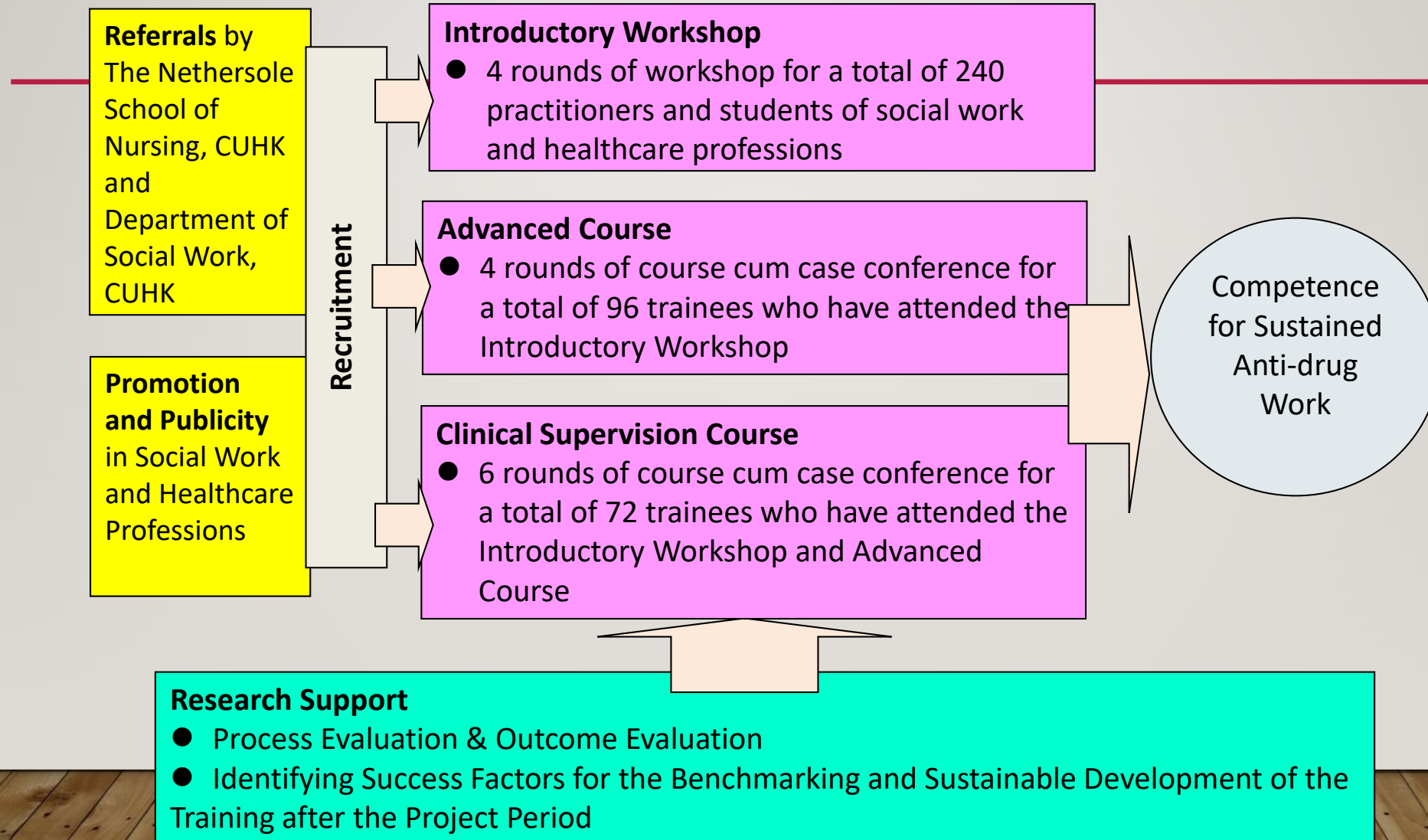
Behavioral component:	Providing and teaching the drug abusers skills in calming, relaxation, distraction, reinforcement, and stress management
Motivational component:	Inspiring the drug abusers to set life goals and engage in their pursuit
Cognitive component:	Challenging and restructuring dysfunctional, unrealistic thoughts, beliefs, and attitudes in order to instill help and solve problems proactively

10 OBJECTIVES

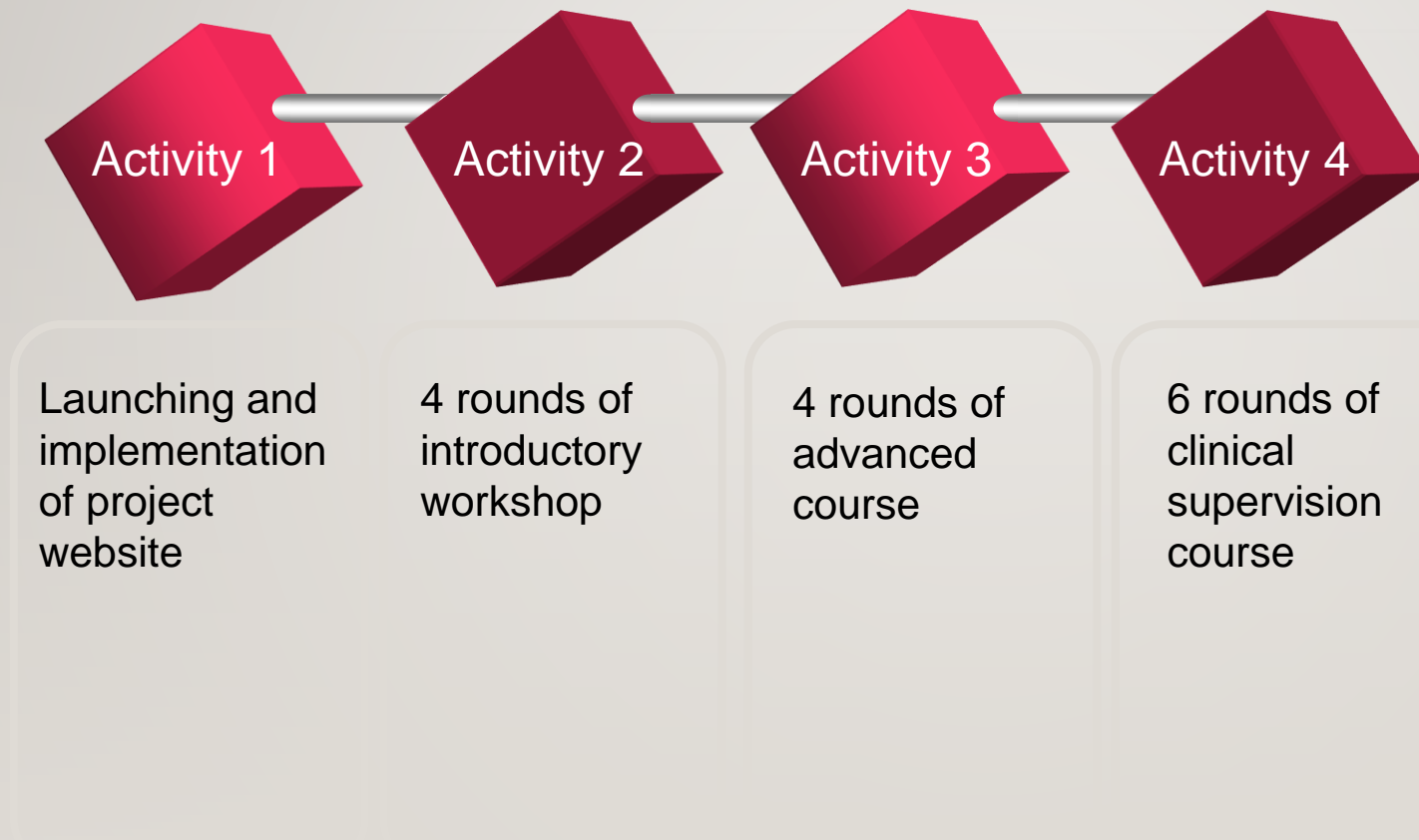
This is a project to enhance competence of practitioners and students of social work and healthcare professions in anti-drug work through train-the-trainers approach

- **Introductory Workshop (4 rounds)**: Understanding the needs of drug abusers, motivating drug abusers to face their problems, and making referrals for appropriate care
- **Advanced Course (4 rounds)**: Motivating and engaging drug abusers to change, enhancing protective factors for the abusers in relapse prevention, and sustaining the growth and development of these abusers throughout their rehabilitation
- **Clinical Supervision Course (6 rounds)**: Enhancing treatment of clients with problematic drug abuse in their service settings

PROJECT FRAMEWORK



12 PROJECT CONTENT



13 INTRODUCTORY WORKSHOP: I DAY

- Drugs commonly abused in Hong Kong (Ketamine, Heroin, Ice, Cough, Syrup, Cannabis, Sleeping pills and Cocaine)
- Counseling guidelines
- Initial assessment
- Level of care needed



14 ADVANCED COURSE: 3 DAYS

- Overview of CBIT
- Assessment phase: Screening and assessment
- Treatment phases
- Additional treatment component- families and social network members
- Application in different settings



15 CLINICAL SUPERVISION COURSE: 3 DAYS

- Reflective skill and Three-question Technique
- Motivational Skill
- Assessment Skill
- Worksheet of CBIT
- Skill in Relapse Prevention
- Case Discussion



16 PROJECT WEBSITE

Bilingual web-based version of Introductory Workshop, Advanced Course and Clinical Supervision Course



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Organizer: Department of Social Work, The Chinese University of Hong Kong
Co-organizer: The Nethersole School of Nursing, CUHK
Sponsor: Beat Drugs Fund, The HKSAR Government

[\[中文\]](#)

Reference Materials on 1-Day Introductory Workshop on Anti-Drug Work

- [Drug Commonly Abused in Hong Kong](#)
- [Guidelines for Drug Abuse Counseling](#)
- [Initial Assessment and Intervention](#)
- [The Structure of Anti-drug Services](#)

Reference Materials on 3-Day Advanced Course on Anti-Drug Work

- [Overview](#)
- [Assessment Behavior Change](#)
- [Engagement and Building Motivation](#)
- [CB Relapse Prevention Model](#)
- [Additional Treatment Components](#)

Reference Materials on 3-Day Clinical Supervision Course on Anti-Drug Work

****Please use IE (version 10 or older) or Chrome and Firefox (please follow the [instructions](#))**

- [Case Presentation Outline \(Harris\)](#)
- Video Excerpts (In Chinese only)
 - [Introduction \(Harris\)](#)
 - [Lecture 1 \(Harris\)](#)
 - [Lecture 2 \(Harris\)](#)
 - [Lecture 3 \(Harris\)](#)

Photos of Clinical Supervision Course for Practitioners and Students of the Social Work and Healthcare Professions: 6 Apr, 13 Apr & 1 Jun 2019

- [\[Photo 1\]](#) [\[Photo 2\]](#) [\[Photo 3\]](#) [\[Photo 4\]](#) [\[Photo 5\]](#) [\[Photo 6\]](#) [\[Photo 7\]](#) [\[Photo 8\]](#)

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17 OUTPUT AND OUTCOME EVALUATION



- Evaluation methods
 - Course attendance record
 - Pre & post training questionnaires
- Output and outcome benchmarks
 - **No. of trainees** completed the Introductory Workshop
 - **No. of trainees** completed the Advanced Course
 - **No. of trainees** completed the Clinical Supervision Course
 - **No. of users registered** in project website
 - Improvement in knowledge about drugs and drug services, counselling skills and assessment skills; skills and application of the Integrative Humanistic and Cognitive-Behavioral Treatment; and competence in servicing as an anti-drug workers

18 OUTPUT INDICATORS

Activities	Expected Output	Achieved Results (Until 14 Dec 2019)
Introductory Workshop	Conduct not less than 4 rounds with 240 trainees completing the workshop	Conducted 3 rounds (75%) on 8/9/2018, 26/1/2019 & 15/6/2019. A total of 222 trainees (92.5%) completed the Introductory Workshop.
Advanced Course	Conduct not less than 4 rounds with 96 trainees completing the course	Conducted 3 rounds (75%) on 17/11, 24/11 & 8/12/2018; 16/2, 23/2 & 2/3/2019; 13/7, 20/7 & 27/7/2019 A total of 85 trainees (88.5%) completed the Advanced Course.
Clinical Supervision Course	Conduct not less than 6 rounds of with 72 trainees completing the course	Conducted 3 rounds (50%) on 6/4, 13/4 & 1/6/2019; 24/8, 31/8 & 19/10; 26/10, 2/11 & 14/12 A total of 43 trainees (59.7%) completed the Clinical Supervision Course.

19 OUTCOME EVALUATION

	Expected Result	Achieved Result
Outcome Indicator 1	70% of participants who attend the Introductory Workshop show improvement in knowledge about drugs and drug services, counseling skills and assessment skills (or significant improvement found using the paired t-test)	96.1% showed improvement
Outcome Indicator 2	70% of participants who attend the Advanced Course show improvement in knowledge, skills and application of the Integrated Humanistic and Cognitive-Behavioral Approach to anti-drug work (or significant improvement found using the paired t-test)	97.4% showed improvement

20 OUTCOME EVALUATION

	Expected Result	Achieved Result
Outcome Indicator 3	70% of participants who attend the Clinical Supervision Course show improvement in competence in serving as an anti-drug worker (or significant improvement found using the paired t-test)	86.7% showed improvement
Outcome Indicator 4	70% of participants who attend the Clinical Supervision Course show improvement in competence in clinical anti-drug work as assessed by the CBIT Efficacy Scale (or significant improvement found using the paired t-test)	90% showed improvement

21 PROCESS EVALUATION AND EXPERIENCE GAINED

- Source of information for Process Evaluation: The project team's **review meetings** and the **participants' feedback** during training sessions
- Reasons of success
 - **Ample experience and expertise:** Address the multifarious training needs of participants from the healthcare professions
 - **Institutional support:** CUHK Department of Social Work and The Nethersole School of Nursing, CUHK
 - **Meeting pressing needs** for systematic training on anti-drug work, such as the integrated humanistic and cognitive-behavioral treatment approach



22 LESSONS LEARNT



- More demand from practitioners who may **not be able to physically attend training** in person regularly
- Courses will be augmented by an **online learning platform** providing online learning materials
- Clinical supervision sessions will be **broadcast for online access** and self-learning by registered users



23 REFERENCES

- Cheung, C. K., & Ngai, S. S.Y. (2013). Reducing youth's drug abuse through training social workers for cognitive–behavioral integrated treatment. *Children and Youth Services Review*, 35, 302–311. doi:[10.1016/j.chidyouth.2012.11.006](https://doi.org/10.1016/j.chidyouth.2012.11.006)
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- Magill, M. (2009). Cognitive-behavioral treatment with adult alcohol and illicit drug users: A meta-analysis of randomized controlled trials. *Journal of Studies on Alcohol and Drugs*, 70, 516–527.

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Thank you !

