

5-2023

SUPPORT FOR SOCIAL WORKERS TREATING ADOLESCENT SUBSTANCE ABUSERS

Monica DeLucia

California State University - San Bernardino

Kethura Solano

California State University - San Bernardino

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd>

 Part of the [Social Work Commons](#), and the [Substance Abuse and Addiction Commons](#)

Recommended Citation

DeLucia, Monica and Solano, Kethura, "SUPPORT FOR SOCIAL WORKERS TREATING ADOLESCENT SUBSTANCE ABUSERS" (2023). *Electronic Theses, Projects, and Dissertations*. 1568.
<https://scholarworks.lib.csusb.edu/etd/1568>

This Project is brought to you for free and open access by the Office of Graduate Studies at CSUSB ScholarWorks. It has been accepted for inclusion in Electronic Theses, Projects, and Dissertations by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

SUPPORT FOR SOCIAL WORKERS TREATING
ADOLESCENT SUBSTANCE ABUSERS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Monica DeLucia
Kethura Solano

May 2023

SUPPORT FOR SOCIAL WORKERS TREATING
ADOLESCENT SUBSTANCE ABUSERS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

by
Monica DeLucia
Kethura Solano
May 2023

Approved by:

Dr. Thomas Davis, Research Supervisor, Social Work

Dr. Yawen Li, M.S.W. Research Coordinator

© 2023 Monica DeLucia and Kethura Solano

ABSTRACT

This study examines the barriers social workers experience when working with adolescent substance users. Research has not fully explored if intervention techniques are effective or suggest other approaches that may support substance use disorder professionals including supervisor support, training, and intervention. The purpose of this study was to evaluate if social workers who provide interventions to adolescent substance users have the adequate resources to be successful in their field. The literature review provides a better understanding of the common themes social workers experience when working with adolescent substance users.

This study used a qualitative design and interviewed 8 professional social workers through Zoom. The student researchers interviewed the social workers asking about their practice with adolescent substance users and if they have the adequate resources to provide intervention to this population. The results of this study sought to bring attention to the needs of social workers and the resources they need to provide effective interventions to adolescent substance users.

ACKNOWLEDGEMENTS

We would like to acknowledge the social work professionals who participated in this study. Your expertise, knowledge and hard work in this topic matter are essential to the field of social work. We would like to acknowledge the social workers who work with adolescent substance users and may this research provide support for the continued development of trainings and support.

We also want to acknowledge California State University School of Social Work—each professor, our cohort field supervisors and field liaison, who provided us with a well-rounded and collaborative learning experience. Last but not least, we bestow gratitude and utmost respect to our research advisor, Thomas Davis, who provided guidance and feedback throughout this project.

DEDICATION

I first dedicate this project to God for giving me this opportunity and the strength to complete this project. I also dedicate this project to my family for their support through my graduate studies. I would personally like to thank my husband who has been supportive of my education goals. You have encouraged, supported, and loved me through it all and for that I am thankful. I also dedicate this to my parents, siblings, niece and puppy Luna for continual guidance and motivation. Lastly, to my research partner who got to see the good, the bad and the ugly in me. I am thankful for your continued support and am grateful to have you as a partner. - Monica DeLucia

I give praise to God, my compass, guiding light, and miracle maker from the beginning of time. Family and Friends: A star is grateful to their fans. Thank you, my beautiful mom, inspiring aunties, and my dearest friends for holding my hand, being an ear, picking me up, and cheering me on through these three years— I send you a heartfelt thank you. Monica: I don't know what you saw when you created our union, but I couldn't be more pleased to have you as my research partner through this journey – you are true brilliance. I am beholden to your leadership, encouragement and “gentle” nudging while keeping our train on the tracks and getting us to the finish line. I will forever be grateful.

-Kethura N. Solano

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGEMENTS.....	iv
CHAPTER ONE INTRODUCTION	1
Problem Formulation.....	1
Purpose of the Study	3
Significance to Social Work	4
CHAPTER TWO LITERATURE REVIEW.....	5
Introduction.....	5
Factors of Adolescent Substance Use	5
Barriers that Hinder Social Workers	6
Organizational and Agency Support.....	8
Education and Training	9
Theories Guiding Conceptualization	11
Summary	12
CHAPTER THREE METHODS	13
Introduction	13
Study Design	13
Sampling.....	14
Data Collection and Instruments.....	15
Procedures	17
Protection of Human Subjects	18
Data Analysis.....	19

Summary	19
CHAPTER FOUR RESULTS.....	20
Introduction	20
Analyses	20
Data Thematic Results.....	21
Summary	26
CHAPTER FIVE CONCLUSIONS AND RECOMMENDATIONS.....	27
Introduction	27
Discussion	28
Drug Trends	28
Up-to-date Training	29
Treatment Services	29
Environment.....	30
Lower Caseloads	31
Innovation	32
Limitations.....	32
Implications for Social Work Practice, Policy, and Research	33
Social Work Practice	33
Policy	34
Research.....	35
Conclusion	36
APPENDIX A INTERVIEW GUIDE	37
APPENDIX B INFORMED CONSENT	40
APPENDIX C IRB APPROVAL.....	42

REFERENCES.....	45
ASSIGNED RESPONSIBILITIES	50

LIST OF TABLES

Table 1. Demographics of Research Participants.....	22
Table 2. Research Category: People-General.....	22
Table 3. Research Category: Places	23
Table 4. Research Category: Things	23
Table 5. Research Category: Ideas	24

CHAPTER ONE

INTRODUCTION

Problem Formulation

Adolescent substance use is a wide-spread public health concern.

Substances including alcohol, marijuana, and tobacco are the most common substances abused by adolescents (Centers for Disease Control and Prevention, 2020; Tanner-Smith et al., 2013). By the end of high school, approximately 60% of U.S. students have tried alcohol. Nearly half of U.S. high school students have reported using marijuana, and 20% have offered, sold, or given an illegal drug to someone (Centers for Disease Control and Prevention, 2020). Adolescent substance use can negatively impact development and later life such as physical growth and brain development (Centers for Disease Control and Prevention, 2020; Durand et al., 2016; Tanner-Smith et al., 2013). Frequently, adolescents' substance use is coupled with other risky behaviors, leading to dropping out or expulsion from school, time within the judicial system or child welfare system (Centers for Disease Control and Prevention, 2020; Durand et al., 2016; Tanner-Smith et al., 2013). Once teens are negatively impacted by substance use, they are often referred to professional clinicians or social workers for treatment and intervention.

Mental health clinicians and social workers have high-stress job-demands like recurrent interactions with difficult clients, high caseloads, high standards of accountability, and inadequate supervision (Bennet et al., 1993; Kim, 2011).

Clinicians and social workers' interactions with adolescent drug users often cause challenging caseloads. Due to social workers' inadequate training and supervision with adolescent drug users, there are barriers that social workers face. The barriers associated result in burnout, low job satisfaction and compassion fatigue. The aforementioned conditions are well documented to lead to compassion fatigue, depersonalization, health problems, and direct service staff burnout (Baldwin-White, 2016; Bennet et al., 1993; Kim, 2011; Young, 2015). The employers of clinical staff also experience adverse consequences of high-stress environments such as low job satisfaction and morale, reduced productivity, difficulty maintaining a high achieving and experienced workforce, and compromise care and service efficiency (Baldwin-White, 2016; Eby, 2010; Kim, 2011; Young, 2015).

Research (e.g., Baldwin-White, 2016 and Young, 2015) reveals that clinicians and social workers who specialize in substance use disorder treatment (SUDT) have a higher risk of burnout than a direct service staff of other client groups. SUDT with teen drug users have unique circumstances because of increased risk-taking behavior, decreased planning, and developmental limitations to emotional regulation, motivation, and judgments (Deas and Clark, 2009). Substance use agencies provide their direct service staff with self-care training to mitigate high job demands. Although there are social workers specialized in SUDT, there are some agencies and social workers that interact with adolescent drug abusers with inadequate training and supervision.

Consequently, research has not fully explored if these intervention techniques are effective or suggest other approaches that may support substance use disorder professionals including supervisor support, training and intervention.

Purpose of the Study

The purpose of this study is to explore the barriers social workers experience when working with adolescent substance users and to gain an understanding of the resources and training provided. This study explores the social worker's view on the training and support currently provided to them. The purpose of this study provides insight and collaboration from social workers who provide intervention to adolescent substance abusers on what resources or support could best assist them when working with this population. There are a significant number of social workers treating substance users, but there are relatively few social workers certified as substance use disorder practitioners, estimated at roughly 10% (Galvani, 2017; Kim 2014). Providing training and proper resources to social workers who work with adolescent substance users can result in social workers being more effective with their clients.

This study aims to address the concern of proper training, support, and resources through a qualitative exploratory study. This study explored the types of training and supports social workers currently receive and what supports they desire or need to be successful with their interventions. This study used interviews to listen to the worker's perspective and involvement with adolescent substance abusers.

Significance to Social Work

The findings from this study at the micro level can imply what resources substance use professionals who work with adolescent substance users need to ensure they can be successful in their interventions. These findings can contribute to substance use professionals being engaged in their work long term to better assist adolescent substance users and increase job satisfaction. At the macro level, the findings can impact adolescents by providing effective interventions and obtaining desired outcomes for their future lives. Consequently, an improvement in training social workers by providing useful resources and interventions can uphold a social worker's competence in this scope of practice.

The findings of this research study are relevant to the field of child welfare by providing insight on training and support those workers need to feel satisfied in their line of work. The findings may be of importance to child welfare agencies as it may assist in how to provide proper training or support for workers within their agency. They will potentially have a greater understanding of substance interventions and how to advocate for themselves to receive the proper training within their agency. Lastly, they will have adequate resources to succeed in their field of work resulting in less stress and job satisfaction.

If a social worker has better access to resources, there will be less stress on the worker and a possible decrease in job burnout. The research question is as follows: What types of supports do social workers who work with adolescent substance users need to be successful in their field?

CHAPTER TWO

LITERATURE REVIEW

Introduction

Alcohol and other drug (AOD) use continue to be prevalent within the majority of the facets of American society. While there has been much research on adolescents using substances, few researchers have considered the social workers and professionals who work with adolescents daily. This study will review research on the features of adolescent alcohol and drug use, social worker barriers with adolescent substance abusers, organization and agency support and social worker education and training.

Factors of Adolescent Substance Use

As adolescents continue using drugs at earlier ages, researchers and practitioners noticed that interventions developed for adults were not as effective for youth substance users (Kim,2014; Winters et al., 2011). This creates a challenge for the clinicians and social workers providing intervention to adolescent substance users. Common factors experienced by adolescents include mental health disorders, other factors associated with maturation, and living with a parent who abused substances (Dance et al., 2014; Kim, 2014; Winters et al., 2011). Lastly, an adolescent's environment, peers, and community strongly influence endorsing or discouraging alcohol and drug use (Kim, 2014). The circumstances mentioned above are relevant to adolescent substance users,

requiring social workers of any discipline to have an awareness and educational support to provide effective interventions (Dance et al., 2014; Kim, 2014).

With adolescents experiencing different treatment outcomes than adults a new evidence-based SUD intervention was developed to include adolescent-focused assessment tools with motivational and engaging approaches and introduced to SUD specialized practitioners (Kim, 2014). Even with these changes, adolescents are not motivated to complete SUD treatment programs (Dance et al., 2014). Potential reasons may be the scarcity of specialized adolescent treatment programs, varying quality of the treatment services, and parental indifference (Winters et al., 2011). The treatment of services including the intervention provided is vital in the recovery outcome.

Barriers that Hinder Social Workers

Nearly half of social work professionals work in child welfare (US Bureau of Labor Statistics [BLS], 2020). Current research reports that social workers regularly provide services to families with SUD in the child protection service industry; approximately 60% of child protection referrals involve alcohol and other drug use (Dance et al., 2014). In contrast, there are relatively few social workers certified as substance use disorder practitioners, estimated at roughly 10% (Galvani, 2017; Kim 2014). This shows a lack of SUD training to social workers providing intervention to those using substances. Very few articles discuss substance misuse by adolescents and the challenges social workers encounter

with providing treatment for the teens' substance use disorder, thus identifying a gap in research.

Consequently, there is consensus among researchers in the United States and other developed nations that child welfare and substance use disorder social workers experience high levels of stress and burnout, leading to increased absenteeism and turnover (Antonopoulou et al., 2017; Baldwin-White, 2016; Hamama, 2012; Lizano & Mor Barak 2012). Substance use clients require a greater extent of treatment engagement to address lack of motivation, resistance, ambivalence, and denial (Baldwin-White, 2016). Providing treatment to adolescents may promote burnout more than working with adult clients due to the unique characteristics at their stage of development which requires specialized professional resources (Hamama, 2012).

High caseloads lead to social workers feeling overextended, emotionally depleted, and exhausted, affecting their ability to engage with adolescent substance users fully. Depersonalization is an emotional detachment or distance from colleagues and clients. To reduce stress and preserve energy, depersonalization can prevent connection to adolescent clients, result in difficulty carrying out effective interventions, and risk clients not continuing treatment (Baldwin-White, 2016; Lizano & Mor Barak, 2012). Confidence is lessened with social workers experiencing continued high stress affecting self-efficacy and leading to learned helplessness (Baldwin-White, 2016; Lizano & Mor Barak, 2012). Social work practitioners struggling with feelings of anger, frustration, and

lack of power may lead to negative attitudes towards adolescent substance users not investing in their treatment or wasting the practitioner's time, diminishing overall treatment quality and retention (Lizano & Mor Barak, 2012).

Organizational and Agency Support

Current research emphasizes that organizational structure, setting, and support are significant to mitigate social worker stress and anxiety derived from work pressures and department policies (Antonopoulou et al., 2017; Galvani, 2017; Lizano & Mor Barak, 2012). The primary reason documented for children and family social workers leaving the agency or the occupation is work-related stress (Antonopoulou et al., 2017). Poor retention rates are correlated to social workers experiencing high caseloads, minimal organizational support, and minimal training experience extreme stress and burnout (Galvani, 2017; Chiller & Crisp, 2012).

Hamama's (2012) Israeli study identified factors to reduce burnout including psychological and social components to reduce social worker distress. The psychological environment concentrates on social worker skill utilization, interest level, and opportunities for growth and development, job autonomy and low morale (Hamama, 2012; Lizano & Mor Barak, 2012). The ability to make decisions concerning scheduling, treatment approaches and job tasks while having a clear understanding of agency mission, goals, and expectations are key elements of job place satisfaction and performance (Antonopoulou et al., 2017; Hamama, 2012; Lizano & Mor Barak, 2012).

Social support in the work environment consists of the worker's relationship with colleagues, the quality of supervision, and the organization's level of engagement (Antonopoulou et al., 2017; Hamama, 2012). Social support in the workplace includes listening, attentiveness, professional support and challenge, emotional support, and mental challenge (Hamama, 2012). Social workers providing services to teen substance abusers could benefit from these job resources to request the support they need and receive constructive feedback to perform their job duties better and remain healthy.

Education and Training

Social work is a broad discipline that requires a working knowledge of many social issues, current social work theories, and the latest evidence-based interventions. Education and training are paramount in maintaining continuity of curriculum and direct practice. Social workers providing mental health or substance use disorder intervention without the proper training can lead to job dissatisfaction and burnout. The relation between job satisfaction, the appropriate resources, and support is established by Wulf Rossler (2012), concluding that there is a need for the proper resources provided to each individual within the agency.

Education is a composite of knowledge, skills, and experience used to solve complex problems. Internationally, substance use courses are not core criteria of the social work curriculum and some social work university programs do not provide any exposure to SUD material (Galvani, 2017). A benefit of

studying substance use disorder and recovery theories and techniques is to have a deeper understanding of the ecological theory features of micro, mezzo, macro and exo systems relationship with substance users (Galvani, 2017). With the proper educational support social workers who work with adolescent drug abusers would increase their adeptness with conducting risk assessments and creating treatment plans that affect each level of influence in the teen's environment.

Dance et al. (2014) echoes much of the research that state social worker programs should give more priority to SUD education. The neglect of not adding SUD education to its core curriculum of social work can result in ongoing insufficient service delivery for those affected by problematic substance use (Galvani, 2017). This insufficiency can contribute to the cycle of lack of support, stress, absenteeism, burnout and turnover seen with child welfare workers and social workers who provide services to substance users.

Child welfare practitioners engage with adolescents that consume alcohol and drugs, but they do not have enough education or training to provide proper services. As many researchers indicated, without the proper support and interventions, social workers, especially child welfare and substance use social workers have an increased risk of experiencing high stress, job dissatisfaction and burnout. The research did not address how the distinct circumstances of working with adolescent substance users affect social workers or what kinds of assistance and support is needed to thrive.

Theories Guiding Conceptualization

Two theories used to conceptualize the ideas in this study are the ecological systems theory and experiential learning theory. The ecological systems theory (Bronfenbrenner, 1977) is an approach that states each system is interrelated with one another and has an impact on human development. The systems include micro, meso, exo, and macro systems. Bronfenbrenner's ecological systems theory implies that human development is based on the individual and the environment they are placed in at each of the different systems (1977). The microsystem is the relationship between an individual and their immediate setting. The mesosystem is the relationships between microsystems within one's life. The exosystem is an extension of mesosystem but includes the relationship between the individual and social settings. The macrosystem is the system of society including government, policies, and larger groups of people.

This theory can be applied to the social work profession being interrelated with substance use, social work education and social work practice also including workforce development. Research on social work in England notes that the ecological systems theory for workforce development has a relationship with social work and substance use (Galvani, 2017). Instead of the individual working within the systems, this study will use the social work profession within the different ecological systems. This theory will help social work professionals to understand the different systems within the organization and workforce development to improve training and education regarding substance use.

Another theory to guide the conceptualization is the experiential learning theory. Cantor (1995) describes experiential learning as a style of learning coming through experiential teaching through integration of classroom experiences and practice. Experiential learning can provide insight allowing active learning and consciousness of personal growth and development (Timm, 2011).

This theory will provide insight and appropriateness to the current resources available to social workers. With experiential learning, the researchers will assess what social worker training and training styles social workers prefer when obtaining information about how to work with adolescent substance users. Ecological systems theory and experiential learning theory will allow the researchers of the study to interpret the data obtained from interviews of professionals working with adolescent substance users.

Summary

This study will explore the barriers social workers face when providing intervention to adolescent substance abusers. Organizations will need to see what resources they are providing in regard to ongoing support, education, and training to the social work professionals in the field. Proper resources and training to social workers can aid in a more effective intervention with clients they serve. This study seeks to add the social worker's perspective on the current resources and support provided and to seek further solutions or creation of proper trainings in the future.

CHAPTER THREE

METHODS

Introduction

This study explored information on the support social workers need or barriers they experience when working with adolescent substance users. This study aimed to gain a greater understanding of the resources and training currently provided to social workers working with this population and what resources or supports are needed to be successful. This chapter contains the details of how this study was carried out and the strengths and limitations to the design. The sections discussed in this chapter will be the study design, sampling, data collection and instruments, procedures, protection of human subjects, and a data analysis.

Study Design

The purpose of this study was to explore the barriers social workers experience when working with adolescent substance users. The design to best address social worker's experiences with adolescent drug users was a qualitative study. This study was an exploratory study to gain more information around this subject matter as there is little to no research regarding this topic currently. Individual interviews were conducted with open ended questions while using a cross-sectional design

The strength to using an exploratory, qualitative study is because it focuses on professional's current practices and experiences working with adolescent substance users. The participants were able to indicate current practices and resources provided to them in trainings and what resources and support they feel could benefit their practice. A strength of this topic includes the focus on trained professionals working within the field. Additionally, it gains insight from the front-line workers that are providing intervention to adolescent substance users. An additional strength of this study can provide insight to organizations on trainings that workers feel is necessary to be successful with this population.

Limitations also existed in this study. One limitation is the study involves open-ended questions which could result in the participants providing an insufficient amount of information. Another limitation was that the participant might feel uncomfortable talking about their current agency's level of support or lack of resources, creating a negative discussion about their current workplace. Lastly, another limitation included social-desirability bias due to knowing the student researcher personally.

Sampling

For the purpose of this study, the student researchers used non-random purposive sampling. The student researchers sampled 8 social workers from various agencies. The selection of subjects was recruited by the student researchers' personal network. The personal network was contacted by phone

call and email to recruit their participation. The email solicitation included the purpose of the research project and reminding them that their participation was voluntary. This email informed participants that due to COVID-19 interviews will take place over a video conferencing format. The email solicitation included the informed consent document (See Appendix B). Snowball sampling was then used to find additional participants. Participants were adults who work in the social services departments and currently or in the past have experience working with adolescent substance users.

Data Collection and Instruments

The data collection for the research study was one on one zoom interviews with social workers who are currently or have previously worked with adolescent substance abusers. The interviews took place in the beginning of March 2022 and ended in April 2022. The interviews with social workers allowed for a greater understanding of the support needed from the practitioner's perspective. The data was collected through zoom interviews to minimize risk of COVID-19. The interview questions were open-ended questions to allow for in depth dialogue on the matter. The researchers developed demographic questions and additional open-ended questions related to the research question for the interviews. The demographic questions consisted of the following: age, ethnicity, marital status, education level, current employment status, and years working as a social worker.

Questions addressed in this study include topics pertaining to the competency of social workers when working with adolescent substance users. Information was asked such as their personal comfortability working with this population as well as the current resources and training currently provided them at their agency. The interview guide can be found in Appendix A.

Due to the limited research on this topic, the student researchers created an interview guide with 10 questions to ask participants. In order to ensure the interview guide was valid, the questions created were informed by literature related to this topic. The interview guide was tested for reliability by discussing the questions amongst student researchers, and consulting with the instructor of the research course. The interview guide was also tested and discussed with the research supervisor. Throughout consultation of the questions, the student researchers refined, changed, and modified the questions to ensure thoughtfulness. Taking these steps provided an in-depth examination, with feedback on the questions to ensure the participants were asked thoughtful and open-ended questions.

Creating an interview guide as the data collection tool has strengths and limitations. A strength to creating this tool was that the student researchers could ask specific questions needed to address the research topic. A limitation that may arise from using this instrument include social workers claiming they are or are not competent in working with this population which could influence the results regarding specific questions.

Procedures

Study participants were chosen from a combination of purposive sampling from researchers' personal, professional networks and snowball sampling who meet the criteria of having worked professionally with adolescent clients. If a researcher had a familial relationship with the participant, the interview was conducted with the unfamiliar researcher to reduce social desirability. The researchers collected data using a demographic survey and one-to-one interviews using Zoom video conferencing platform. The researchers communicated with each respondent to arrange a date and time for a 30-minute interview and link or password to the meeting (if applicable). Prior to the interview, the researchers emailed an explanation of the study and the informed consent.

The purpose of the study, confidentiality, informed consent about recording/transcription, and a potential follow-up interview were rediscussed, and participant questions were answered. At the interview, the researchers briefly greeted, engaged, and thanked the participant. The Zoom recording was initiated, and the interview began. The researchers asked demographic questions. This is to ensure the demographics get completed by each participant. Data was exported to Excel and a unique ID was be created to ensure participant confidentiality.

Researchers then asked participants 10 pre-approved questions (Appendix A) to record participant beliefs, opinions, and perceptions regarding

exploring professional support to work with adolescent substance users. At the close of each interview, the participant was thanked. Completed surveys were extracted into a university-based Google Drive storage to be accessed only by researchers for analysis.

Protection of Human Subjects

The researchers complied with all aspects of the protection of human subjects or participants. An informed consent (Appendix B), prepared in English, stated the purpose of the study, the benefits or risks of participation, and the option to decline participation at any moment during the study without any consequence. It was assumed that there were no risks to any participant. The confirmed consent stated that the identity of the interviewees would be kept confidential from individuals outside of the researchers and faculty advisors of the study. The zoom or telephone interviews took place in a private room behind a closed door using a headset to decrease unintentional audibility. The participant's informed consent (Appendix B) from the survey was reviewed, including consent for audio recording. The zoom recordings and transcripts are stored in university-based Google Drive for researchers and faculty advisors to access. Three years after completing the study, the surveys, Zoom and telephone recordings, transcription, and content analysis will be removed from Google Drive. The research project's design mitigates COVID-19 transmission risks due to the virtual nature of the participant's solicitation, and data collection. The recruitment for the study took place via telephone and email, and participant

interviews occurred via Zoom conferencing mitigating COVID-19 transmission risks.

Data Analysis

The subject supplied data was gathered from semi-structured one-to-one interviews. The interview questions were pre-written while allowing for additional probing to explore responses thoroughly with each participant. This type of data collection allowed for assimilation and interpretation of unstructured data. Responses were analyzed with content analysis to generate common themes. The types of subject matter that arised regarding social workers' support working with adolescent substance users are available resources, current interventions, management systems, education, and training. Demographic data was analyzed in excel software by using descriptive statistics. Transcription from Zoom recordings were printed and noted nonverbal responses will be checked for accuracy against each interview and saved in university Google Drive.

Summary

This study aimed to identify what types of supports social workers who work with adolescent substance users need to be successful in their field. This was done using an interview guide that included open-ended questions. These questions were designed to assist participants in sharing their experiences of working with adolescent substance users. Qualitative methods were used to gather information for this study.

CHAPTER FOUR

RESULTS

Introduction

The data sources applied in this study were social workers and mental health professionals working with adolescent substance users. The researchers used their network of social workers and other mental health professionals and received referrals from additional interviewees through the snowball effect. Adolescents experience harm from substance abuse and utilize the support of parents, caregivers, and academic personnel to become sober. The supports identified refer these adolescents to mental health professionals for substance use and recovery services. Still, many of these professionals are not trained in SUD treatment and do not have the support they need to deliver effective services. This research provides a greater understanding of what mental health professionals require to serve adolescent substance users better. Below is a demographic description of the participants, followed by the themes in the categories of people, places, things/artifacts, and ideas/insights to improve service delivery.

Analyses

Table 1 displays the demographic information from each of the participants. The age of the participants ranged from 28 to 64 years old. Most of

the sample was female; 75% and 25% were males. Ethnicity was composed of Hispanic/Latinx, mixed race ethnicity, Asian Pacific Islander, and White; the Hispanic ethnicity was the higher percentage in the sample. The participants' levels of education included a bachelor of arts, master's degrees, and doctoral candidates. The disciplines included social work, business administration, child development, and public health, with licenses in social work, marriage and family therapy, and professional counseling. The participants were asked if they had substance abuse certifications, and 25% of the sample had certification as a Licensed Advanced Alcohol Drug Counselor and Certified Addiction Treatment Counselor.

Tables 2-7 display the themes from the research study separated into the categories of people, places, things, and ideas. These elements were determined by a thematic analysis of the interview transcripts. The categories were predetermined before the analysis; common responses were organized and grouped into tables. Table seven contains quotes from the participants to highlight some main points from the interviews.

Data Thematic Results

The research question being addressed in this study was: What types of support do social workers/mental health professionals who work with adolescent substance users need to be successful in their field? This question was investigated as a qualitative and exploratory study designed to complete an appraisal of the instrument's social workers and other mental health

professionals have available to serve adolescents who misuse substances effectively. The data collection revealed five themes: training, increased SUD program types, professional associations, supporting agencies, and creativity.

Table 1. Demographics of Research Participants

Demographic	Participant Response
Age:	28, 30, 42, 44, 49, 52, 59, 64
Gender:	Female, Male, Female, Female, Female, Female, Male, Female
Ethnicity:	Hispanic, African American, Hispanic, Pacific Islander, Hispanic, Hispanic/Latinx, Hispanic/Latinx, White
Education:	MSW, MBA, MSW, LMFT, Bachelor's Degree Child Development, MSW, MSW/MPH, MSW (LPC)
Certifications	None, None, None, LAADC, None, None, CATC IV,

Table 2. Research Category: People-General

Content/Theme
<ul style="list-style-type: none"> ● Adolescent Substance Users ● Substance Abuse Counselors ● Supervisors ● Parents ● Social Workers ● Professional peers/colleagues ● Professors ● Administrative Team (Managers, Deputy Directors, Directors) ● School counselors ● Nurses ● Family

Table 3. Research Category: Places

Content/Theme
<ul style="list-style-type: none">● Residential Treatment● Outpatient program● Intensive outpatient program● Short Term Residential Therapeutic Programs (STRTP)● Screening Assessment and Referral Center (SARC)● Place of employment● CFS/county/ "the system"● Lockdown facility● Hospital● DBH

Table 4. Research Category: Things

Content/Theme
<ul style="list-style-type: none">● CEUs● Vignettes● Seminars● Resources● Training to worker● Training to the client● Education and Classes● Case Review/ Support Meetings● Behaviors● Records● Drug Testing● Referrals

Table 5. Research Category: Ideas

Content/Theme

Personal Communication, Participant 1, March 2022

- “Training. I just think any training about adolescent drug use that they would put in there at least every year or every 6 months at the very least and offer it to us. I think that would be really helpful.”

Personal Communication, Participant 2, March 2022

- “...I think the live [training] experience is really kind of important because then you can ask questions and you get clarification and you listen to questions other people have.”
- “I think we kid ourselves when we think that an outpatient program exclusively will handle all levels of substance abuse because it won't, but it if that's all we have.”
- “I think that the outpatient services can work sometimes, but I've been put in a position many times where I said, this is not enough, even if I see them 2-3 times a week it's just not enough.”
- I think it's important to know what's [substances] out there because parents a lot of times don't even know what they're supposed to be looking for.”
- “I really love the whole idea of doing something [intervention] outside of the box because kids respond to that and they know it's coming from a good place.”

Personal Communication, Participant 3, March 2022

- “I think getting more information on what is the drug trend with teens now... More information on what the signs look like if they're under the influence, what is the treatment, you know what works best, what therapies work best with certain substances and recovery. For sure different continuing education trainings.”

Personal Communication, Participant 4, March 2022

- “I think training in of itself is not enough when it comes down to having firsthand experiences, though, I think it does help for sure, but I don't think it's full encompassing to be able to deliver directly.”
- “I think more shadowing and more vignette oriented scenarios because there's a lot of formalities in training that give you broad context of what you're going to experience in the field but without having some of those scenario-oriented activities...”
- “Sometimes there's a gap between what was being presented to you [in training] with all the formalities and what you actually experience as a practitioner and how you would be equipped to respond to that.”
- “I think with adolescents, there's a lot more challenges and a lot more need for specific approaches that are going to be more engaging with these youths... their approach probably is not always tailored specifically to their age and some of the different dilemmas and crises that they're dealing with.”

- "...I think there needs to be a bit greater assessment of the different interested and some of the different factors that might go into incentivizing the youth to stay in the program. I would look at a little bit more diverse groups, a little bit more diversity in therapists that are a little bit more attuned with the different dynamics that are taking place right now."

Personal Communication, Participant 5, March 2022

- "I think what might be a good idea...we have what's called a parent partner, those are people who have been in the system...when a parent needs help we can refer to them. I think we should have something like that for adolescents using substances."
- "I think training with someone who has been through it that can help us [social workers] understand a little better what its like."
- "I would like there to be more services available to the parents [of adolescents substance users] and not just groups."

Personal Communication, Participant 6, April 2022

- "I think it would be beneficial to stay constantly up to date with trainings in working with a family system...staying up to date with all the different substance use disorder trainings. The drugs are changing all the time. And not just that, but the route of administration changes and they're really smart with some of their things and staying up to date with that."
- "I guess the only thing that I think would be really beneficial to use with that population. I know that there are specific trauma therapies that are targeted towards adolescent population."

Personal Communication, Participant 7, April 2022

- "The least helpful is that we don't have training enough for staff on how to handle these kinds of behaviors. Environmentally wise we don't have like we obviously there's a reason why we can lock down. There's a reason why we can't to go hands on with these kids because we're not trained and we don't have the physical environmental resources to be able to keep them."
- "Probably trainings. I don't know what kind of trainings you know definitely, maybe with just addressing when they are under the influence. I don't know if that's something law enforcement would be able to teach us or something drug and alcohol counselors teach us."

Personal Communication, Participant 8, April 2022

- "One of the things I like doing with adolescents is saying, Hey, let's go to the park, we'll shoot some hoops; let's go walk around the track and just walk; let's go for a hike up the mountain or whatever to engage them in other activities. Unfortunately, because of our caseloads and the complexity of our caseloads, we're limited to how much time we can spend per kid. Personally, I wish they would have a group at our agency where we can pick and choose the kids at different homes that can benefit from these services."

Summary

Themes were categorized into four elements which includes: people, places, things, ideas. These elements were gathered through thematic analysis of interview transcripts and organized into tables separating the different elements related to social worker support in treating adolescent substance users. Themes and social worker perceptions were gathered from the data that accomplished the task of the original research question as well as giving insight to how social workers view support related to adolescent substance users in practice. Further explanation and in-depth analysis of support and further ideas for support will be discussed in the following section.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This section will discuss six themes that were discovered from the study of support needed for social workers treating adolescent substance users. This section will provide an in-depth discussion of those elements including the significance each element has for social workers working with adolescent substance users. This section will further attempt to use the proposed meaning of each element as a guide for viewing the different elements in order to apply them to current and future practices. The elements to be discussed derive from each of the tables previously presented which include the need for more training, environment, treatment services, caseload, and innovation. In addition, this chapter will provide recommendations on how to utilize these findings in current and future social work practices.

After further analysis of the data, the study introduced several themes that were common among social workers treating adolescent substance users. All participants identified the support needed to effectively treat adolescent substance users. The study findings seemed to primarily focus on the need for training, but there are a number of different dimensions further discussed below.

Discussion

Drug Trends

The element of receiving information and training on “adolescent drug trends” comes from the table reflecting the category of ‘ideas’. Information on “drug trends” with adolescents is an important support for social workers as drugs and administration are constantly evolving and changing. Training and education on drug trends might suggest that there is a need for social workers to know additional information about drug trends to best support their clients. Training on drug trends might suggest there is not enough information provided in training or in their education within their degree program thus creating a lack of support to social workers. This finding might be significant to social workers treating adolescent substance users because training can aid in teaching identifying factors in teens that are using different treatments that are effective as drugs continuously training creating a need for continual training. This finding might indicate a need to incorporate training within the agency setting to ensure effective treatment and intervention. This finding could be important because adolescent substance users may not be receiving the proper interventions or treatment through an uninformed social worker. This finding might highlight the need to include drug trend training and education within the social work schooling or to create an education training within the work agency. This finding might overturn the idea that social workers are not competent in providing support to adolescent substance users as drug trends are continuously changing.

Up-to-date Training

The element of being “up-to-date” on training comes from the table reflecting the category of ‘ideas’. The study found that staying “up-to-date” was important. This finding might suggest that training is an important strength for the practitioner to treat adolescent substance users effectively. Staying “up-to-date” might suggest that the innovation of new training should be implemented in all agencies. This might indicate that training could unlock the practitioner's knowledge of treatment of adolescent substance abuse. This “up-to-date” finding could be important because without adequate training no practitioner should be expected to treat adolescents effectively. This finding of being “up-to-date” might highlight the responsibility of the agency to provide “up-to-date” training or consistent training. This finding might overturn the whole idea that the practitioner somehow should have learned about adolescent substance use beforehand, in school, or somewhere else instead of at the agency setting level.

Treatment Services

Outpatient programs are an element that comes from the category ‘ideas’. Outpatient programs represent a site for social workers without substance use certification to refer their youth with addiction problems. Often, outpatient services lack availability for new clients or cannot provide services for the severity of the youth’s addiction. This might suggest that social workers may not have sufficient treatment service alternatives for the appropriate placement of youth who use substances. This might be significant because social workers not

certified in substance use treatment and interventions rely on the availability of services from agencies with youth outpatient programs. The lack of availability of youth outpatient substance use services could be important because it impacts the clinician's ability to provide safe and effective service delivery. Treatment services might indicate that there may not be enough outpatient programs that provide services to adolescent substance users. This might highlight that social workers treating adolescents do not have enough support with outpatient placements for youth with addiction in the community. This finding might overturn the notion that social workers not certified in addiction studies have the tools necessary to serve teens who use substances adequately.

Environment

The element of "environment" comes from the table reflecting the category of 'ideas'. In this case, "environment" represents the physical place or building the social workers are working within. The study found that the environment of the agency is important for support to the social workers treating adolescent substance users. This might suggest that the agency setting limits what a practitioner can do, and it limits their support. The environment might suggest that some of the support that social workers need is logistics. This might suggest that management or expansion of physical space within the agency might be important. The environment could be important because it ensures effective practices of the social worker. It could suggest that it protects the agency and worker from malpractice, where the worker did not have a place for the

adolescent and something negative happened. The study found that the environment was an important source of support to social workers. This finding might highlight the need for positive environmental structures within the agencies. This might suggest that logistics might be just as important as education. This might overturn the idea that training and education to social workers is the only support that social workers need to treat adolescents. It poses the thought that the physical environment of where treatment occurs might be just as important of a support as training and technique is to social workers.

Lower Caseloads

The element of a lower "caseload" comes from the table reflecting the category of 'ideas.' The study found that the volume of a social worker's caseload was an essential factor in support for social workers. A considerable workload might suggest that a worker's caseloads are too high to provide efficacious services or attain program goals due to constraints on time. Excessive work is not helpful to social workers and can lead to unintended negative impacts on children and families. Lowering caseloads might be another significant way of supporting social workers in thoroughly engaging adolescent substance use clients and delivering quality services. High caseloads might indicate the need to explore possible avenues to enhance social workers' work process and support. Reducing caseloads is necessary because it strengthens the effectiveness and outcomes of interventions and treatments. Workload size might highlight a potential area agencies and organizations can examine to support social

workers. The study might overturn the idea that a high caseload size does not have an unfavorable effect when working with teen substance users.

Innovation

A final theme from the study is innovation, the autonomy to implement tools that fit the adolescent client as an individual. This finding might suggest that with agency support, social workers may carry out more creative activities in sessions with teens who misuse substances. This idea might be significant for increasing client engagement and service outcomes. This position might indicate that fostering innovation can empower social workers, assist with various problems, and create unique solutions. This approach could be consequential because supporting social workers to explore creativity increases one's sense of control and investment in the client, themselves, and the organization. This outlook might highlight how innovation is an abstract yet pertinent aspect of supporting social workers. The idea of encouraging creativity to assist adolescent substance use clients might overturn the tendency to depend on traditional forms of intervention in preference of finding a better fit for the client.

Limitations

The limitations of this study include the sample size, representation, generalizability, the absence of culture, the lack of other studies and research available to utilize, the interview process, and interviewer bias. This study had eight participants, which is a small sample size. A larger sample size should be used to understand better social workers treating adolescent substance users.

The sample was drawn from the researchers' personal network of social workers, and the majority were associated with San Bernardino County. Due to the small sample size, the findings are not generalizable to all social work agencies.

Another study limitation was the need for other studies and research available from which to develop and expand the research project. Researchers developed interview questions since questions on the subject matter were not found. As a result, no questions were developed, or data collected about how culture may affect social work support when working with teens who abuse substances. An additional limitation was the interview process; because interviews were completed via Zoom, there was a reduced ability to respond and interpret nonverbal cues. Additionally, participants were interviewed by different researchers, also contributing to a potential interviewer bias in the analysis of answers.

Implications for Social Work Practice, Policy, and Research

Social Work Practice

This study focused on exploring what supports social workers need to feel effective in their practice of treating adolescent substance users. Social workers should have ample time with their clients to engage, plan, and implement evidence-based practices to reduce substance use. With the proper support in the form of training, availability of treatment services, workload, and encouragement of creativity, social workers will be able to provide effective

services and be successful in their treatment practice for adolescent substance users.

The field of social work recently distinguished differences between how a social worker provides treatment services to children, adolescents, and adults. The social work interviewees shared their thoughts about how they are currently working with teens with addiction challenges and incomplete training and client engagements specifically tailored to the adolescent age group. One recommendation is for mental health organizations to establish a macro-level work group to assess at their agencies what supports could be provided to the social workers and form a plan to implement the changes.

Policy

Policy practice can influence organizational or community-wide changes that affect social and economic justice for substance use clients and individuals requesting mental health services. One recommendation for policy would be for the Counsel of Social Work Education (CSWE) and the National Association of Social Workers (NASW) to consider adding more substance use and disorder instruction and training to the Bachelor of Social Work (BSW) and Master of Social Work (MSW) curriculum to provide a firmer foundation for new social workers entering the profession. An additional policy consideration is to create a pathway for social workers to gain instruction on assessing, planning, and treating clients with substance use disorders of all ages with the field training requirement. As one interviewee stated, "Sometimes there's a gap between what

was being presented to you [in training] with all the formalities and what you actually experience as a practitioner and how you would be equipped to respond to that.” (Personal Communication, Participant 4, March 2022). These two policies could have a reverberating impact on how social workers manage caseloads and provide treatment for adolescents who present with a substance use disorder.

Research

Adolescent substance users are a vulnerable population that will typically face challenging experiences throughout their youth and adult lives. Therefore, it is important that more research be conducted to ensure that adolescents are being treated effectively through the social work professionals they encounter. Research has not fully explored if support to social workers including training, intervention or administrative support is effective. Social worker’s perceptions can help identify the support or training needed, and what barriers they are experiencing when working with this population. Interviewing more social workers to see what support they need directly can improve practice,

Future research can be conducted to explore the variability of Master of Social Work programs' inclusion of alcohol and drug studies with an emphasis on adolescents. Additional research may further explore the support needed for social workers providing treatment to adolescent substance users. Furthermore, the perspective of the adolescents themselves should be explored, as they are receiving the treatment and may have different ideas or strengths firsthand to

mitigate substance use. Although professionals working within the field provide their knowledge and are willing to contribute to advancing research, future research should explore the adolescent's perspectives and may aid in expanding research on this topic. Further research regarding the environment should be explored as this study indicated the environmental needs as support.

Conclusion

This study was developed to gain a greater understanding of social worker perspectives of the support needed to treat adolescent substance users. This study offers the opportunity to bring awareness to the importance of support within this setting. Participants identified a higher need for training in different dimensions and a lack of support in their agencies causing a barrier to the adolescent population served. Social workers and other mental health professionals working with adolescent substance users have to be aware of these barriers to have an effect on their behaviors, treatment plan and lives. Social workers' perspectives on the support they need or barriers they face when treating adolescent substance users are currently present. It is important to discuss the impacts of support to these social workers to increase their effectiveness in service delivery to their clients.

APPENDIX A
INTERVIEW GUIDE

Research Project Questionnaire

Research Question: What type of supports do social workers who work with adolescent substance users need to be successful in their field?

1. Can you describe your education and the types of training you have had to provide services to clients with a substance use disorder? Is there a continuing education requirement for substance use? Was the training enough to provide substance use services confidently?
2. How are adolescent clients referred or assigned to you?
3. In your experience as a social worker, how do you determine that your client has a substance use problem? How is this process different with adolescent users?
4. What are services or treatments are you able to provide to adolescent alcohol and drug users?
5. Do you feel the services available to adolescent substance users are adequate or effective? If yes, why? If not, what do you think could be changed?
6. What supports do you have access to service adolescent substance users regularly?
7. What type of challenges do you experience with an adolescent who uses substances. How is it different from non-using adolescent clients? If you need assistance, where do you turn?
8. What do you think is the most complex problem to overcome when an adolescent is struggling with a substance use problem?
9. What kind of access do you have to the management to discuss challenges or suggestions to service adolescent users?
10. What types of resources/supports does your organization provide to help better serve adolescents who drink alcohol or use drugs? What resources/supports do you feel are the most/least helpful? What trainings or resources do you think could benefit your work with adolescent substance users?
11. Have there been supports or interventions you have wanted to use with adolescent substance users but have not had access to? If yes, what were they?

Developed by Monica DeLucia and Kethura Solano

Demographic Questions

Age: 18-29 30-49

Sex/Gender: Male Female Ethnicity/Race:

White

African American Asian/Pacific Islander Native American Other

Prefer not to state

Education: Associates Bachelors Profession:

Social Work Psychology Education

Child Development

Certification: LMFT MSW

AOD Certification: None

CADCA

CATC CAODC(SUDCC)

APPENDIX B
INFORMED CONSENT

The study in which you are being asked to participate is designed to capture the experiences of social workers providing services to adolescents and their support. The study is being conducted by Monica DeLucia and Kethura Solano, graduate students, under the supervision of Dr. Thomas Davis, Professor in the School of Social Work at California State University, San Bernardino (CSUSB). The study has been approved by the Institutional Review Board at CSUSB.

PURPOSE: The purpose of this research is to identify factors involved in social workers providing interventions to adolescent substance users at various levels of the system, individual, family, community, and the organization.

DESCRIPTION: We ask you to help us understand the various supports social workers have and need for adolescents struggling with substance abuse addiction. Increasing social work resources across systems is believed to positively impact services to adolescent substance users in child welfare and other human service agencies.

PARTICIPATION: Your participation in the study is entirely voluntary. You can decline to participate in the study or discontinue your participation at any time without any consequences.

CONFIDENTIALITY: Your responses will remain confidential, and data will be reported in group form only

DURATION: It will take approximately 30 – 60 minutes for the interview.

RISKS: Although not anticipated, there may be some discomfort in answering some of the questions. You are not required to answer and can skip the question or end your participation.

BENEFITS: There will not be any direct benefits to the participants.

CONTACT: If you have questions about this study, please feel free to contact Dr. Thomas Davis at (909) 537-3839.

RESULTS: Results of the study can be obtained from the Pfau Library ScholarWorks database ([HTTP:// scholarworks.lib.csusb.edu/](http://scholarworks.lib.csusb.edu/)) at California State University, San Bernardino, after July 2023.

I agree to have this interview audio recorded: ____ YES ____ NO

I understand that I must be 18 years of age or older to participate in your study, have read and understand the consent document and agree to participate in your study.

Place an X mark here

Date

APPENDIX C
IRB APPROVAL

February 13, 2022

CSUSB INSTITUTIONAL REVIEW BOARD

Administrative/Exempt Review Determination

Status: Determined Exempt

IRB-FY2022-39

Thomas Davis Kethura Solano, Monica Winter
CSBS - Social Work
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Thomas Davis Kethura Solano, Monica Winter:

Your application to use human subjects, titled “Support for Social Workers Treating Adolescent Substance Abusers” has been reviewed and determined exempt by the Chair of the Institutional Review Board (IRB) of CSU, San Bernardino. An exempt determination means your study had met the federal requirements for exempt status under 45 CFR 46.104. The CSUSB IRB has weighed the risks and benefits of the study to ensure the protection of human participants.

This approval notice does not replace any departmental or additional campus approvals which may be required including access to CSUSB campus facilities and affiliate campuses. Investigators should consider the changing COVID-19 circumstances based on current CDC, California Department of Public Health, and campus guidance and submit appropriate protocol modifications to the IRB as needed. CSUSB campus and affiliate health screenings should be completed for all campus human research related activities. Human research activities conducted at off-campus sites should follow CDC, California Department of Public Health, and local guidance. See CSUSB's [COVID-19 Prevention Plan](#) for more information regarding campus requirements.

You are required to notify the IRB of the following as mandated by the Office of Human Research Protections (OHRP) federal regulations 45 CFR 46 and CSUSB IRB policy. The forms (modification, renewal, unanticipated/adverse event, study closure) are located in the Cayuse IRB System with instructions provided on the IRB Applications, Forms, and

Submission webpage. Failure to notify the IRB of the following requirements may result in disciplinary action. The Cayuse IRB system will notify you when your protocol is due for renewal. Ensure you file your protocol renewal and continuing review form through the Cayuse IRB system to keep your protocol current and active unless you have completed your study.

- **Ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.**
- **Submit a protocol modification (change) if any changes (no matter how minor) are proposed in your study for review and approval by the IRB before being implemented in your study.**
- **Notify the IRB within 5 days of any unanticipated or adverse events are experienced by subjects during your research.**
- **Submit a study closure through the Cayuse IRB submission system once your study has ended.**

If you have any questions regarding the IRB decision, please contact Michael Gillespie, the Research Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval number IRB-FY2022-39 in all correspondence. Any complaints you receive from participants and/or others related to your research may be directed to Mr. Gillespie.

Best of luck with your research.

Sincerely,

Nicole Dabbs

Nicole Dabbs, Ph.D., IRB Chair
CSUSB Institutional Review Board

ND/MG

REFERENCES

- Antonopoulou, P., Killian, M., & Forrester, D. (2017). Levels of stress and anxiety in child and family social work: Workers' perceptions of organizational structure, professional support and workplace opportunities in Children's Services in the UK. *Children and Youth Services Review*, 76, 42–50.
<https://doi.org/10.1016/j.childyouth.2017.02.028>
- Baldwin-White, A. (2016). Psychological distress and substance abuse counselors: An exploratory pilot study of multiple dimensions of burnout. *Journal of Substance Use*, 21(1), 29–34.
<https://doi.org/10.3109/14659891.2014.949316>
- Bennett, P., Evans, R., & Tattersall, A. (1993). Stress and coping in social workers: A preliminary investigation. *The British Journal of Social Work*, 23(1), 31–44. <https://doi.org/10.1093/oxfordjournals.bjsw.a055939>
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *The American Psychologist*, 32(7).
<https://doi.org/10.1037/0003-066X.32.7.513>
- Bureau of Labor Statistics, U.S. Department of Labor. (2020). Occupational outlook handbook, social workers. Retrieved [May 6, 2021] from <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>

Cantor, J. A. (1995). *Experiential learning in higher education: Linking classroom and community*. ashe-eric higher education report no.

7. <https://eric.ed.gov/?id=ED404949>.

Centers for Disease Control and Prevention. (2020). Teen substance use & risks.

Retrieved [February 24, 2021] from

<https://www.cdc.gov/ncbddd/fasd/features/teen-substance-use.html>

Centers for Disease Control and Prevention. (2020). Underage drinking.

Retrieved [February 24, 2021] from <https://www.cdc.gov/alcohol/factsheets/underage-drinking.htm>

Chiller, P., & Crisp, Beth R. (2012). Professional Supervision: A Workforce Retention Strategy for Social Work? *Australian Social Work*, 65(2), 232–242. <https://doi.org/10.1080/0312407X.2011.625036>

Deas, D., & Clark, A. (2009). Current state of treatment for alcohol and other drug use disorders in adolescents. *Alcohol Research & Health*, 32(1), 76–82.

Dance, C., Galvani, S., & Hutchinson, A. (2014). The extent and nature of practitioners, encounters with alcohol and other drug use in social work and social care practice. *Social Work Education*, 33(5), 557–572.

<https://doi.org/10.1080/02615479.2014.919066>

- Durand, S. C., Fogger, S. A., & McGuinness, T. M. (2016). Update on substance use in adolescence. *Journal of Psychosocial Nursing and Mental Health Services*, 54(8), 24–27. <https://doi.org/10.3928/02793695-20160725-05>
- Eby, L.T., Burk, H., & Maher, C.P. (2010). How serious of a problem is staff turnover in substance abuse treatment? A longitudinal study of actual turnover. *Journal of Substance Abuse Treatment*, 39(3), 264–271. <https://doi.org/10.1016/j.jsat.2010.06.009>
- Galvani, S. (2017). Social work and substance use: Ecological perspectives on workforce development. *Drugs : Education, Prevention & Policy*, 24(6), 469–476. <https://doi.org/10.1080/09687637.2017.1282421>
- Hamama, L. (2012). Differences between children's social workers and adults' social workers on sense of burnout, work conditions and organisational social support. *The British Journal of Social Work*, 42(7), 1333–1353. <https://doi.org/10.1093/bjsw/bcr135>
- Kim, C. (2014). Social work research on interventions for adolescent substance misuse: A systematic review of the literature. ProQuest Dissertations Publishing.
- Kim, H. (2011). Job conditions, unmet expectations, and burnout in public child welfare workers: How different from other social workers? *Children and*

Youth Services Review, 33(2), 358–367.

<https://doi.org/10.1016/j.chilyouth.2010.10.001>

Lizano, E. L., & Mor Barak, M. E. (2012). Workplace demands and resources as antecedents of job burnout among public child welfare workers: A longitudinal study. *Children and Youth Services Review*, 34(9), 1769–1776. <https://doi.org/10.1016/j.chilyouth.2012.02.006>

National Association of Social Workers (2020). Child welfare. Retrieved [May 6, 2021] from <https://www.socialworkers.org/practice/child-welfare>

Rössler, W. Stress, burnout, and job dissatisfaction in mental health workers. *Eur Arch Psychiatry Clin Neurosci* 262, 65–69 (2012).
<https://doi.org/10.1007/s00406-012-0353-4>

Tanner-Smith, E. E., Wilson, S. J., & Lipsey, M. W. (2013). The comparative effectiveness of outpatient treatment for adolescent substance abuse: A meta-analysis. *Journal of Substance Abuse Treatment*, 44(2), 145–158.
<https://doi.org/10.1016/j.jsat.2012.05.006>

Timm, T., Birkenmaier, J., & Tebb, S. (2011). The experiential community assessment project: Integrating social work practice skills. *Journal of Community Practice*, 19(2), 175–188.
<https://doi.org/10.1080/10705422.2011.569649>

Young, S. (2015). Understanding substance abuse counselor turnover due to burnout: A theoretical perspective. *Journal of Human Behavior in the Social Environment*, 25(6), 675–686.
<https://doi.org/10.1080/10911359.2015.1013658>.

Winters, K. C., Botzet, A. M., & Fahnhorst, T. (2011). Advances in adolescent substance abuse treatment. *Current Psychiatry Reports*, 13(5), 416–421.
<https://doi.org/10.1007/s11920-011-0214-2>

ASSIGNED RESPONSIBILITIES

Regarding this paper, the work was split evenly between the two partners. Both Monica and Kethura have collaborated on each section and assigned responsibilities evenly. Chapter 1, Kethura was responsible for the problem formulation section while Monica was responsible for the purpose of the study and significance to social work. In Chapter 2, both student researchers provided research for the literature review, and both synthesized the literature to create a combined literature review. In Chapter 3, Monica was responsible for the first four sections and Kethura was responsible for last four sections. Data collection was split, having both students interviewing 4 participants. Chapter 4 and 5 were even split by both students and responsibilities were fair. Both students worked on the Human Subjects Application, interview guide and finalizations for the project. Throughout the process both student researchers consulted numerous times to collaborate on the project as well as meeting with the supervisor for guidance.