1. Course Statement

This course presents advanced topics in interpersonal practice. The topics may include emerging practice methods, advanced application of methods covered in other required methods courses, and applications of methods in specific populations.

a. Course Description

The Evidence Informed OUD/SUD Interventions mini course is designed introduce students to assessment, intervention, and specialized practice skills to effectively engage and treat clients experiencing addictions (e.g., alcohol, opioids, cannabis, illicit drugs) and who may also present with additional complex and comorbid mental health and physical health needs. The course will also cover Medication-Assisted Treatment (MAT) for opioid use disorders.

2. Class Requirements

a. Text and class materials

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.

All required readings will be made available online via Canvas. The June 7th readings are to be completed prior to the first class.

Readings will be central to in class activities, lectures and discussions. Although explicit connections to the readings may be made during lecture at times, as indicated and/or relevant, it may not be feasible nor
good use of time to review each individual reading in a class that is condensed in such a limited timeframe.

The assumption is that all readings will have been completed prior to class, as all course material—
including lectures, assignments and in class activities and discussions – require a fundamental understanding of concepts and content found within the readings.

a. Class schedule

Course schedule and content may be adjusted as needed; these changes will be reviewed in class. Required readings will not change. Although supplemental/additional readings may arise depending on the needs and interests of the class, these readings will be considered suggestions – and will not be required.

<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
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<tbody>
<tr>
<td>June 7, 2019</td>
<td>Addiction: Neurobiological Primer Psychosocial Determinants of Addiction</td>
</tr>
<tr>
<td>9:00 AM-12:00 PM</td>
<td>1. Neurobiological &amp; Physiological Context of Opioid Use Disorder</td>
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<tr>
<td></td>
<td>2. Basics of Opioids</td>
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<td>3. Intoxication &amp; Withdraw</td>
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<td>The Scope of the Problem: Epidemio logical Data on Opioid Addiction</td>
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<tr>
<td>June 7, 2019</td>
<td>Medication Assisted Treatments (MAT) - an Evidence Based Perspective</td>
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<tr>
<td>12:30 PM – 5:00 PM</td>
<td>1. MAT Evidence &amp; Research</td>
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<td>2. Barriers to Implementation</td>
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<tr>
<td>June 14, 2019</td>
<td>Types of MAT: Opioids, Alcohol &amp; More</td>
</tr>
<tr>
<td>9:00 AM – 12:00 PM</td>
<td>1. Methadone, Naltrexone, Buprenorphine, Naloxone</td>
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<tr>
<td></td>
<td>2. Naltrexone, Acamprosate &amp; Disulfam</td>
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<td>3. Future Directions in MAT</td>
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<tr>
<td>June 14, 2019</td>
<td>Special Topics:</td>
</tr>
<tr>
<td>12:30 PM – 5:00 PM</td>
<td>1. Adolescents</td>
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<td>2. Pregnant Women</td>
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<td>3. Chronic Pain</td>
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<td>4. Health &amp; People who Inject Drugs</td>
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<td>5. Co-Occurring Mental Health</td>
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</table>
False Advertising in Substance Use Treatment
Making MAT More Accessible

NARCAN – Training & Demonstration

Required Readings – June 7, 2019


SAMHSA-HRSA – MAT Implementation Checklist Handout

Required Readings – June 14, 2019


b. Assignments

Assignments will be reviewed in class and detailed instructions will be available on canvas. There will not be a letter grade assigned to this course – assignments will be graded on a credit/no credit basis.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Initial Questions about Medication Assisted Treatments</td>
<td>June 9&lt;sup&gt;th&lt;/sup&gt; by 5:00PM</td>
<td>25% of grade Credit/No Credit</td>
</tr>
<tr>
<td></td>
<td>Found on Canvas</td>
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<tr>
<td>Quiz</td>
<td>June 16&lt;sup&gt;th&lt;/sup&gt; by 5:00PM</td>
<td>25% of grade Credit/No Credit</td>
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<tr>
<td></td>
<td>Found on Canvas</td>
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<tr>
<td>Responses to 3 Initial Questions</td>
<td>June 16&lt;sup&gt;th&lt;/sup&gt; by 5PM</td>
<td>50% of grade Credit/No Credit</td>
</tr>
<tr>
<td></td>
<td>Found on Canvas</td>
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(25%) 3 Initial Questions about Medication Assisted Treatments

For this assignment students will develop three questions they have about Medication Assisted Treatments that they will be able to answer by the end of the class – either by materials covered in lecture and readings, or if not addressed specifically in class, through your own independent research efforts.

The objective of this assignment is to not only ensure students have an opportunity to have individual questions addressed, but also, to encourage students to prepare to seek out answers to their own questions as part of ongoing professional development skills.

Questions can be as simple or complex as you wish – there is no explicit requirement regarding the length or content of the question other than it is related to medication assisted interventions for substance use treatment, and that if the question is not explicitly addressed in class, it is something you are willing and able to investigate on your own. Please ensure questions chosen are answerable – e.g. What type of MAT would be best for X context? v. What is the meaning of life? This assignment will be graded on an acceptable/ unacceptable basis.

Please post questions on Canvas no later than June 9<sup>th</sup> 5:00.

Late submissions will not be accepted unless there is documentation provided referring to serious illness or other compelling reason as described in the MSW Student Guide.

There are many resources within the readings, through umich library, and through the SAMHSA website. If you aren’t sure where to start, consult with peers for ideas or you can reach out to me for additional guidance. Remember though – the objective here is to exercise your own research skills! It is therefore, strongly recommended that you attempt to seek information through colleagues and peers.
As a follow up to the previous assignment, students will respond to each of their three questions posed in the beginning of class. Responses should be 1-2 paragraphs, or less as indicated; depending on the question there may be some responses that are considerably shorter, or slightly longer. Please exercise your own judgement in this regard. I do request that responses for each question do not exceed 3 paragraphs.

If you are only able to answer your question partially this is okay, too – provided you are able to gather ample information that is helpful, even if it leads you to more questions. Please cite any resources you use using APA format.

Remember there are resources within the readings, screening tools, and available online through SAMHSA. Please connect with peers and colleagues for guidance first – the main objective of this exercise is to practice using resources to learn more about MAT in your clinical practices, and to know how to directly engage with the existing resources and materials that will continue to change and advance along with the field, over time.

This assignment will be graded on an acceptable/unacceptable basis.

ACCEPTABLE RESPONSES: Acceptable responses will reflect proper grammar and APA citations as indicated; demonstrate authentic engagement with the content.

Example

Question: What are the different types of MAT for opioid dependence?

Response: There are three main types of MAT for opioid dependence: methadone, buprenorphine and naltrexone (APA citation here). Methadone [information about methadone + citation]. Buprenorphine [information about buprenorphine + citation] Naltrexone [information about naltrexone.] I also was able to learn X, Y & Z. This will apply to my clinical practice because of L, M, N & O.

References for Response 1

[List of references in APA format]

UNACCEPTABLE RESPONSES: Responses that are hastily completed, missing references/citations, or focus on explanations of why the question couldn’t be answered or wasn’t answered in class are not acceptable. If for any reason you are unable to locate the answer – detail information and references to the information you were able to find, identify strategies for addressing this question on an ongoing basis and clearly state what new questions arose for you through this investigation process. Also, if the question does pertain to content that was clearly central to the course, and the response is that there was no way to find an answer – then these responses would also be unacceptable. (e.g. If your question is about what types of MAT is available for opioid treatment – something that we will review repeatedly throughout the course and a fundamental component of the material - and the response is that this
material was not addressed or could not be answered using available resources—then this would not be acceptable.)

Example

Question: What are the different types of MAT for opioid dependence?

Response: I don’t know cause the instructor didn’t mention this material in class and I don’t feel like I learned anything.

Note: The objective of the assignment is for students to take the initiative to learn ancillary content independently using information and resources reviewed in class and in the readings as a means of launching one’s own ongoing professional development. While I will do my best to address/cover all the individual questions in class, ultimately—**it is the responsibility of students to take the initiative to build their own professional networks among colleagues and use available databases and literature to ensure their questions are answered**. I will offer my support in this process, and my commitment to students is to providing resources, support and guidance necessary for students to launch their own explorations into whichever domains of the material are most interesting to them.

The reason the objective is centered on independent learning is a practical one: social work, and especially treatments pertaining to MAT - are ever-changing. It is imperative clinicians know how to use the resources available to keep informed on the latest changes, updates and information concerning evidence-based practice.

Due June 16th by 5:00PM

There is a brief multiple-choice quiz at the end of the course. This quiz can be found on Canvas—**80% is required to pass**. You may refer to class materials—it is “open book.”

Please ensure your quiz is submitted via Canvas by June 16th at 5:00PM.

Late submissions will not be accepted unless there is documentation provided referring to serious illness or other compelling reason as described in the MSW Student Guide.

c. Attendance and class participation

**Attendance from 9AM-5PM for both days is required for both days of this course in order to receive credit.** Due to the time limitations of mini-courses, it is imperative that you attend both scheduled course days, arriving on time and prepared and stay for the entirety of the course. **If you enroll in this mini-course and do not attend or drop the course—you will receive a grade of U or E—which indicate a failing grade, per Section 1.07.01 of the MSW Student Guide.** (Also linked below—“Grading for special circumstances.”)
Refer to the MSW Student Guide’s Policy on Class Attendance

d. Grading

Grades for this course will be credit/no credit.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>3 Questions</td>
<td>Credit/No Credit</td>
</tr>
<tr>
<td>Quiz</td>
<td>Credit/No Credit</td>
</tr>
<tr>
<td>3 Responses</td>
<td>Credit/No Credit</td>
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<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>100-75%</td>
<td>PASS</td>
</tr>
<tr>
<td>Below 74%</td>
<td>FAIL</td>
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Grades in Academic Courses and in Field Instruction
Student Grievance procedures
Policy for grading in special circumstances
Testing & Grading CRLT Resources

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism