



Course title:	Cultural Issues with Opioid Use /Substance Use Disorders	
Course #/term:	SW 790 Section 016 Spring/Summer 2020	
Time and place:	Thursdays, June 4 & June 11 – Online	
Credit hours:	1	
Prerequisites:	Priority is given to HRSA-SUD scholars	
Instructor:	Kathryn K. Irish, L.M.S.W., C.A.A.D.C.	
Pronouns:	She	
Contact info:	Email: kairish@umich.edu	Phone: 248.245.1771 (cell)
	You may expect a response within 24 hours	
Office:	2764 SSWB	
Office hours:	Spring & Summer Office Hours are via Zoom by appointment	

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

Priority is given to HRSA-SUD Scholars. Others will need to submit a Course Enrollment Petition. Scholars will receive an electronic permission to enroll in this course prior to registration.

In this mini course, students will explore cultural issues in the assessment and treatment of Opioid Use Disorders/Substance Use Disorders. Students will examine the effect of culture on the initiation, use, and abuse of substances. Socio-cultural beliefs can shape an individual's approach and behavior regarding substance use and abuse. A special focus will be on emerging practices that support positive outcomes for diverse cultural groups in preventing OUD/SUD, accessing services, engaging and completing treatment programs related to OUD/SUD.

b. Course Format

This course is primarily asynchronous. There will be opportunities to attend live Zoom group office hours during scheduled course days and times. Instructions will be posted within an Announcement on Canvas. **Attending group office hours is strongly encouraged but is not required.**

c. Course Structure

Class materials are posted by Unit in Canvas under “Files.” Each unit folder contains readings, a recorded lecture (10-15 minutes) and other required course materials and activities for that unit, such as links to videos and/or websites for that unit. There is some variability among the units, but general, the “core” units (1-8) should take around 3-4 hours each to complete. (Unit 0 is the introductory unit and Unit 9 is the closing unit.) Each unit is designed to have a balanced amount of effort; for example, if there is a lengthy video of a keynote speech or TED Talk, etc. there will be a lighter reading load, and visa versa.

Unit Contents:

- Required Readings
- Links to Required Activities (e.g. such as interactive websites, video clips, etc.)
- Lecture Recording (10-15 min)

Schedule Summary:

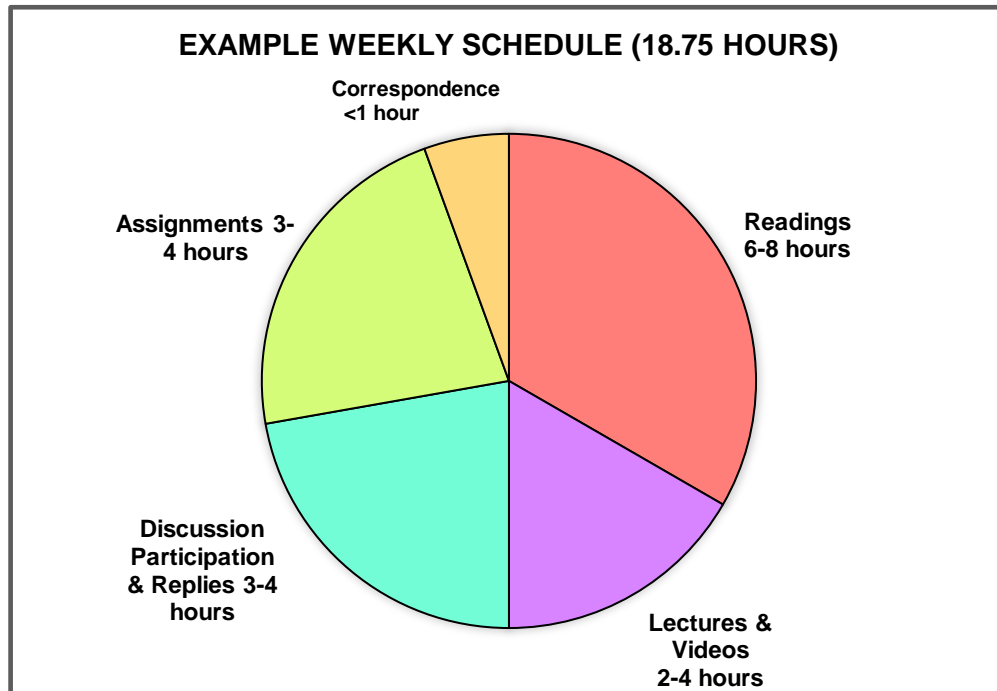
Week of June 4th (Week 1): Working through units 0-4

Week of June 11th (Week 2): Working through units 5-9

Assignments Overview:

- Discussion Posts: Introduction, Discussion 1 & Discussion 2 (**3 posts total**)
- Two Replies to Peers’ Discussions: Intro, Discussion 1 & Discussion 2 (**6 posts total**)
- 5 Minute Video Post (**1 video post**)
- Responses to Peer Videos (**3 total**)

One credit hour corresponds with 37.5 hours of effort. Effort refers to the time spent working on the course, including readings, discussions, lectures, videos and course assignments, etc. **This course occurs across two weeks.** Each week you will work through 4-5 units; this corresponds with around 18.75 hours of weekly effort. Here is an example of the intended time to effort distribution **per week**:



d. Course objectives and [CSWE Competencies](#)

CSWE Competencies	UNIT	TOPIC	Course Objective
N/A	0	Introduction	<i>Students will review information about the format, assignments and resources for online learning. Students will have an opportunity to connect with peers and the instructor and identify their learning objectives.</i>
II, IV	1, 2	Culture & Clinical Practice Substance Use Primer	<i>Students will understand how cultural issues intersect with substance initiation, use, misuse and dependence from a clinical and systems perspective.</i>
II, IV	3, 4	Intergenerational Trauma & Health Disparities Epidemiological Data	<i>Students will obtain information necessary to assess and understand different health and treatment needs, including disparities across diverse cultural groups.</i>
IV, VIII, IX	5, 6	Conceptual Models for Culturally Accessible & Relevant Practice Practical Application – Individual & Organizational Cultural Evaluation Tools	<i>Students will receive an introduction to conceptual models for understanding and approaching cultural issues in SUD contexts, including clinical tools and will engage in critical analysis of uses and limitations.</i>
I & II	7	Practical Application – Cultural Self-Reflective Tools	<i>Students will establish a preliminary, working lexicon for understanding culture in general, through actively engaging in self-reflective and group activities.</i>
I & VI	8	Sub-Culture, Identity & Substance Use	<i>Students will develop an understanding of how socio-cultural beliefs can shape health perspectives and activities in ways that intersect with substance use behaviors and treatment.</i>
N/A	9	Critical Analysis & Takeaways	<i>Students will engage in peer-based learning and critical thinking. Students will exchange feedback and insight regarding possible applications of course content in field or practice.</i>

2. Class Requirements

a. Text and class materials

All required readings will be made available online via Canvas prior to class. Readings will be posted in a folder for the unit, along with other course materials. It is recommended that readings are completed first, at the beginning of each unit, prior to engaging with other course materials.

b. Class schedule

Below is an outline of the course topics and their corresponding unit; any changes will be communicated via announcements within Canvas. **You may work through the units at your own pace; please attend to the due dates for all assignments.** Required readings are posted below and are found in Unit folders on Canvas. Please read the assignment descriptions regarding discussion posts, peer replies and the video post. Optional office hours will be held via Zoom on scheduled course days June 4 & 11 (10-11AM).

DATES	UNIT	TOPIC	Student Activity Checklist
WEEK 1 (June 4)	0	Introduction	INTRODUCTION (UNIT 0) <ul style="list-style-type: none"> ○ Review syllabus ○ Review Online Learning Resources ○ Make Introduction Post ○ Sign up for Zoom Group office hours (optional) <p style="text-align: center;">Introduction Discussion Post – Due June 4 2 Replies to Peers – Due June 5</p> <hr/> UNIT 1-4 <ul style="list-style-type: none"> ○ Complete Unit 1-4 readings ○ Review Unit 1-4 lecture videos ○ Review Unit 1-4 materials and videos ○ Post in Discussion 1 (Unit 1-4) ○ Review Posts from your Peers ○ Post 2 Replies to Peers' Discussion Responses <p style="text-align: center;">Discussion 1 Post – Due June 5 2 Replies to Peers – June 6</p>
	1	Culture & Clinical Practice	
	2	Substance Use Primer	
	3	Intergenerational Trauma & Health Disparities	
	4	Epidemiological Data	
WEEK 2 (June 11)	5	Conceptual Models for Culturally Accessible & Relevant Practice	UNIT 5-9 <ul style="list-style-type: none"> ○ Complete Unit 6-9 readings ○ Review Unit 6-9 lecture videos ○ Review Unit 6-9 materials and videos ○ Post in Discussion 2 (Unit 6-9) ○ Review Posts from your Peers ○ Post 2 Replies to Peers' Discussion Responses <p style="text-align: center;">Discussion 2 Post – Due June 11 2 Replies to Peers – Due June 12</p> <ul style="list-style-type: none"> ○ Record your 5 minute video mini-presentation ○ Post your video <p style="text-align: center;">5 Minute Video Post – Due June 11</p> <hr/> <ul style="list-style-type: none"> ○ Review peer videos ○ Post 3 Peer Responses <p style="text-align: center;">3 Peer Responses to Peer Video Posts – Due June 12</p>
	6	Practical Application – Individual & Organizational Cultural Evaluation Tools	
	7	Practical Application – Cultural Self-Reflective Tools	
	8	Sub-Culture, Identity & Substance Use	
	9	Critical Analysis & Takeaways	

DATES	UNIT	TOPIC	Required Readings	Required Materials
WEEK 1 (June 4)	0	Introduction	Syllabus Online Learning Resources (PDF) Kaltura Capture (PDF) Sign up for Group Zoom Office Hours	Unit 0 Lecture Video REMINDER: Introduction Post (Due June 4) Peer Replies (Due June 5) <i>*NOTE: Two peer responses are required!</i>
	1	Culture & Clinical Practice	National Association for Social Workers (2015). Standards & indicators for cultural competence in social work practice. National Association for Social Work, pamphlet. retrieved via https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0 Abrams, L. & Moio, J. (2009). Critical race theory and the cultural competence dilemma in social work education. Journal of Social Work Education, 45 (2). pp. 245-261 American Psychiatric Association (2013). Cultural Formation Interview. Diagnostic and Statistical Manual of Mental Disorders - Fifth Edition. pp. 749-759. (COMBINED PDF) American Psychiatric Association (2013). Glossary of Cultural Concepts of Distress. Diagnostic and Statistical Manual of Mental Disorders - Fifth Edition. pp. 833-837. (COMBINED PDF)	Unit 1 Lecture Video Videos TBD
	2	Substance Use Disorders Primer	Escobar, J. I., & Vega, W. A. (2006). Cultural issues and psychiatric diagnosis: Providing a general background for considering substance use diagnoses. Addiction, 101(Suppl 1), 40–47. https://doi.org.proxy.lib.umich.edu/10.1111/j.1360-0443.2006.01598.x Gainsbury, S. M. (2017). Cultural competence in the treatment of addictions: Theory, practice and evidence. Clinical Psychology & Psychotherapy, 24(4), 987–1001. https://doi.org.proxy.lib.umich.edu/10.1002/cpp.2062	Unit 2 Lecture Video Dr. Nora Volkow – NIDA “Addiction” Clip
	3	Intergenerational Trauma & Health Disparities	Skewes, M., Blume, A. (2019). Understanding the link between racial trauma and substance use among American Indians. American Psychologist, 74 (1) pp. 88-100. Paul, T. M., Lusk, S. L., Becton, A. B., & Glade, R. (2017). Exploring the impact of substance use, culture, and trauma on	Unit 3 Lecture Video Dr. Joy DeGruy-Leary “Post-Traumatic Slave Syndrome”

WEEK 2 (JUNE 11)			American Indian adolescents. Journal of Applied Rehabilitation Counseling, 48(1), 31–39. Retrieved from http://proxy.lib.umich.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2017-15283-004&site=ehost-live&scope=site	
	4	Epidemiological Data	<p>Pinedo, M. (2019). A current re-examination of racial/ethnic disparities in the use of substance abuse treatment: Do disparities persist? Drug and Alcohol Dependence, 202, 162–167. https://doi.org.proxy.lib.umich.edu/10.1016/j.drugalcdep.2019.05.017</p> <p>Wu, L.-T., Zhu, H., & Swartz, M. S. (2016). Treatment utilization among persons with opioid use disorder in the United States. Drug and Alcohol Dependence, 169, 117–127. https://doi.org.proxy.lib.umich.edu/10.1016/j.drugalcdep.2016.10.015</p> <p>Arfken, C. L., Arnetz, B. B., Fakhouri, M., Ventimiglia, M. J., & Jamil, H. (2011). Alcohol use among Arab Americans: what is the prevalence?. Journal of immigrant and minority health, 13(4), 713–718. doi:10.1007/s10903-011-9447-8</p> <p>Netherland, J., & Hansen, H. (2016). White opioids: Pharmaceutical race and the war on drugs that wasn't. Biosocieties, Vol. 12 (2), 217-238.</p>	<p>Unit 4 Lecture Video Videos TBD</p> <p>Review Peer Discussion 1 Posts</p> <p>REMINDERS: Discussion 1 Post (Due June 5) Discussion 1 Replies (Due June 6) <i>*Note: 2 Peer Responses are required</i></p>
	5	Conceptual Models for Culturally Accessible & Relevant Practice	<p>Lucero Jones, R., Pena, V. C., & Nies, R. (2018). Treatment of substance use disorders in Mexican American families. Alcoholism Treatment Quarterly. https://doi.org.proxy.lib.umich.edu/10.1080/07347324.2018.1494523</p> <p>Burlew, A. K., Copeland, V. C., Ahuama-Jonas, C., & Calsyn, D. A. (2013). Does cultural adaptation have a role in substance abuse treatment? Social Work in Public Health, 28(3–4), 440–460. https://doi.org/10.1080/19371918.2013.774811</p>	<p>Unit 5 Lecture Video</p> <p>Review Link: CSWE's Diversity Center: Cultural Adaptation Resources</p> <p>**NOTE: This site links to several articles and resources; review a few that are of interest to you – this will help you prepare your video post!</p>
6	Practical Application – Individual & Organizational Cultural Evaluation Tools	<p>Pflanz-Sinclair, C., Matheson, C., Bond, C. M., Almarzouqi, A., Lee, A. J., Batieha, A., Al Ghaferi, H., & El Kashef, A. (2018). Physicians' experiences of SBIRT training and implementation for SUD management in primary care in the UAE: A qualitative study. Primary Health Care Research and Development, 19(4), 344–354. https://doi.org.proxy.lib.umich.edu/10.1017/S1463423617000834</p>	<p>Unit 6 Lecture Video</p>	

			<p>Williams, I. L. (2018). Does native Hawaiian culture-based treatment deserve more funding than treatment-as-usual? <i>Journal of Ethnic & Cultural Diversity in Social Work: Innovation in Theory, Research & Practice</i>. https://doi-org.proxy.lib.umich.edu/10.1080/15313204.2018.1555500</p> <p>Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. Exhibit 2-6: ACA Counselor Competencies: Culturally Appropriate Intervention Strategies. U.S. Department of Health and Human Services. Rockville, MD.</p> <p>Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. Language Services. U.S. Department of Health and Human Services. Rockville, MD.</p> <p>Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. Appendix E – Cultural Formation in Diagnosis & Cultural Concepts of Distress. U.S. Department of Health and Human Services. Rockville, MD.</p> <p>Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. Appendix F – Cultural Resources. U.S. Department of Health and Human Services. Rockville, MD.</p> <p>Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. Chapter 3: Culturally Responsive Evaluation & Treatment Planning. U.S. Department of Health and Human Services. Rockville, MD.</p> <p>Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. Appendix B – Instruments to Measure Identity & Acculturation. U.S. Department of Health and Human Services. Rockville, MD.</p> <p>Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. Appendix C – Tools for Assessing Cultural Competence. U.S. Department of Health and Human Services. Rockville, MD.</p> <p>Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. Appendix D – Screening & Assessment Instruments. U.S. Department of Health and Human Services. Rockville, MD.</p>	
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	7	Practical Application – Cultural Self-Reflective Tools	<p>Weigl, R. C. (2009). Intercultural competence through cultural self-study: A strategy for adult learners. <i>International Journal of Intercultural Relations</i>, 33(4), 346–360. https://doi-org.proxy.lib.umich.edu/10.1016/j.ijintrel.2009.04.004</p>	Unit 7 Lecture Video
	8	Sub-Culture, Identity & Substance Use	<p>Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. Chapter 6: Drug Cultures & The Culture of Recovery. U.S. Department of Health and Human Services. Rockville, MD.</p> <p>Goodyear, K., Haass-Koffler, C. L., & Chavanne, D. (2018). Opioid use and stigma: The role of gender, language and precipitating events. <i>Drug and Alcohol Dependence</i>, 185, 339–346. https://doi-org.proxy.lib.umich.edu/10.1016/j.drugalcdep.2017.12.037</p> <p>Gunn, A., & Guarino, H. (2016). “Not human, dead already”: Perceptions and experiences of drug-related stigma among opioid-using young adults from the former Soviet Union living in the US. <i>International Journal of Drug Policy</i>, 38, 63–72. https://doi-org.proxy.lib.umich.edu/10.1016/j.drugpo.2016.10.012</p>	<p style="text-align: center;">Unit 8 Lecture Video</p> <p style="text-align: center;">Video TBD</p> <p>REMINDERS:</p> <p>Discussion 2 Post (Due June 11) Review Peer Discussion Posts & Post 2 Replies (Due June 12) <i>*Note: 2 Peer Responses are required</i></p>
	9	Critical Analysis & Takeaways	<p>Complete Research for the 5 Min Video Post Prepare 5 min Video Post</p>	<p>REMINDERS:</p> <p>Prepare & Post 5 Min Video (Due: June 11) Watch Peer Videos & Provide 3 Responses to Peers (Due June 12)</p>

c. Assignments

→ Discussion Posts – Due Dates Below (25%)

You will post to three discussion threads within Canvas. **You can post your response by replying within the discussion topic.** Just like in face-to-face discussions, it is important to ensure your posts are respectful and that they demonstrate a thoughtful analysis and engagement with the content. Posts must demonstrate a meaningful interaction with the unit materials in order to receive credit.

1) Introduction – Due Thursday June 4

In Canvas, under the discussion labeled “Introduction” you will create a reply with a brief introduction. Details are provided under the discussion topic.

2) Discussion 1 (Units 1-4) – Due Friday June 5

Discussion 1 corresponds with course content from units 1-4. In Canvas, under the discussion labeled “Discussion 1” you will create a reply that will address the following:

- 3 things you learned from the unit content
- 2 potential ways in which you might apply this knowledge
- 1 question or area that you would like more information on
- Any other general thoughts, reflections or analyses

3) Discussion 2 (Units 5-9) – Due Thursday June 11

Discussion 2 corresponds with course content from units 5-9. In Canvas, under the discussion labeled “Discussion 2” you will create a new post that will provide the following:

- 3 things you learned from the unit content
- 2 potential ways in which you might apply this knowledge
- 1 question or area that you would like more information on
- Any other general thoughts, reflections or analyses

→ Two Peer Responses (6 Total) – Due Dates Below (25%)

For each of the three discussion posts, you will respond to two peers within that same discussion. For example, after posting your introduction, you will read through peer introductions and respond to two of them.

Peer responses should be meaningful, thoughtful replies. Posts that are one sentence (e.g. “Totally agree.”) or unrelated, or otherwise unacceptable will not receive credit. If you have any questions about what is acceptable, please feel free to reach out and ask.

2 Responses to Introductions – Due Friday June 5

2 Responses to Discussion 1 – Due Saturday June 6

2 Responses to Discussion 2 – Due Friday June 12

→ 5 Min Video Post – Due Thursday June 11 (25%)

For this assignment you will choose a topic in which culture and substance use treatment intersect. This assignment is a great opportunity to spend some time looking into an area that is meaningful to you or to the work that you do – and to provide some information about this to others.

Since mini-courses are brief and workshop based, I wanted to ensure there was a dedicated space to share your own expertise and interests with each other. This is often times one of the most valuable aspects of this course.

Recording your Video Clip

There is a PDF with instructions on how to record your screen using Kaltura posted in the introduction (Unit 0) section under “Files” on Canvas. It’s a very user-friendly application that works well for quick presentations. You are welcome to use this, or any other means of recording and sharing a quick 5 min video presentation.

You can choose to share a few slides (PowerPoint) if you would like to do so. You are welcome to present your content however you feel works best for the topic you choose. This is a flexible, student-led assignment –feel free to be creative!

Researching Content

The link to [CSWE Diversity Center: Cultural Adaptation](#) bibliography is a great place to start looking at methods and approaches to adapting interventions for specific cultural contexts.

There are many ways you can approach this assignment. U-M Library Catalogue is another great tool to search information on your topic. The main objective is to engage in peer-to-peer learning. Share something of interest or relevance to you or your practice – what is something

In this assignment you will:

- 1) Research a cultural/SUD topic of interest
- 2) Share some information about this topic in a 5 min video including:
 - a description of this topic
 - a discussion of any applications, barriers to implementation, strengths, etc.
 - identify and share one resource for other students who may be interested in learning more in this topic

→ Peer Feedback – Due Friday June 12 (25%)

After you review the 5 min videos posted by your peers, please respond to three videos and provide general feedback as a reply (written in Canvas). You may consider identifying a strength, an area of the presentation that may benefit from clarification, ask a question and/or provide another resource, and/or any feedback that may be helpful and/or supportive to the presenter.

d. Attendance and class participation

This is an online course and participation/attendance will be accounted for through timely completion of assignments. [Policy on Class Attendance](#)

e. Grading

Assignment	Due date	Overall %
Discussion Posts (3 Total) (Canvas)	Introduction – Thursday June 4 Discussion 1 – Friday June 5 Discussion 2 – Thursday June 11	25%
Two Peer Responses (6 Total) (Canvas)	Introduction – Friday June 5 Discussion 1 – Saturday June 6 Discussion 2 – Friday June 12	25%

Assignment	Due date	Overall %
5 Min Video Post (Canvas)	Thursday June 11	25%
3 Replies to Peer Videos (Canvas)	Friday June 12	25%

This course will be credit/no credit. There are 4 assignments, and each is worth 25% of the total credit; **all assignments must be completed to receive credit for the course.**

[Grades in Academic Courses and in Field Instruction](#)
[Student Grievance procedures](#)
[policy for grading in special circumstances.](#)
[testing and grading from CRLT.](#)

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*