



Course title:	Cultural Issues in the Delivery of OUD/SUD Treatment	
Course #/term:	SW 704, Section 001, Winter 2021	
Time and place:	Saturdays, March 6 and 13, 2021- Online	
Credit hours:	1	
Prerequisites:	None	
Instructor:	Phillip T. Luttrell, LMSW, CAADC	
Pronouns:	He, Him, His	
Contact info:	Email: Phillutt@umich.edu	Phone: 989-413-9115 (Cell)
	You may expect a response within 24 hours	
Office:	Online	
Office hours:	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

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 to behavior regarding substance use and abuse. A special focus will be on emerging practices that support positive outcomes for diverse cultural groups, in prevention OUD/SUD, accessing services, engaging and completing treatment programs related to OUD/SUD.

b. Course objectives and competencies

- This course will address the cultural issues, barriers, strengths and needs that may arise in substance use treatment settings.
- Students will gain an understanding of the potential strengths and limitations of implementation methods for cultural competence in SUD/OD practice and will engage in a critical analysis of the available literature.
- Students will review epidemiological data specific to the prevalence of SUD/OD and utilization trends for diverse cultural and identity groups.

- Concepts relating to race, ethnicity, racial and intergenerational trauma and the clinical relevance to SUD/ODD will be discussed.
- Student will acquire a series of generalizable self-assessment, and organizational assessment and intervention tools that can be applied flexibly to address cultural needs across a myriad of clinical contexts aimed at addressing substance use and opioid use disorder.
- Students will also gain knowledge and examples of culture-specific interventions, and how inclusion of one's culture in treatment can improve accessibility, retention and outcomes for individuals in substance use treatment.
- Cultural and linguistic barriers will be addressed with specific attention to culturally accessible treatment for opioid use disorder. Students will develop an understanding of the unique impact of culture within substance use treatment contexts.
- Students will gain knowledge and skills relating to the application of evidence-based strategies to improve cultural competence in SUD/ODD practice settings.

c. Course design

A variety of engaged and collaborative learning methods will be used to promote skill development including interactive lectures with active student participation, readings, in-class application exercises, role plays, practice clinical scenarios, and quizzes. Understanding core class concepts and the ability to apply these concepts will be emphasized.

d. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning

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 course readings and materials will be posted on Canvas. Reviewing the required readings prior to class will allow for maximum engagement in the content and a solid starting point to build upon during live lecture time.

b. 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.

Date	Agenda
March 6, 2021 9:00AM-5:00PM	Review of the Syllabus and Assignments Substance Use and Culture: <ol style="list-style-type: none"> 1) Exploration of Social Identities and the Impact They Can Have on the Therapeutic Setting 2) How Culture Can Impact the Prevalence of Substance Use and Engagement in Treatment 3) Intergenerational Trauma and the Impact That It Has on Substance Use 4) Race and Legislation 5) Substance Use vs. Addiction, and the Role It Plays in Treatment 6) Assessment Tools to Ensure Appropriate Substance Use Screening
March 13, 2021 9:00AM-5:00PM	Follow up of discussion posts and reflections Substance Use Disorder Treatment <ol style="list-style-type: none"> 1) Review of Substance Use Treatment 2) Cultural Adaptions to Interventions to Increase Client Outcomes 3) Importance of Family and Community Involvement 4) Sub-Cultural Barriers to Treatment 5) Ethical Considerations in the Delivery of Substance Use Disorder Treatment

c. Assignments

1) Reflection Posts- Due Dates Below (25%)

- a. You will post two discussion posts regarding the course readings, content discussed during lecture and/or an experience you had related to the course material on Canvas. 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 materials/content for the course in order to receive credit.

- b. Some ideas that can get you started on the discussion posts:
- What is one thing that was interesting to me?
 - How do I see myself applying this information when working with clients?
 - What is one topic or concept that I want more information on?
 - Reflection Post 1 is due by Monday March 8
 - Reflection Post 2 is due by Monday March 15

2) Reflection Post Replies- Due Dates Below (25%)

- a. You will reply to two of your classmates' discussion posts on Canvas to continue your learning by reviewing the points of view of other social workers. Peer responses, like your discussion posts should be respectful and meaningful responses. **Posts that are only 1 sentence or that do not further the discussion, such as, "I totally agree," or "Good point," will not receive credit.** If you have any questions about what is acceptable, please feel free to reach out and ask.
- Reflection Response 1 is due by Saturday March 13
 - Reflection Response 2 is due by Saturday March 20

3) Attendance and Participation (25%)

- a. Attendance and participation are essential in this course to ensure that you and your peers get the most amount of growth from this course. The class sessions and engaging with your peers will provide information that the course recordings and reviewing the PowerPoint alone will not. Please let me know if you anticipate missing class via email (Phillutt@umich.edu) or phone/text (989-413-9115). [Policy on Class Attendance](#)

d. Self-Reflection Paper (25%)

Length: 3 pages double spaced 12pt font

Purpose: This assignment is a reflection on the course material and its application on your practice in the field.

Reflect on your social identities, culture and/or beliefs. How can they impact your work as an ethical and competent social worker/helping professional?

Potential questions to reflect on:

- What are potential barriers that exist and what are action steps you can take to reduce the likelihood that they do not indirectly/directly harm clients?
- What are challenges that you can foresee in working with clients?
- Has your view on substance use changed since the beginning of the course and if so in what way?
- How does the content of this course help with your journey of becoming a competent social worker/helping professional?
- What are additional resources that you believe would be helpful in your practice as a social worker?

e. Grading

Assignment	Percentage
Reflection Posts (2 Total)	25%
Reflection Post Replies (2 Total)	25%
Attendance and Participation	25%
Self-Reflection Paper	25%

This course will be credit/no credit. All assignments must be completed in order 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](#)

f. Class Recording and Course Materials

[Recording and Privacy Concerns FAQ:](#)

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor

g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

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*