HRSA-AMERSA-SAMHSA/CSAT
INTERDISCIPLINARY FACULTY DEVELOPMENT
PROGRAM IN SUBSTANCE ABUSE EDUCATION
PROJECT MAINSTREAM

SYLLABUS 10/2005

Authors:
Sudie E. Back, PhD
Kristen L. Barry, PhD
Frederic C. Blow, PhD
Kathleen Brady, MD, PhD
Richard Brown, MD, MPH
Antonnette V. Graham, PhD
Rebecca C. Henry, PhD
Sherry Lipsky, PhD, MPH
Marianne T. Marcus, EdD, RN, FAAN
Aimee L. McRae, PharmD, BCPP
Christopher B. Reznich, PhD

Formatted and Edited by: Judie Pfeifer, MEd
University of Wisconsin

Fellowship Director
Marianne Marcus, EdD, RN, FAAN
UT-Houston School of Nursing

Associate Fellowship Director
Richard L. Brown, MD, MPH
University of Wisconsin Medical School

Fellowship Executive Committee
Antonnette Graham, PhD, Case Western Reserve University
Theresa Madden, DDS, PhD, Oregon Health Sciences University.
Gene Schoener, PhD, Wayne State Univ.
S. Lala Straussner, DSW, New York University

Project Manager
Doreen MacLane-Baeder, AMERSA

Project Assistant
Christine Benz, AMERSA

Project Officers:
P. Preston Reynolds – MD, PhD, FACP - HRSA
Marcia Starbecker, RN, MSN – HRSA
Patricia A. Calico, DNSc, RN - HRSA
Suzanne Cable – SAMHSA/CSAT
Karl White, EdD – SAMHSA/CSAT
Edwin Craft, PhD - SAMHSA/CSAT

Produced under cooperative agreement
#1U78HP00001 with the Health Resources and Services Administration
FOREWORD

The purpose of this syllabus is to provide training materials for health professional faculty to train others to help the U.S. achieve its Healthy People 2010 goals with regard to substance use and related disorders. The participants will learn to:

- conduct substance abuse screening, and assessment;
- perform brief intervention and referral;
- identify and assist children of parents with substance use disorders;
- serve as resources for their communities in implementing and improving substance abuse prevention programs; and
- teach trainees in these competencies.

The program aims to expand curriculum across the U.S. so that graduates of schools and training programs in generalist health professions will be able to provide substance abuse prevention and intervention services that research has shown are effective. These health professions include:

- Dentists
- Dietitians
- Nurse Midwives
- Nurse Practitioners
- Nurses
- Occupational Therapists
- Pharmacists
- Physical Therapists
- Physician Assistants
- Physicians
- Psychologists
- Public Health Professionals
- Social Workers
- Speech Pathologists and Audiologists

This syllabus was developed by health care professional educators with experience in teaching health care practitioners about issues related to substance use disorders such as overview, prevention, screening, intervention, referral, prescription drug abuse, community involvement, assisting children of substance abusing parents, and assisting older adults. Skills related to motivational interviewing, population health and curriculum and evaluation are emphasized to help the participants build successful educational, clinical, and prevention programs and contribute to faculty development efforts.

Facilitators of this syllabus are welcome to adapt it to address the needs of specific groups of participants. A variety of teaching strategies are employed throughout the modules, including the use of slides and didactic presentations, role-plays, and discussions. Introduced in Module I, cultural competency is an important concept to be used throughout the syllabus, particularly when discussing cases and role-play exercises.

We hope that this syllabus and program will reach many health professional faculty throughout the U.S. We express our appreciation to the U.S. Health Resources and Services Administration, and the U.S. Substance Abuse and Mental Health Services Administration/Center for Substance Abuse Treatment for this wonderful opportunity.

Marianne T. Marcus, EdD, RN
Fellowship Director

Richard L. Brown, MD
Associate Director
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Each module contains:

- instructions for facilitators including learning objectives and chronology of the teaching strategies;
- handouts which describe the slide presentation, and/or includes other helpful items such as worksheets, case scenarios, and tips for participants;
- a list of references used to prepare the module; and
- a hardcopy of slides which accompany the module.

Module I:  Introduction
    by Marianne Marcus, EdD, RN, FAAN

Module II: Overview of Substance Abuse Disorders
    by Sudie E. Back, PhD, Aimee L. McRae, PharmD, BCPP, and Kathleen Brady, PhD, MD

Module III: Screening and Assessment
    by Richard L. Brown, MD, MPH

Module IV: Intervention and Referral
    by Richard L. Brown, MD, MPH

Module V: Motivational Interviewing
    by Richard L. Brown, MD, MPH

Module VI: Potentially Addictive Prescription Drugs: Striking a Balance
    by Richard L. Brown, MD, MPH

Module VII: Identifying and Assisting Children of Substance Abusing Parents
    by Antonnette V. Graham, PhD

Module VIII: Substance Use/Misuse/Abuse Among Older Adults
    by Kristen L. Barry, PhD and Frederic C. Blow, PhD

Module IX: Community-Based Substance Abuse Prevention
    by Marianne Marcus, EdD, RN, FAAN

Module X: Population Health and Substance Abuse
    by Sherry Lipsky, PhD, MPH

Module XI: Curriculum Development and Evaluation
    by Rebecca C. Henry, PhD and Christopher B. Reznich, PhD