

Special Topic: Substance Use Disorder

Integrated Care for Recovery (I-CaRe)

Field Seminar I



PSYC 888-001

Fall 2024

Monday, 5:00-7:30pm

Barnwell 203

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Department of Psychology

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Office Hours: By request

COURSE DESCRIPTION

This special topic field seminar is intended for advanced health service psychology doctoral students who are fellows in the **Integrated Care for Recovery (I-CaRe) Training Center** in the Department of Psychology at the University of South Carolina. In this course, I-CaRe fellows will learn best practices in integrated behavioral healthcare for the prevention and treatment of opioid use disorder (OUD) and other substance use disorders (SUDs). This field seminar is designed to prepare trainees to deliver evidence-based services in primary care settings across South Carolina and includes a special emphasis on rural service delivery. Students will become knowledgeable about the roles that health service psychologists can play in the prevention and treatment of opioid misuse, opioid-related overdose, and opioid dependence, as well as other SUDs. This course is designed to build skills in prevention, treatment, and assessment. Students will also develop skills in engaging and supporting vulnerable and underserved patient populations, as well as those from communities that are minoritized and historically marginalized. All students who take this course must be current fellows in the I-CARE center and will be placed at clinical externship sites for the duration of the semester where they will be engaged in direct service provision for the prevention and treatment of OUD and/or other SUDs. This Course will continue with PSYC 888-002 in Spring 2024.

LEARNING OBJECTIVES

At the completion of this course, students will be able to:

- Describe the biological basis of addiction and the role of learning in addiction;
- Understand evidence-based prevention and treatment of opioid use disorder (OUD) and other substance use disorders (SUDs);
- Identify best practices in providing integrated behavioral healthcare to individuals at-risk for or experiencing OUD or other SUDs;
- Explain the roles and benefits of interprofessional prevention and treatment teams;
- Understand unique prevention and treatment needs of individuals from diverse groups (e.g., linguistically diverse; individuals minoritized by race, ethnicity, sexuality, and/or gender)
- Think critically about socio-cultural and systems-level drivers of the opioid epidemic.

COURSE FORMAT

This is a field seminar course that meets in-person once per week. All students enrolled in this course will *also* be placed at I-CaRe clinical externships for 5-10-hours per week where they will be providing a variety of direct and indirect behavioral health services. This field seminar will require students to read materials ahead of time, engage in active discussion, participate in role plays, and share/discuss experiences from their clinical externship. Attendance will be taken every week as Dr. Harrison must report such attendance to federal entities for grant reporting purposes. Typically, assigned readings will be discussed during the first hour of class, and the remaining time will be spent discussing concepts relevant to integrated behavioral care for prevention and treatment of opioid misuse/dependence and other SUDs across the lifespan.

COURSE MATERIALS

Required texts (3)*:

1. Miller, W.R., Forcehimes, A., & Zweben, A. (2019). *Treating Addiction: A Guide for Professionals, 2nd Edition*. The Guilford Press.
2. Knapp Manuel, J., Ernst, D., Vaz, A., & Rousmaniere, T. (2022) *Deliberate Practice in Motivational Interviewing*. American Psychological Association.

*Do not purchase any texts. They will be supplied to you by the I-CARE Center.

ASSIGNMENTS

PSYC 888 will consist of six primary components: 1) completion of **pre-/post- assessment** on clinical experiences in substance use disorder (SUD) services; 2) completion of **75 hours of direct clinical service provision** in prevention and/or treatment of opioid addiction and/or other SUDs at I-CaRe clinical externship sites (*37.5 hours for part-time fellows); 3) participation in **weekly clinical supervision**; 4) maintenance of **weekly clinical externship logs**; 5) **participation in ≥ 2 SUD trainings or conferences**; and 6) **initial development of I-CaRe capstone project topic**.

1. **Pre-/Post- Assessment (5% / 25 points)** – All students will complete a pre-assessment (August) and a post-assessment (May) that cover a variety of topics including awareness and knowledge of etiology, prevention, and treatment of SUDs and previous experiences providing SUD prevention and treatment services. These assessments will be completed virtually, with data shared with the I-CaRe evaluation team.

2. **Direct Clinical Service Provision (50% / 250 points)** – All students will be placed in a I-CaRe clinical externship site (i.e., in partnership with the USC School of Medicine, Prisma Health, and other community partners) where they will provide at least 75-hours of direct clinical services (*37.5 hours for part-time fellows) in the prevention and treatment of opioid-use disorder (OUD) and/or other SUDs. Trainees may provide >75 hours, but only with the explicit approval of their clinical supervisor. An MOU will be signed with by each student and clinical externship site liaison prior to any hours being completed.

3. **Weekly Clinical Supervision (20% / 100 points)** – All students will complete required weekly clinical supervision for their hours of direct clinical service provision. This supervision will be provided by either the licensed psychologist at their I-CaRe clinical externship or by a licensed psychologist at the USC Psychology Services Center (PSC).

4. **Clinical Externship Logs (10% / 50 points)** – Each student will develop and maintain a clinical externship log for the duration of the semester to document their experiences at their I-CaRe clinical

externship placements. This log will serve as a record of their experiences in providing integrated behavioral care in SUD prevention and treatment in primary care settings in South Carolina. The logs will also serve as a record of weekly clinical externship hours spent in direct and indirect service provision. Logs may be reviewed by Dr. Harrison and/or clinical supervisors, and data from logs will be turned in to the I-CaRe evaluation team at the end of the semester.

5. Participation in ≥ 2 Trainings or Conferences on SUD (10% / 50 points) – Each student will take part in at least two external trainings or conferences on the prevention and/or treatment of SUD (e.g., *South Carolina Opioid Summit, Addiction Professionals of South Carolina Annual Conference*). A list of conferences and training opportunities will be provided by Dr. Harrison at the beginning of the semester. The I-CARE program is able to pay for associated costs of conferences/trainings, within reason. Students should provide Dr. Harrison with a proposed budget for trainings/conferences that have fees and/or travel associated with them, and should not register until approval has been given.

6. Development of I-CaRe capstone project topic (5% / 25 points) – All students will finalize a project idea for their I-CaRe capstone project, which will be completed during in Spring 2024 as part of Field Seminar II. This project may consist of a white paper, policy brief, research paper (e.g., scoping review, systematic review, empirical research), and/or consultation/program evaluation. The project will be presented at the 2023 Discover USC research showcase. For Field Seminar I, students must develop a 1-2 page ‘specific aims’ page outlining the project.

GRADING		Grading Scale:	
Pre-/Post Assessment	25 points	A=	450-500 points (90% or higher)
Direct Clinical Service Provision	250 points	B+=	433-449 points (87-89%)
Weekly Clinical Supervision	100 points	B=	400-432 points (80-86%)
Clinical Externship Log	50 points	C+=	383-400 points (77-79%)
SUD Trainings/Conferences	50 points	C=	350-382 points (70-76%)
Capstone Project Development	+ 25 points	D+=	333-349 points (67-69%)
Total:	500 points	D=	300-332 points (60-66%)
		F=	297 points or less (59% or lower)

OFFICE HOURS

Office hours are held at student request. I am available to meet in person or via Zoom. Please email to set up office hours.

COURSE COMMUNICATION

The best way to get in touch with me is via email (harri764@mailbox.sc.edu). In general, I will try to reply to emails within 24 hours and provide feedback on assignments within 72 hours. If there are class announcements or other information that I think is important to share with you, I will send it to the email address that is listed in Blackboard. Students can also contact Becky Carter, I-CaRe Center Coordinator, at rc55@mailbox.sc.edu.

PSYC 888 – FALL 2024 SCHEDULE

Week	Date	Topic	Reading	Assignment
1	8/26	Introduction to the US Opioid Epidemic & the I-CaRe Center	N/A	Pre-Assessment Due 8/30 -- Contract signed
-	9/2	***Labor Day Holiday (no class)***		
2	9/9	What is Addiction? NARCAN Training / Harm Reduction	<i>Treating Addiction, 2nd Edition:</i> Chapter 2: What is Addiction? <i>The Opioid Guide: A Resource Guide for Practicing Psychologists:</i> https://www.apa.org/advocacy/substance-use/opioids/resources <i>Podcast – “The Call” by This American Life / Slate</i>	Clinical logs -- Weekly supervision
3	9/16*	Drugs & The Brain	<i>Treating Addiction, 2nd Edition:</i> Chapter 3: How do Drugs Work? National Institute on Drug Abuse. (2020). <i>Drugs, Brains, and Behavior: The Science of Addiction</i> . NIH Publication No. 20-DA-5605.	Clinical logs -- Weekly supervision
4	9/23	Context of Addiction Treatment	<i>Treating Addiction, 2nd Edition:</i> Chapter 6: Engaging Chapter 7: Screening, Evaluation, & Diagnosis Chapter 8: Withdrawal Management & Health Care Needs	Clinical logs -- Weekly supervision
5	9/30	Finalization of Onboarding -- Open day for trainings	<i>N/A – Time for any additional onboarding/training activities required by clinical sites</i>	Clinical logs -- Weekly supervision
6	10/7	Evidence-based Treatment Options	<i>Treating Addiction, 2nd Edition:</i> Chapter 9: Brief Interventions Chapter 11: Behavioral Coping Skills Chapter 13: Contingency Management (*skip Chapter 10 & 12)	Clinical logs -- Weekly supervision
7	10/14	Evidence-based Treatment Options	<i>Treating Addiction, 2nd Edition:</i> Chapter 12: Meditation and Mindfulness	Clinical logs -- Weekly supervision
8	10/21	Evidence-based Treatment Options	<i>Treating Addiction, 2nd Edition:</i> Chapter 10: Motivational Interviewing <i>Deliberate Practice in Motivational Interviewing:</i> Chapter 1 & 2, Part II: Exercises 1-4	Clinical logs -- Weekly supervision
9	10/28 **	Open day for trainings	<i>N/A – Time for any additional onboarding/training activities required by clinical sites</i>	Clinical logs -- Weekly supervision

10	11/4	Evidence-based Treatment Options	<i>Treating Addiction, 2nd Edition:</i> Chapter 14: A Community Reinforcement Approach Chapter 15: Working with Significant Others Chapter 16: Strengthening Relationships	Clinical logs -- Weekly supervision
11	11/11	Evidence-based Treatment Options	<i>Treating Addiction, 2nd Edition:</i> Chapter 17: Mutual Health Groups Chapter 18: Medications in Treatment	Clinical logs -- Weekly supervision
12	11/18	Professional Issues	<i>Treating Addiction, 2nd Edition:</i> Chapter 19: Stuff that Comes Up Chapter 20: Treating Co-Occurring Conditions Chapter 21: Facilitating Maintenance	Clinical logs -- Weekly supervision
	11/25	***Thanksgiving Holiday (no class)***		
13	12/2	Professional Issues	<i>Treating Addiction, 2nd Edition:</i> Chapter 22: Working in Groups Chapter 23: Addressing the Spiritual Side Chapter 24: Professional Ethics	Clinical logs -- Weekly supervision
Final Exam (Specific Aims Page) & Post-Assessment – Due by Friday, December 13, 11:59pm				

COVID-19 EXPECTATIONS

The Covid-19 virus remains a serious threat to our health and wellbeing. You are **strongly encouraged** to get fully vaccinated and boosted against Covid-19. Vaccination is safe and effective; vaccination significantly reduces the likelihood that you will become seriously ill, hospitalized, and/or die from this virus. In addition, **vaccination is critical** to protect your professor, your fellow classmates, and patients/community members who you will interact with in your healthcare settings.

Masks may be required while you are inside your clinical externship sites. Please review your externship site’s policies around Covid-19, and, if you are masking, remember to keep your mask covering your nose and mouth at all times. Social distancing and enhanced ventilation (e.g., open doors, open windows, HEPA filters) are also important mitigation behaviors.

If you experience Covid-19 symptoms, please stay home, contact Student Health Services (803-777-3175) and notify professors that you will be absent from class. Please keep me informed of any Covid-related issues so I can be proactive in helping you to succeed in this course.

DISABILITY SERVICES

The Student Disability Resource Center (<http://www.sa.sc.edu/sds/>) empowers students to manage challenges and limitations imposed by disabilities. Students with disabilities are encouraged to contact me to discuss the logistics of any accommodations needed to fulfill course requirements (within the first week of the semester). In order to receive reasonable accommodations from me, you must be registered with the Student Disability Resource Center (1705 College Street, Close-Hipp Suite 102, Columbia, SC 29208, 803-777-6142). Any student with a documented disability should contact the SDRC to make arrangements for appropriate accommodations.

STUDENT SUCCESS CENTER

In partnership with USC faculty, the Student Success Center (SSC) offers a number of programs to assist you in better understanding your course material and to aid you on your path to success. SSC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. Resources available to you in this course may include:

- **Peer Tutoring:** You can make a one-on-one appointment with a [Peer Tutor \(www.sc.edu/success\)](http://www.sc.edu/success). Drop-in Tutoring and Online Tutoring may also be available for this course. Visit their website for a full schedule of times, locations, and courses.
- **Supplemental Instruction (SI):** SI Leaders are assigned to specific sections of courses and hold three weekly study sessions. Sessions focus on the most difficult content being covered in class. The SI Session schedule is posted through the SSC website each week and will also be communicated in class by the SI Leader.
- **Peer Writing:** Improve your college-level writing skills by bringing writing assignments from any of your classes to a Peer Writing Tutor. Similar to Tutoring, you can visit the website to make an appointment, and to view the full schedule of available drop-in hours and locations.
- **Success Consultations:** In Success Consultations, SSC staff assist you in developing study skills, setting goals, and connecting to a variety of campus resources. Throughout the semester, I may communicate with the Student Success Center regarding your progress throughout the semester, which indicates your instructor is concerned about your progress in this course. If contacted by the Student Success Center, please schedule a Success Consultation right away. Referrals are not punitive, and any information shared by your professor is confidential and subject to FERPA. Student Success Center services are offered to all USC undergraduates at no additional cost. Please call 803-777-1000, visit www.sc.edu/success, or come to the Student Success Center in the Thomas Cooper Library (Mezzanine Level) to check schedules and make appointments.

SSC services are offered to all USC undergraduates at no additional cost. You are invited to call the Student Success Hotline at (803) 777-1000, visit the [SSC website \(www.sc.edu/success\)](http://www.sc.edu/success), or stop by the SSC in the Thomas Cooper Library on the Mezzanine Level to check schedules and make appointments.

WRITING CENTER

The University Writing Center (<http://artsandsciences.sc.edu/write/university-writing-center>) is an important resource you should use! It's open to help any USC student needing assistance with a writing project at any stage of development. The main Writing Center is in Byrnes 703.

UNIVERSITY LIBRARY RESOURCES

University Libraries (<http://www.sc.edu/libraries>) has access to books, articles, subject specific resources, citation help, and more. If you are not sure where to start, please [Ask a Librarian!](#) [Assistance is available at sc.edu/libraries/ask](http://www.sc.edu/libraries/ask).

- ▶ Remember that if you use anything that is not your own writing or media (quotes from books, articles, interviews, websites, movies – anything) you must cite the source in APA format.

BLACKBOARD AND TECHNOLOGY

Blackboard (<http://blackboard.sc.edu>) will serve as the storage site for course materials. You will also turn in all of your assignments via Blackboard. As a student in this course, you have access to support from the [Division of Information Technology for Blackboard](#) and computer issues. The service desk can be reached at 803-777-1800.

COUNSELING SERVICES

Student Health Services offers comprehensive physical and mental health care services on campus, as well as virtual consultations. Professional and compassionate providers are committed to evidence-based, patient-centered care. This includes confidential counseling and crisis services. More information is available here:

https://sc.edu/about/offices_and_divisions/student_health_services/index.php

MENTAL HEALTH

If stress is impacting you or getting in the way of your ability to do your schoolwork, maintain relationships, eat, sleep, or enjoy yourself, please reach out to any of our mental health resources. Counseling & Psychiatry offers individual and group counseling and psychiatric services. You can schedule an appointment at (803) 777-5223 or on MyHealthSpace. You can also call after-hours for crisis counseling. Wellness Coaching can help you improve in areas related to emotional and physical wellbeing, such as sleep, resiliency, balanced eating and more. Wellness Coaching appointments can be made by calling 803-777-6518. or on MyHealthSpace. Most of these services are offered at no cost as they are covered by the Student Health Services tuition fee. For all available mental health resources, check out sc.edu/mentalhealth. If you or someone you know is experiencing an acute mental health crisis, you can also reach out to the **24-Hour National Suicide Prevention Hotline** at **800-273-8255** or the **Crisis Text Line** by texting HELLO to 741741 (FREE, 24/7 and confidential).

COURSE POLICIES AND PROCEDURES

ATTENDANCE POLICY

Success in this course is dependent on your active participation throughout the course. You are expected to log into Blackboard several times a week and complete course assignments. Even if your work is completed, you still need to login to ensure that you have seen all announcements, etc. It is your responsibility to check updates related to the course.

ACADEMIC INTEGRITY

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment and will result in additional disciplinary measures. This includes improper citation of sources, using another student's work, and any other form of academic misrepresentation.

The first tenet of the Carolinian Creed is, "I will practice personal and academic integrity."

Below are some websites for you to visit to learn more about University policies:

[Carolinian Creed \(http://www.sa.sc.edu/creed\)](http://www.sa.sc.edu/creed)

[Academic Responsibility \(http://www.sc.edu/policies/staf625.pdf\)](http://www.sc.edu/policies/staf625.pdf)

[Office of Student Conduct and Academic Integrity \(https://www.sa.sc.edu/academicintegrity/\)](https://www.sa.sc.edu/academicintegrity/)

[Information Security Policy and Standards](https://sc.edu/about/offices_and_divisions/division_of_information_technology/security/policy/universitypolicy/)

[\(https://sc.edu/about/offices_and_divisions/division_of_information_technology/security/policy/universitypolicy/\)](https://sc.edu/about/offices_and_divisions/division_of_information_technology/security/policy/universitypolicy/)

PLAGIARISM

Using the words or ideas of another as if they were one's own is a serious form of academic dishonesty. If another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper citation.

CLASS CONDUCT

Professionalism will be expected at all times, but most especially with your interactions online. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my class.

LATE WORK POLICY

All assignments, quizzes, and exams are due by the deadline as posted on the course schedule.

Late assignments and projects will be penalized 10% per day beginning with the day they are due (e.g., assignments turned in after the appropriate time will be penalized 10% on the first day, an additional 10% on the second day, etc.)

DIVERSITY AND INCLUSION

As your professor, I work to foster a climate free of harassment and discrimination, and it values the contributions of all forms of **diversity**. The decision to enter university and pursue advanced study is a choice that entails commitment to personal **ethics** expressed in the [Carolinian Creed \(www.sa.sc.edu/creed\)](http://www.sa.sc.edu/creed): "I will discourage bigotry, while striving to learn from differences in people, ideas and opinions." Likewise, the Student Code of Conduct ([STAF 6.26 \(http://www.sc.edu/policies/ppm/staf626.pdf\)](http://www.sc.edu/policies/ppm/staf626.pdf)) stresses, "The University of South Carolina strives to maintain an educational community that fosters the development of students who are ethical, civil and responsible persons."

TITLE IX AND GENDER PRONOUNS

As your professor, I support equity and respect for all gender identities and expressions. Please don't hesitate to correct me regarding your preferred gender pronoun and/or let me know if your name differs from what is indicated on the official class roster. Likewise, I am committed to nurturing an environment free from discrimination and harassment. Consistent with Title IX policy, please be aware that I as a responsible employee am obligated to report information that you provide to me about a situation involving sexual harassment or assault.

VALUES

Two core values, inquiry and civility, govern our class. **Inquiry** demands that we all cultivate an open forum for exchange and substantiation of ideas. Strive to be creative, to take risks, and to challenge our conventional wisdom when you see the opportunity. **Civility** supports our inquiry by demanding ultimate respect for the voice, rights, and safety of others. Threatening or disruptive conduct may result in course and/or university dismissal. Civility also presumes basic *courtesy*: please be on time, prepared for class, and ready to interact with your professor and fellow students.