Course Instructor
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Instructor Availability
A Calendly link is included on the Canvas course page to schedule meetings with the instructor. Regular office hours are Tuesdays 8:00-9:00 am and Thursdays 10:30-11:30am. The instructor will respond to student email messages within 24 hours during regular business hours, Monday – Friday 9am - 5pm CT.

Course Website, Canvas TBD

Course Description
Provide students with an overview of substance use health services research topics, study designs, data sources, and sufficient knowledge of one substantive topic to support the development of a research proposal after completion of the course.

Requisites
Graduate or professional student standing.

Learning Outcomes
- Describe trends in substance use in the United States.
- Demonstrate understanding of the U.S. health care infrastructure to treat and mitigate the harms associated with substance use.
- Describe clinical, health systems, and policy interventions to prevent, treat, and mitigate the harms associated with substance use, and evidence of their effectiveness.
- Summarize strengths and limitations of datasets available for substance use health services research.
- Formulate a substance use health services research question and summarize the relevant evidence in a concise literature review.

How credit hours are met in this course.
This course meets the Traditional Carnegie Definition for how credit hours are met by the course. Students in the course have 2.5 hours/week of direct faculty/instructor instruction during lectures and
labs, and are expected to spend a minimum of two hours per credit hour on work related to this course outside of class time.

**How requirement for regular and substantive student-instructor interaction is met.**
This class involves direct instruction, providing feedback on student work, providing information about course content, facilitating discussion of course content, and other substantive interaction.

### Assignments and Due Dates

<table>
<thead>
<tr>
<th>Assignment (% of grade)</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Digital poster presentation (30%)</td>
<td>Identify preferred date and dataset before class 9/12/24; Presentation dates: 10/1/24, 10/24/24, or 11/19/24</td>
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<tr>
<td>Digital poster presentation assessment (15%)</td>
<td>10/5/24, 10/26/24, or 11/23/24</td>
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<tr>
<td>Develop &amp; facilitate discussion questions (15%)</td>
<td>Submit preferred paper selection by 9/9/24 5 PM CT</td>
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<tr>
<td>Literature review (40%)</td>
<td>12/13/24 5PM CT</td>
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*If students are aware that they will miss class on a specific date(s) during the semester, please notify the instructor by 9/9/24 5PM CT, to facilitate scheduling of poster presentations and paper discussions.*

**Grades** will be assigned according to the following absolute scale (i.e., no curve):

- A: 93-100%
- AB: 88-92.9%
- B: 83-87.9%
- BC: 78-82.9%
- C: 70-77.9%
- D: 64-69.9%
- F: < 64%

**Digital poster presentation assessment**
Students will assess 3 of the digital poster presentations according to the rubric on the course website. Students should upload the assessments to the course website by the end of the week in which the presentation occurred (i.e., Saturday 11:59 pm CT). For details on the grading rubric for this assignment, please see “Rubric for student assessment of poster presentations.” Students will be assigned to poster presentations for assessment using random assignment. Assignments will be posted by 9/17/24.

**Discussion questions**
Students will generate 4-6 questions about one research paper on the syllabus for class discussion, upload them to Canvas, and facilitate a ~10minute discussion of those questions in class. Eligible papers are marked with a * on the syllabus. Questions may focus on broad themes and implications of the research, methods, data sources, or any other dimension of the paper. The objective is to gain a richer understanding of the subject of the paper, and experience evaluating research. The instructor will provide an example during the second week of class and provide guidelines and grading rubric for the assignment on the course website. By 9/9/24 5PM CT, students should submit to the course website their rank-ordered list of 3 papers from the syllabus (marked with an asterisk), and the instructor will use those preferences to assign students to one paper for which they’ll develop discussion questions.

**Digital Poster Presentation**
The goal of this assignment is to provide students with working familiarity of data resources that may be used to conduct substance use health services research. Notably, these data sources are often used for research questions that extend beyond substance use; as such, this assignment is also likely to be
informative to a wider set of potential research questions. Each student will prepare a digital poster presentation, upload to the course website, and present to the class on one of the poster presentation dates noted on the syllabus.

There are three types of eligible data resources for this assignment. First, datasets that are explicitly focused on substance use. These include, for example, NSDUH, NSSATs, TEDS, and NATS. Second, datasets that include substance use related questions although the dataset is not exclusively substance use focused. For example, BRFSS, HRS, PSID, NHIS, PRAMS, NHANES, CPS, and MEPS. Third, administrative datasets such as Medicare, Medicaid, or commercial insurance health care claims that allow identification of substance use through diagnosis and procedure codes. The above datasets are not a complete list of potential datasets. Please consult the instructor if you are uncertain about the appropriateness of a given dataset.

The instructor will present an example digital poster presentation on the first day of class and post a template that students may use on the course website. Additional examples may be found on the website for the Addiction Health Services Research conference, [https://brandeis.app.box.com/s/gijvl6djvxxnciuf0o6mg8ogy2djiim](https://brandeis.app.box.com/s/gijvl6djvxxnciuf0o6mg8ogy2djiim)

Selection of datasets and presentation dates will take place on 9/12/24 during class. Each student will receive a randomly assigned number. Students with the lowest(highest) number will have first(last) pick of their dataset and presentation date. Students should come to class prepared to identify their preferred dataset and have several alternatives in mind should another student select their preferred dataset.

**Literature Review**

This assignment is intended to provide students with the foundation to develop a research proposal by reviewing the literature relevant to the student’s interests. Students will identify a question of interest around which to structure a **13-15 page, double-spaced** literature review. It may be broad – e.g., history of tobacco use among adolescents, or more focused such as the comparative effectiveness of state policy to reduce the incidence of OWI’s. Selection of the topic should simply align with the student’s interest, and the stage at which they are within the process of developing ideas and questions for research. A meeting with the instructor to discuss the student’s proposed topic is required no later than 9/30/24.

Determining the scope for a literature review can be daunting. It is strongly recommended that students begin the process by drafting for themselves an introductory paragraph that describes the parameters of the review (i.e., what’s in and what’s out). A complete guideline for the assignment and rubric for evaluation is provided on the course website.

The assignment is due **no later than 12/13/24 at 5pm CT**, uploaded to the course website.
Please note that this list of readings is preliminary; it is subject to change before the start of the course. A final version will be posted on the Course website before the first day of class.

**Required Readings and Resources by Week and Topic**
The instructor’s lecture slides will be available on the Course website on by 8 am CT on the date of each class. Readings will be available on the course website before the first day of class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
<th>Readings</th>
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*Estimating demand for primary care-based treatment for substance and alcohol use disorders. Barry CL,
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<tr>
<th>Page</th>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tbody>
<tr>
<td>5</td>
<td>10/1</td>
<td>Digital Poster Presentations</td>
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<tr>
<td>Date</td>
<td>Type</td>
<td>Title</td>
<td>Authors/Details</td>
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Read 2 of the 3 listed below  
*Tracking implementation strategies in the randomized rollout of a Veterans Affairs national |
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<th>Date</th>
<th>Topic</th>
<th>References</th>
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<td></td>
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<td>The need for a smoking cessation “care package.” Califf RM, King BA. JAMA. 2023;329(3):203-204.</td>
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<tr>
<td>Date</td>
<td>Title</td>
<td>Reference</td>
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<tr>
<td>11/19</td>
<td>Digital Poster Presentations</td>
<td>Cross-cutting topics, methods, and populations</td>
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<tr>
<td>Date</td>
<td>Subtitle</td>
<td>Reference</td>
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| 12/10 | Substance use and justice involved populations | Alcohol and drug use and treatment reported by prisoners. Maruschak LM, Bronson J, Alper M. Bureau of Justice Statistics. 2021, NCJ 252641.  
*Post-incarceration fatal overdoses after implementing medications for addiction treatment in a statewide correctional system. Green TC, Clarke J, Brinkley-Rubenstein L, et al. JAMA Psychiatry. February 14, 2018 |

**Teaching & Learning Data Transparency Statement**
The privacy and security of faculty, staff and students’ personal information is a top priority for UW-Madison. The university carefully evaluates and vets all campus-supported digital tools used to support teaching and learning, to help support success through learning analytics, and to enable proctoring capabilities. View the university’s full teaching and learning data transparency statement.

**Privacy of Student Records & the Use of Audio Recorded Lectures Statement**
View more information about FERPA.

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings (if any) for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have
lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of your personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor’s express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university’s policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Course Evaluations
Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me.

UW-Madison uses a digital course evaluation survey tool called AEFIS. For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Students’ Rules, Rights & Responsibilities
Please consult the link above to review information about the university’s privacy rights (FERPA).

Diversity & Inclusion Statement
Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Academic Integrity Statement
By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for Students with Disabilities Statement
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-
related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

**Academic Calendar & Religious Observances**

Please consult the link above for information about the current and future academic calendars, along with the university’s religious observance policy.