

Substance Use Teaching Project (SUTP)

Introduction

Immersion Training in Addiction Medicine Programs 2025

April 2025

Hallie Rozansky, MD
Assistant Professor of Medicine



Chobanian & Avedisian
School of Medicine



EXCEPTIONAL CARE. WITHOUT EXCEPTION.



Grayken Center
for Addiction
Boston Medical Center

SUTP

- Develop a project that focuses on **teaching addiction medicine** and is achievable within 6 months after attending CRIT
- Meet 1-on-1 with core faculty (+/- faculty mentors) during the program to develop your SUTP
 - **Be prepared to review your SUTP worksheet (in program binder and OneDrive) during your meetings with core faculty**

Program Handout

OneDrive

SUBSTANCE USE TEACHING PROJECT (SUTP)

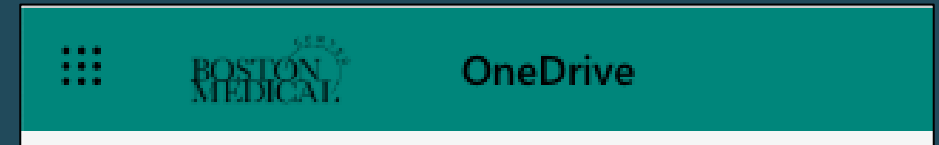
CRIT SUBSTANCE USE TEACHING PROJECT (SUTP) OVERVIEW

RICHARD SAITZ, MD, MPH ACHIEVEMENT AWARD

SUTP GUIDE AND WORKSHEET



Substance Use Teaching Project (SUTP) Worksheet	
Participant's Name:	
Institution:	
<u>Context:</u>	
If you were to describe the addiction landscape at your institution to someone else, what would you say? Are there particular substance use patterns in your area, or specific issues that you come up against frequently? Do you practice in an area with significant access to one kind of resource, and inadequate access to another?	
<u>Content:</u>	
What do you want to teach about? What do you think your residents, medical students and faculty need most?	
<u>Ideal Audience:</u>	
Who will your learners be?	



SUTP Examples

- Intern workshop series on inpatient management of opioid and alcohol withdrawal
- Resident workshop on Recovery Support programs (NA, AA), including visiting a meeting
- Resident lecture on medications to treat opioid use disorders including interviewing a patient on MOUD
- Addiction medicine curriculum for pre-clinic teaching series
- Intern workshop on screening and brief intervention for unhealthy substance use (drug, alcohol and/or tobacco) in outpatient clinics
- Addiction medicine noon conference lecture series incorporating a patient interview
- Addiction medicine modules for use during morning report

SUTP Outline

Big Picture

- Context
- Content
- Audience
- Goal
- Project Title

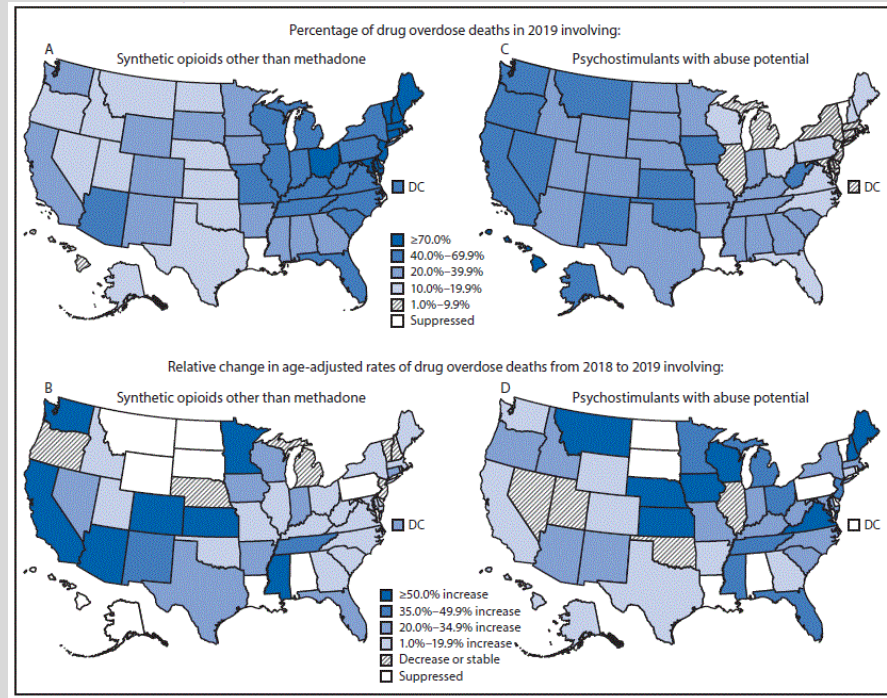
Specifics

- Setting
- Teaching Methods
- Learning Objectives
- Evaluation
- Resources and Facilitators
- Challenges and Barriers
- Action Steps and Timeline

Context

Big Picture

- Context
- Content
- Audience
- Goal
- Project Title



Content

Big Picture

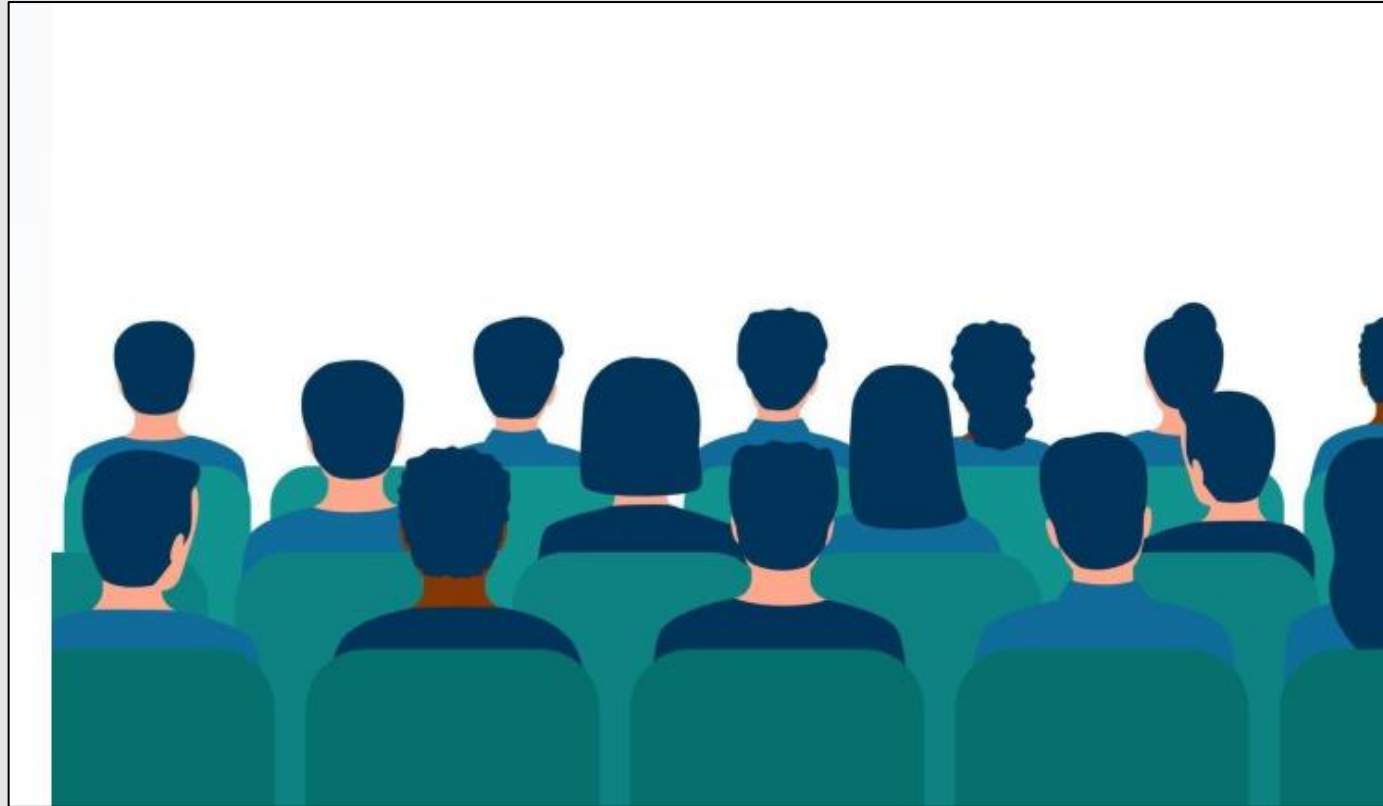
- Context
- Content
- Audience
- Goal
- Project Title



Audience

Big Picture

- Context
- Content
- Audience
- Goal
- Project Title



Goal



Big Picture

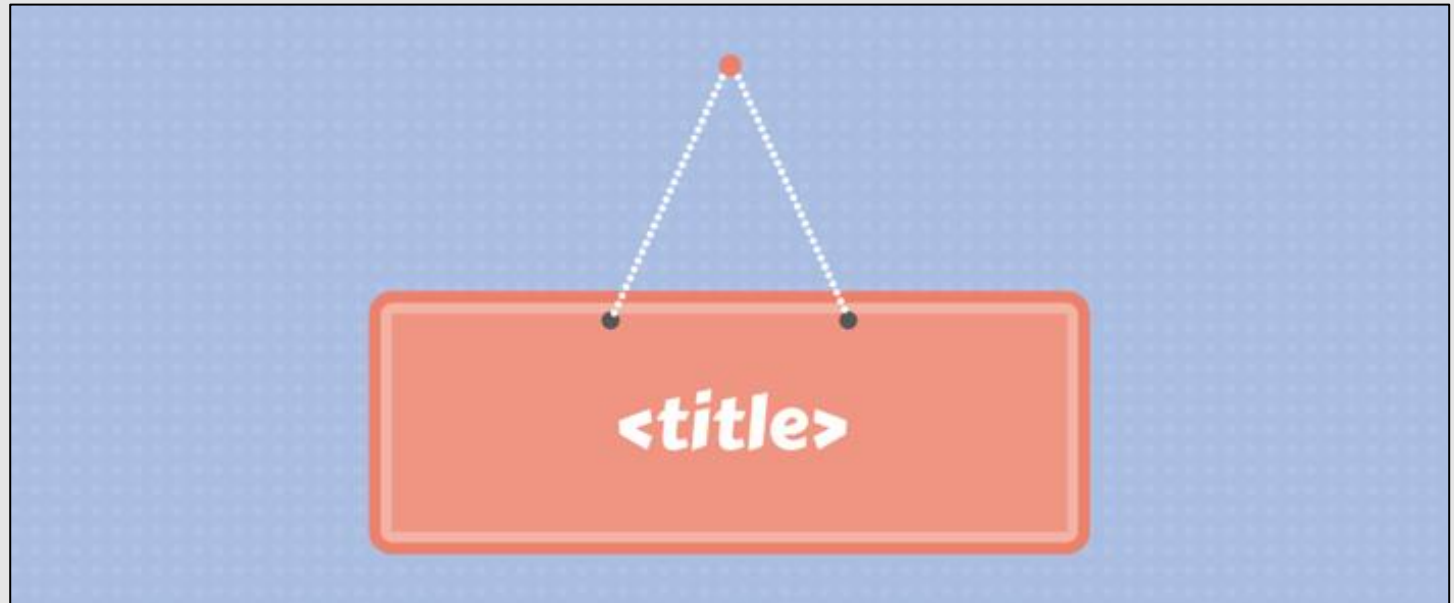
- Context
- Content
- Audience
- Goal
- Project Title



Project Title

Big Picture

- Context
- Content
- Audience
- Goal
- Project Title



Setting

Specifics

- Setting
- Teaching Methods
- Learning Objectives
- Evaluation
- Resources and Facilitators
- Challenges and Barriers
- Action Steps and Timeline



Teaching Methods

Specifics

- Setting
- Teaching Methods
- Learning Objectives
- Evaluation
- Resources and Facilitators
- Challenges and Barriers
- Action Steps and Timeline

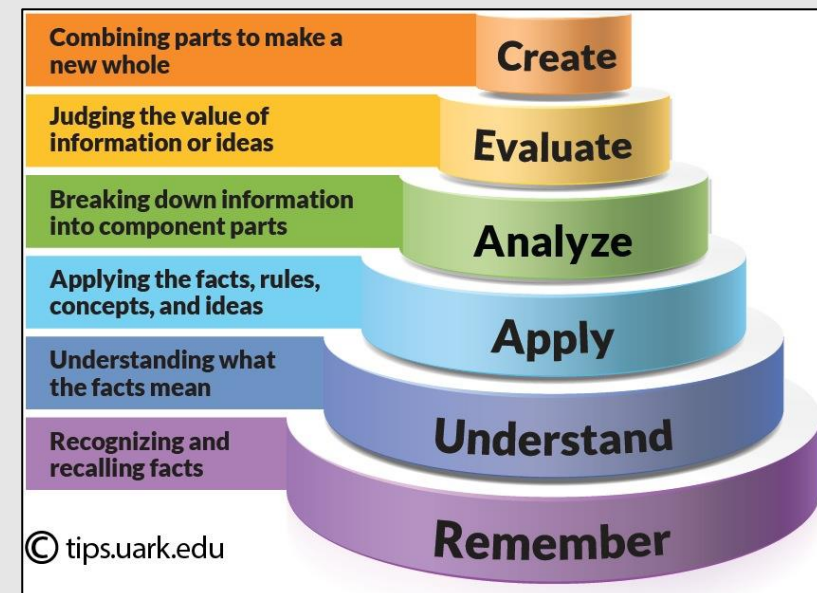


Learning Objectives

"After this activity/lecture/module, learners will be able to..."

Specifics

- Setting
 - Teaching Methods
 - Learning Objectives
 - Evaluation
 - Resources and Facilitators
 - Challenges and Barriers
 - Action Steps and Timeline
- Action verbs – observable, measurable
 - ***Describe*** the neurobiology of opioid use disorder
 - ***Demonstrate*** a brief intervention for a patient with risky alcohol use
 - "Watch me..."



Evaluation

Specifics

- Setting
- Teaching Methods
- Learning Objectives
- Evaluation
- Resources and Facilitators
- Challenges and Barriers
- Action Steps and Timeline

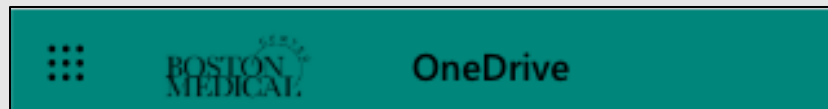


"This activity changed my life..."

Resources & Facilitators

Specifics

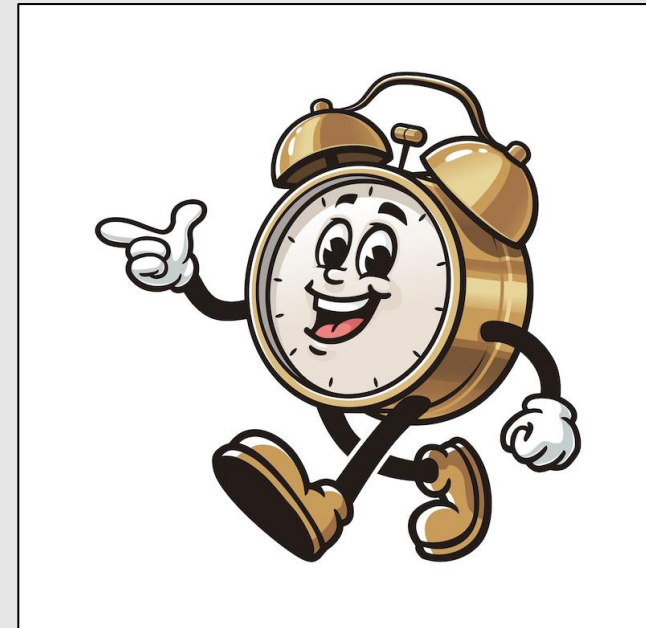
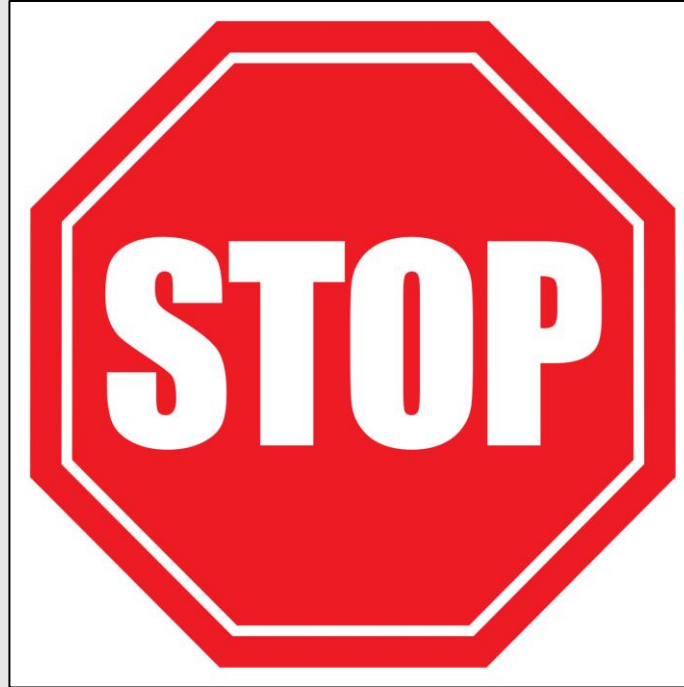
- Setting
- Teaching Methods
- Learning Objectives
- Evaluation
- Resources and Facilitators
- Challenges and Barriers
- Action Steps and Timeline



Challenges & Barriers

Specifics

- Setting
- Teaching Methods
- Learning Objectives
- Evaluation
- Resources and Facilitators
- Challenges and Barriers
- Action Steps and Timeline



Action Steps & Timeline

Specifics

- Setting
- Teaching Methods
- Learning Objectives
- Evaluation
- Resources and Facilitators
- Challenges and Barriers
- Action Steps and Timeline

SUTP ACTION STEPS and TIMELINE: (List the steps required to complete your project & target time period for completion.)		
Action Steps	Resources	Timeline
Background work: (e.g. learner needs assessment, negotiation with stake holders, etc.)	e.g. Meet w/ Program Director	e.g.: 1 st month
Implementation Phase:		
Evaluation Phase:		

Scope your project for
6 months

Must submit before leaving on Wednesday!

SUTP 2025 Schedule

1:1 core faculty mentoring meetings

Meeting #1 (20 minutes)

➤ Monday

Meeting #2 (20 minutes)

➤ Tuesday

Optional Meeting #3 (20 minutes)

➤ Tuesday



Samples of CRITer Accomplishments

The Patients in Recovery (PIR) Perspective: Teaching Physicians About Methamphetamine

Alexander Y. Walley, MD, MSc
Karran A. Phillips, MD, MSc
Adam J. Gordon, MD, MPH

Alex Walley, MD CRIT 2003 | *University of California, San Francisco*

Teaching Internal Medicine Resident Physicians About Alcoholics Anonymous: A Pilot Study of an Educational Intervention

Adam J. Rose, MD
Melissa R. Stein, MD
Julia H. Arnsten, MD, MPH
Richard Saitz, MD, MPH

Adam Rose, MD CRIT 2004 | *Montefiore Medical Center, NY*

Which skills are associated with residents' sense of preparedness to manage chronic pain?

Aaron D. Fox, MD, MS; Hillary V. Kunins, MD, MPH, MS; Joanna L. Starrels, MD, MS

Aaron D. Fox, MD, MS CRIT 2007 | *Montefiore Medical Center, NY*

Treating Withdrawal and Pain in Inpatients With Opioid Use Disorder: A Brief Educational Intervention for Internal Medicine Residents

Ayako Wendy Fujita, MD , Anna LaRosa, MD, Andrea Carter, MD, MS 

Ayako Wendy Fujita, MD CRIT 2019 and FIT 2022 | *Emory University* ;
Anna LaRosa, MD CRIT 2019 | *University of Pittsburgh*

Samples of CRITer Accomplishments

Revising residents' addiction experience: a 1-week intensive course

Elenore Patterson Bhatraju, Andrew Chang, Jessica Taff & Kathleen Hanley

Andrew Chang, MD CRIT 2011 | *NYU Medical Center*

Knowledge of Addiction Medicine among Internal Medicine Residents and Medical Students

By Angel T. Brown, MD; Victor O. Kolade, MD; Lisa J. Staton, MD; and Neha K. Patel, BS

Angel Brown, MD CRIT 2011 | *University of Tennessee*

ORIGINAL RESEARCH

Training internal medicine residents to manage chronic pain and prescription opioid misuse

Allison L. Ruff, MD^a, Daniel P. Alford, MD, MPH^b, Robert Butler^c, and J. Henry Isaacson, MD^d

Allison Ruff, MD CRIT 2014 | *Cleveland Clinic*

An opioid overdose curriculum for medical residents: Impact on naloxone prescribing, knowledge, and attitudes

Jessica Lee Taylor, Alison B. Rapoport, Christopher F. Rowley, Kenneth J. Mukamal & Wendy Stead

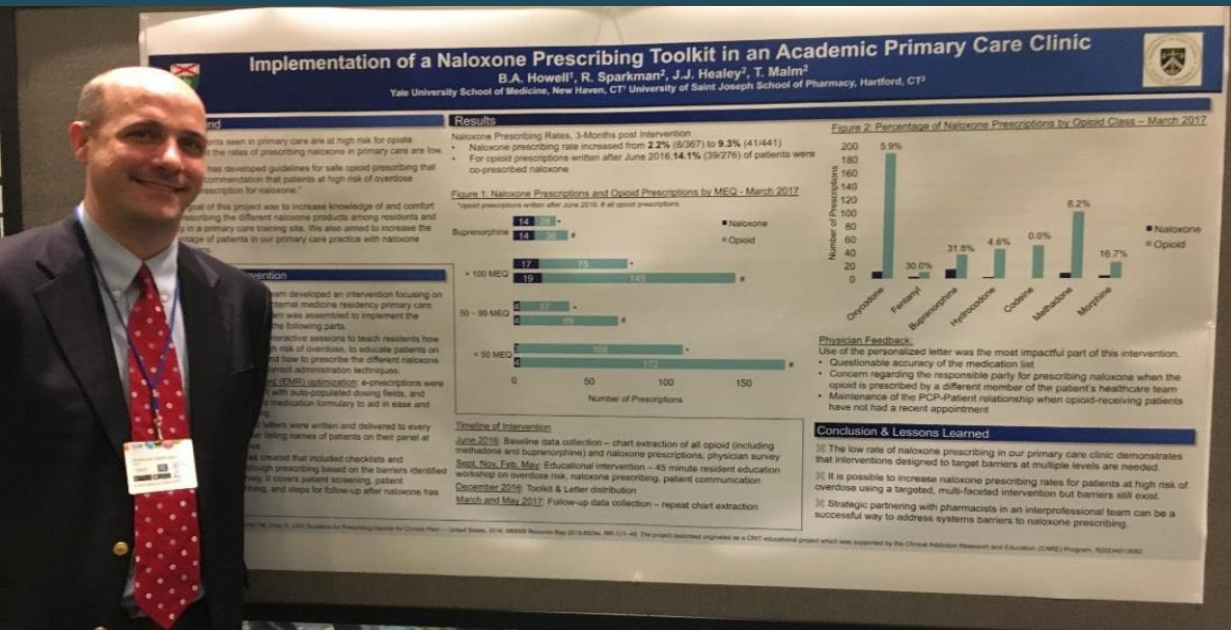
Jessica Taylor, MD CRIT 2015 | *Beth Israel Deaconess Boston, MA*

A Resident-Led Intervention to Increase Initiation of Buprenorphine Maintenance for Hospitalized Patients With Opioid Use Disorder

Ashish P Thakrar, MD^{1*}, David Furfaro, MD², Sara Keller, MD³, Ryan Graddy, MD⁴, Megan Buresh, MD¹, Leonard Feldman, MD⁵

Ashish Thakrar, MD CRIT 2019 | *John Hopkins School of Medicine*

Samples of CRITer and CRIT-FM Accomplishments



Benjamin Howell, MD CRIT 2016
Yale University

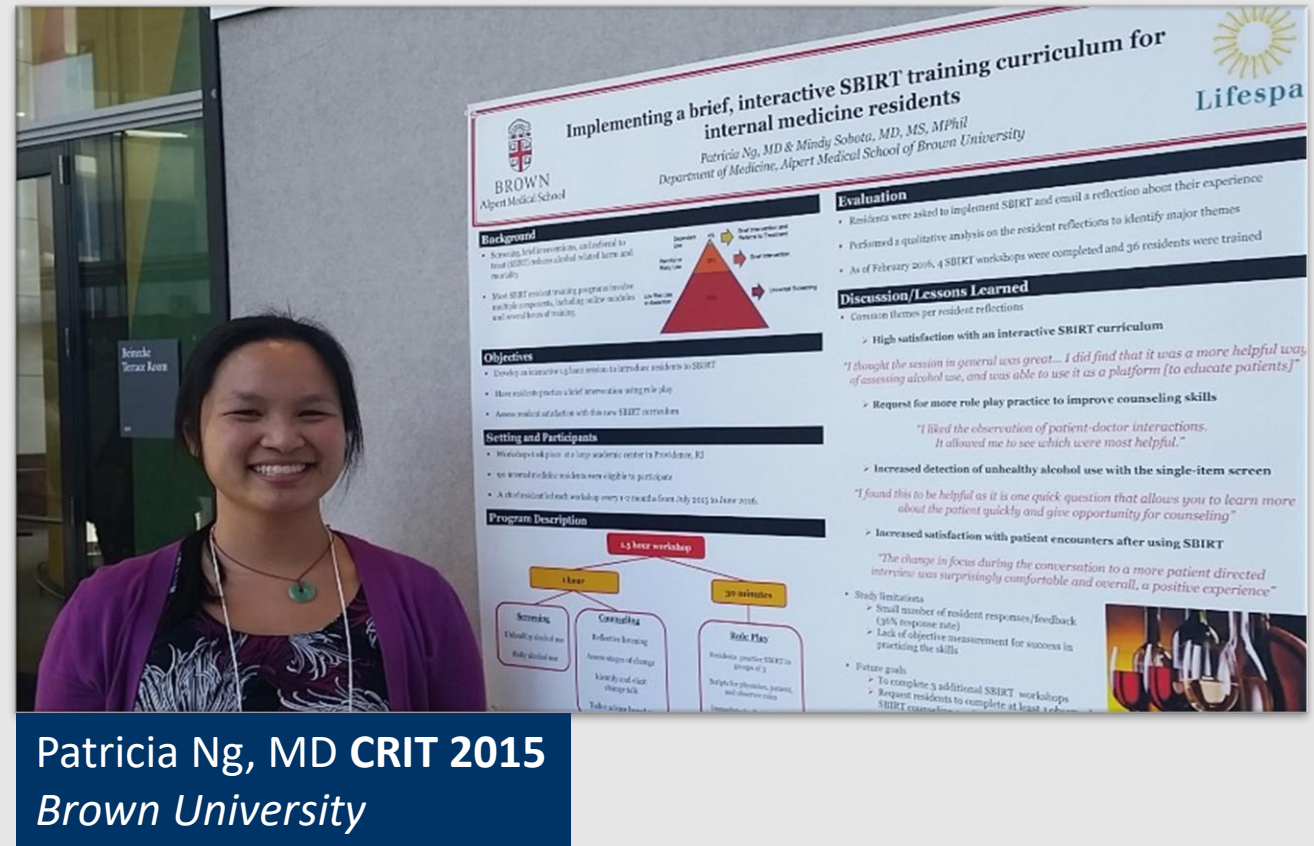


Seth Clark, MD CRIT 2017
Brown University

Samples of CRITer and CRIT-FM Accomplishments



Marlene Martin, MD CRIT-FM 2017
Stanford University



Patricia Ng, MD CRIT 2015
Brown University

Questions?