

School of Public Health

Syllabus and Course Information



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

PubH 6085 - Section 001

Alcohol and Tobacco: Ongoing Threats to Global Health

Spring 2016

Credits: 2
Meeting Days: Tuesdays
Meeting Time: 3:35 – 5:30 pm
Meeting Place: Mayo 1250

Instructors: Rhonda Jones-Webb, DrPH
Office Address: 1300 South 2nd Street, Suite 300
Office Phone: 612-626-8866
Fax: 612-624-0315
E-mail: jones010@umn.edu
Office Hours: By appointment or immediately following each class

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By appointment or immediately following each class

I. Course Description

Tobacco and alcohol use are the leading preventable causes of death in the U.S. and globally. Alcohol and tobacco use are associated with health problems such as cardiovascular disease, stroke, and some cancers. In this course, we focus on multi-level strategies to reduce tobacco and alcohol use (policy, community, school and/or individual) locally, nationally, and globally. The course includes a variety of formats: discussion of readings, short lectures, student presentations, and field trips.

The course is designed primarily for graduate public health students with professional interests in interventions to change health behaviors. Students in other related health professions (e.g., medicine, nursing) or human services professions (e.g., public affairs, social work) with an interest in health issues are also welcome. Undergraduates interested in the course will be admitted on a case-by-case basis.

This course fulfills a “Critical Issues- Health Behavior and Policy Intervention” course requirement for Community Health Promotion majors in the School of Public Health.

II. Course Prerequisites

Graduate level student. Consideration will be given to undergraduates on a case by case basis.

III. Course Goals and Objectives

As a result of taking this course, students will:

1. Describe contemporary patterns of tobacco and alcohol use and problems and why multi-level

interventions offer the most promising strategy for reducing tobacco and alcohol use and problems

2. Learn about social and behavioral science theories and models that underlie public health interventions to prevent and control tobacco and alcohol problems
3. Identify promising multi-level approaches to preventing and controlling tobacco and alcohol use locally nationally, and globally
4. Improve skills in designing and implementing multi-level interventions related to tobacco and alcohol prevention and control

IV. Methods of Instruction and Work Expectations

Lectures, group discussion, student presentations, field excursions

Assignments

There are five course assignments:

1. Attend all class sessions and participate in class discussions
2. Reflect on class readings. To encourage classroom discussion, students will be asked to complete written reactions to class readings
3. Select a paper topic and describe the topic and why you selected it. Due **February 16th**.
4. Write a paper and design a multi-level intervention to reduce tobacco and alcohol use.
 - a. Part 1, **March 8th**
 - b. Part 2, **April 19th**
 - c. Part 3, **May 3rd**Entire paper **Due May 3rd**
5. Present findings from your paper. **Due May 3rd**

Instructions for Completing Assignments 1-4

1. *Class Participation.* Participation is based on attendance and participation in class discussions. Your attendance in class is important to us and your classmates. Some of you have experiences working in the alcohol and tobacco fields and we want to learn from your experience. In addition, you will be asked to lead one or more discussions of class readings (**10 points**).
2. *Reflections on Readings.* Students must complete assigned readings for each class prior to class. After you have completed readings, select **2 articles** and submit an email equivalent to approximately one-single spaced page on the 1) the strengths and weakness of each, 2) what changes you would make in the study (e.g., design, program components, measures, analysis, conclusions, and 3), and the most important new things you learned. Do not outline or exhaustively summarize the reading. The first reaction piece is due **Monday, January 25th at 3:00 p.m.** Comments must be submitted by 3:00 pm on the **Monday** prior to each class (otherwise it's difficult to read them before class). They must be emailed to lando001@umn.edu and jones010@umn.edu. Make sure you retain a copy, just in case your email is lost (3 points for each satisfactory email submitted; a total of 10 are required (**30 points**)).
3. *Paper.* For your paper, design a multi-level intervention to reduce alcohol or/and tobacco use in a certain population (e.g., youth, women, men, elderly, racial/ethnic minorities, low income, workers). **Select at least three levels** (e.g., community, school, individual). You will hand in sections of your paper throughout the semester.
 1. Describe the prevalence and risk factors associated with alcohol or/and tobacco use, 3 pages, **Due March 8th**)
 2. Design a multi-level intervention to address these problems, 7-8 pages, (excludes model policies). **Due April 19th**. Your intervention should
 - a) describe the conceptual model or theory guiding your intervention
 - b) describe the target population
 - c) intervention settings

- d) intervention components at multiple levels (policy, community, school, family, individual)
3. Provide examples of two model policies to address the issue you selected (**Due May 3rd**)
 4. Summarize the strengths and weaknesses of your intervention and how you plan to disseminate results to different constituency groups, 1-2 pages (**Due May 3rd; submit entire paper**)

Your paper can focus on a specific tobacco and alcohol product (e.g., mentholated cigarettes, malt liquor) or population (e.g., youth, women, men, elderly, racial/ethnic minorities, low income, workers). (**50 points**).

4. *Presentation of Paper*. Students will be asked to give a 15-minute presentation based on their papers (Assignment 3) the last day of class. You may include PowerPoint slides, etc. in your presentation. If you present PowerPoint slides, please bring a copy of your presentation on a flash drive to class on the day of your presentation (**10 points**). **Due May 3rd**.

V. Course Reading Assignments by Week

See website for course readings.

VI. Weekly Schedule

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|-------------------|---|
| Class 1, Jan. 19: | Course Overview
Instructors |
| Class 2, Jan 26 | Tobacco and Alcohol Use: Patterns and Trends; Theories of Drug Use and Prevention
Instructors |
| Class 3, Feb 2 | Alcohol: Prevention and Public Policy and Advocacy
Instructor: Rhonda Jones-Webb |
| Class 4, Feb. 9 | Tobacco: Prevention and Public Policy and Advocacy
Guest Speaker: Rachel Widome, University of Minnesota, School of Public Health |
| Class 5, Feb 16 | Prevention and Public Policy and Advocacy
Guest Speaker: Betsy Brock, Association of Nonsmokers of Minnesota |
| | Topics Due |
| Class 6, Feb 23: | Field Trip: Minnesota Tobacco Document Depository
980 East Hennepin Avenue
Minneapolis, MN 55414
612-378-5707 |
| Class 7, March 1 | Globalization of Tobacco
Instructor: Harry Lando |
| Class 8, March 8 | Alcohol Prevention: Family, Peer, and School-Based Strategies
Guest Speaker: Holly Magdanz, Coordinator, One Voice Hopkins Public Schools |

SPRING BREAK MARCH 14-20

Class 9, March 22 **Tobacco: Prevention- Tobacco Endgame**

Model Policies Group Work

Class 10, March 29 **Alcohol Prevention: Community Strategies**

Guest Speaker: Amber Smith, Coordinator
Partnership for Change

Class 11, April 5 **Tobacco Prevention: Community Strategies**

Instructor: Harry Lando

Class 12, April 12 **Alcohol: Treatment Approaches**

Instructor: Rhonda Jones-Webb

Class 13, April 19 **Tobacco: Treatment Approaches**

Instructor: Harry Lando

Model Policies Group Work

Class 14, April 26 **Field Excursion: Hazelden Substance Abuse Addiction Treatment Center/Fellowship Club**

680 Stewart Ave
St Paul, MN 55102
651 292-2400

Class 15, May 3 **Class Presentations**

Final Papers Due

VII. Evaluation and Grading

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
- A- 3.667
- B+ 3.333
- B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
- B- 2.667
- C+ 2.333
- C 2.000 - Represents achievement that meets the course requirements in every respect
- C- 1.667
- D+ 1.333

- D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Letter grades and associated points are awarded in this course as follows below and will appear on the student's official transcript. A = 93-100 points, A- = 90-92 points, B+ = 87-89 points, B = 83-86 points, B- = 80-82 points, C+ = 77-79 points, C = 73-76 points, C- = 70-72 points. F (or N) – Represents failure (or no credit) and signifies that the work was either: (1) completed but at a level of achievement that is not worthy of credits, or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (incomplete). S – Achievement that is satisfactory will be expected on all assignments with a minimum total of 73% (an even C) to receive a passing score. I – An incomplete grade is permitted only in cases of extraordinary circumstances and following consultation with the instructor. In such cases an "I" grade will require a specific written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements. Extension for completion of the work will not exceed one year.

All deadlines must be met. Any assignment turned in after the deadline will receive one grade below what it would have earned had it been submitted on time. Unusual circumstances will be considered.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CourseEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable):

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw. Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the

context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities.

University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility (for courses that do not involve students in research)

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Student Academic Success Services (SASS) <http://www.sass.umn.edu>

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

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