

1-2014

PUBH 595.50: Tobacco and Public Health

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PUBH 595
Special Topics Seminar: Tobacco and Public Health 3 credit hours
Spring 2014
Revised 1/24/2014

Instructor: Kari Harris, PhD, MPH, Professor, School of Public and Community Health Sciences, College of Health Professions and Biomedical Sciences

Format: Online

Office Hours: By appointment
Dr. Harris is typically available via e-mail 9:00 am - 5:00 pm Monday through Friday.

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COURSE DESCRIPTION

This course provides an overview of the history, health effects, politics, and prevention and treatment of tobacco use. This course is designed for students who have completed some public health courses and are prepared to examine tobacco use from multiple perspectives. Specific topics covered include history, epidemiology, health effects, economic burden, policy, international, treatment, prevention, and health disparities. Course activities include weekly readings, periodic reflection papers, and a final project.

UM PUBLIC HEALTH COMPETENCIES

1. Prepare Community Data for Public Health Analyses and Assessments
2. Contribute to Public Health Program and Policy Development
3. Communicate in Public Health Settings
4. Practice Public Health with People from Diverse Populations
5. Collaborate with the Community in the Practice of Public Health
6. Base Public Health Practice on Scientific Evidence
7. Participate in Financial Planning and Management of Public Health Units
8. Exercise Public Health Leadership and Systems Thinking
9. Respond to Public Health Issues in Rural Settings
10. Uses Global Insight in Responding to Local Public Health Issues

For a listing of learning objectives corresponding to each competency see the [UM public health program website](#).

COURSE OBJECTIVES (with associated program competencies)

1. Describe the epidemiology and health effects of tobacco use (competency 1)
2. Identify and communicate the health effects of tobacco use for individuals and population groups (competency 3)
3. Evaluate effective individual and environmental approaches to tobacco use treatment and prevention (competency 2, 6)
4. Describe tobacco-related disparities among US and global populations (competency 4, 10)
5. Explain global tobacco control challenges (competency 10)

Grades

This course will use the traditional letter grade option without the use of pluses or minuses. Therefore, final grades will consist of the following: A, B, C, D, F. Grades will be calculated based on the standard formula (90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and below = F).

Grades will be based on the quality of the coursework. Consult the electronic gradebook for points assigned for each course activity.

Student accommodation

Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact the instructor as soon as possible. The instructor will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website at <http://www.umt.edu/dss/> or call 406.243.2243 (Voice/Text).

Plagiarism

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online.

Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion. (See UM Student Conduct Code).

Announcements

Class announcements will be posted by the instructor. Moodle system administrators will sometimes post announcements about the Moodle system.

Communication

Communication will take place using e-mail, discussion boards, the virtual classroom, or Skype. E-mail should be used for "private" communication with the instructor or other students. *Any questions regarding grades or communication about more personal issues should be handled via email.* Please include the course number in the subject line for e-mail communication with the instructor.

Submitting Assignments Electronically

All assignments will be submitted electronically through the Assignments option within Moodle. Late assignments will be graded zero unless there are serious and verifiable extenuating circumstances.

Logging In

You are expected to log in every MWF to read current announcements that have been posted. You may do this at any time of day. The Instructor will generally answer e-mails during traditional work hours (M-F 9:00 a.m. - 5 p.m.).

REQUIRED TEXTS

Tobacco: Science, policy and public health by Peter Boyle, Nigel Gray, Jack Henningfield and John Seffrin
Publisher: Oxford University Press, USA; 2 edition (October 17, 2010), ISBN-10: 0199566658, ISBN-13: 978-0199566655

REQUIRED SELECTIONS FROM THESE REPORTS:

The Health Consequences of Smoking—50 years of progress: a report of the surgeon General, 2014.

<http://www.surgeongeneral.gov/library/reports/50-years-of-progress/index.html>

<http://www.surgeongeneral.gov/library/reports/50-years-of-progress/full-report.pdf>

Treating Tobacco Use and Dependence: 2008 Update. <http://www.ncbi.nlm.nih.gov/books/NBK63952/>

Preventing Tobacco Use Among Youth and Young Adults: A Report of the Surgeon General, 2012

<http://www.surgeongeneral.gov/library/reports/preventing-youth-tobacco-use/index.html>

2010 Surgeon General's Report—How Tobacco Smoke Causes Disease: The Biology and Behavioral Basis for Smoking-Attributable Disease <http://www.surgeongeneral.gov/library/reports/tobaccosmoke/>

REQUIRED ADDITIONAL READINGS

A series of readings is also required. All additional readings are uploaded in Moodle.

COURSE ACTIVITIES

Reflection papers: Two pages, double spaced reflection papers are due approximately every two weeks. Reflection papers must demonstrate students' understanding and critical thinking related to the session topics covered over a two week period. Students will draw upon the reading from the current and prior week. Each reflection paper must address three components: ONE: Summarize major themes from the reading and provide specific examples; TWO Compare, contrast, and/or critique the material. Demonstrate critical thinking and a depth in your understanding of the material; THREE: Pose intelligent and thoughtful open-ended questions that show your reflections about the material.

Student led discussions: Students will take turns preparing discussion questions and moderating the discussion board. The discussion week will follow the submission of the reflection papers and cover material from the same two week period as the reflection paper.

During the assigned week, discussion leaders post questions based on the two weeks' readings and your classmates reflection papers. When you are discussion leader, check in on the discussion multiple times per day. Respond, encourage, prompt, provoke, and ask follow up questions to your classmates on the discussion board to make the discussion as productive and thought-provoking as possible. Part of your job is to help keep the conversation focused and the quality of interaction high.

The first discussion question must be posted by Sunday 11:50 pm. Student discussion leaders should post one original question Sunday night (it can definitely be drawn from the student leaders' reflection paper). The discussion leader should add one new discussion questions by Wednesday night that draws upon reflection papers and questions posted by other students. The discussion period closes on Friday at 7:00 pm.

The following principles should guide students in writing discussion questions. Write open-ended questions that encourage students to talk with each other about what we've read; write questions that encourage further research outside of assigned reading; write questions that encourage application of student's life experiences within the context of the course material. Avoid writing questions that are too broad and require multiple part responses as those types of questions tend to require students to write long essays off line rather than engage in discussion.

Postings to the discussion board during the discussion week: Students should consistently use the assigned readings as reference points for posing and responding to questions and discussing and presenting their ideas. As the discussion evolves, all students can extend the dialogue by posting additional questions that may be relevant to the issues and themes under discussion.

All students are required to participate in discussions during every discussion week. The discussion will occur from Monday through Friday each week. All postings must be complete by 7:00pm Friday of each week (Mountain Standard Time). To avoid a flurry of last minute postings, please begin posting early during this period. Posting four times per week is the minimum requirement: post twice between Monday and Wednesday (before noon) and twice again between Wednesday noon and Friday night. Two posts per week must make a substantial and unique contribution to class discussion. Class participation constitutes a portion of the grade. Discussion-related activities will be graded according to three dimensions: (1) content of posting, (2) quality of interaction, and (3) frequency and responsiveness of interactions.

While the instructor will remain active in reading the discussion board throughout the entire course, when the discussion is going well she will opt to "listen" rather than "talk."

Student interview introductions: Interview another student in the class. In two paragraphs, share what you learn with the rest of the class the discussion forum. The posting must include two parts. Part ONE: describe the students' professional background and current responsibilities, special knowledge or experience they bring to the class, and why they are interested taking this this particular class. Part TWO: Describe one common professional interest, experience, or curiosity between you and the other student; conversely discover one unique professional interest, experience, or curiosity you each bring to the class.

Peer review: To capitalize of the expertise and experience of students, student colleagues will provide feedback and suggestions to other students on some assignments. Students will post drafts of their assignments in the designated discussion forum. One student will provide feedback as a response to the posting in Moodle. Students should use Word feature Track Changes for editing and provide about a short (about 250 word) paragraph critique. Providing feedback is required and will be counted students' grade. Classmates are encouraged to let their peers know when their feedback is helpful by posting a response to the feedback on the discussion board.

Literature reviews: Review the literature to become familiar with a particular intervention or prevention approach, health concern, or relevant risk factor. The literature might include studies of interventions that have been conducted as well as studies of related psychological/behavioral factors. Provide a brief review of the recent literature surrounding your topic by using relevant research found in research databases (e.g., Medline, PsycINFO). When possible, review reports of meta-analysis (studies that summarize findings from multiple studies). Write a two page summary of your findings suitable to provide context to a public health professional.

Note that it will be important to focus your topic sufficiently to prevent finding too many research reports (e.g., "smoking treatment" is too broad, whereas "effectiveness of telephone quit lines," or "health effects of third hand smoking" will yield fewer papers). Generally the literature review will include at least 15 primary (original, not "fact sheets" type digests of research) sources. It is critically important to organize information and summarize "across" studies to draw general conclusions. Do not simply provide an unrelated list of summaries of each study.

Interview assignment: Interview a professional who is involved in an effort to prevent, treat, or reduce tobacco use. Ask them to describe the effort in detail and, as appropriate, document pieces it (such as pictures of educational materials or policy fact sheets). Three parts are required in your written summary. PART I: Describe the (a) history of the effort (how and why it got started), (b) whose behavior is targeted for change, (c) the desired behavior, and (d) strategies used to promote change. Also include information regarding the person you interviewed including (at minimum) their name, position, organization, and job duties. PART II: Present evidence for the effectiveness of the effort. PART III: Critique the effort using readings from this course. Note that this assignment will require advanced planning and, if done thoughtfully, could serve as step towards a potential practicum experience. The report should be three pages, double spaced. Include pictures or other documentation of the prevention or treatment effort (those are not counted in the page limit).

Final project: A final project will be due at the end of the semester. The topic and format of the final project will be negotiated individually between the student and the instructor and can consist of a 30 minute presentation, 15-page (double spaced) paper, or equivalent project. A project abstract and literature review are required components.

TOPIC SCHEDULE

Additional readings maybe posted in the online course. The chapters listed below are subject to change. Posting on the online course supersede those listed on this schedule.

The week starts on Monday and ends Sunday at 11:50 pm (Mountain Standard Time). Activities are due at 11:50 pm Mountain Standard Time; submit early because the computer will not accept late assignments. The clock on your computer may be a few minutes different from Moodle's time clock.

Week (Monday start date)	Session Topics	Readings	Tasks Due
1 Start: 1/27	Course introduction and logistics History and epidemiology of tobacco use	Tobacco Preface & Ch 1, 2 SG 2014 Executive Summary, Ch 1, Ch 2, skim Ch 3	Complete UMOonline 101- Students Update or post a profile, include a picture and description Reflection paper due Sunday (covering Week 1; 1 page)
2 Start: 2/3	Health Effects of smoking, Part I Young smokers Cancer, Cardiovascular diseases	Tobacco 15, 21 SG 2014 Ch 4, 5	Student Interview due Sunday
3 Start: 2/10	Health effects of smoking, Part II Environmental exposure Pulmonary diseases	TBA	Reflection Paper due Sunday Discussion Leader: post questions
4 Start 2/17	The cigarette and addiction President's Day 2/17	TBA	Discussion Period (wk 2, 3) Literature review 1 due Submit for peer review Monday Submit as assignment Sunday
5 Start 2/24	Environmental factors Tobacco industry and advertising	TBA Movie: "The Insider"	Reflection Paper due Sunday Discussion Leader: post questions
6 Start 3/3	Tobacco treatment approaches Individual approaches Part I Harm reduction	TBD	Discussion Period (wk 4, 5)
7 Start 3/10	Tobacco treatment approaches Individual approaches Part II	TBA	Reflection Paper due Sunday Discussion Leader: post questions
8 Start 3/17	Tobacco treatment approaches Community and Policy approaches Part I FDA regulation	TBA	Selection of person to interview due Sunday Discussion Period (wk 6, 7)
9 Start 3/24	Tobacco treatment approaches Community and Policy approaches Part II	TBA	Reflection Paper due Sunday Discussion Leader: post questions
10 Start 3/31	SPRING VACATION		
11 Start 4/7	Special populations in the US, Part I Adolescents, smoking during pregnancy	TBA	Discussion Period (wk 8, 9) Interview assignment due Submit for peer review Monday Submit as assignment Sunday
12 Start 4/14	Special populations in the US, Part II Co-occurring conditions, poverty, disparities	TBA	Reflection Paper Final project abstract due Sunday Discussion Leader: post questions
13 Start 4/21	Global tobacco control, Part I	TBA	Final project literature review due Sunday

Week (Monday start date)	Session Topics	Readings	Tasks Due
			Discussion Period (wk 11, 12)
14 Start 4/28	Global tobacco control, Part II	TBA	Reflection Paper due Sunday Discussion Leader: post questions
15 Start 5/5	Emerging Issues: topic TBA May 9, last day of regular classes	TBA	Final project due for peer review Monday, feedback due Wednesday Discussion Period (wk 13, 14)
16 Start 5/12	Finals week		Final project due Monday

Surgeon General Reports = SG; Treating Tobacco Use and Dependence = Treatment