



Alcohol, tobacco, illicit drugs and public health
330.644
Second Term
2004-2005



JOHNS HOPKINS BLOOMBERG
SCHOOL OF PUBLIC HEALTH

COURSE SYLLABUS

DEPARTMENT OF MENTAL
HEALTH

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Learning Objectives

Upon successfully completing this course, participants should be able to

- describe basic pharmacology principles
- describe rubric principles
- apply and illustrate rubrics to several major drug classes
- develop an overview of at least one major drug class
- value the diversity of research on drug involvement

Course Description

The goal is for participants to gain a greater understanding of drugs (including alcohol and tobacco), their effects and consequences. Predominant themes that lead to achieving this goal are keen listening, teamwork, and self-reflection of your own attitudes towards drug use and dependence.

This course is designed to help participants understand the public health impact of drug involvement and introduce them to several research studies in a field that encompasses a multidisciplinary approach to understanding the complexities of being involved with drugs. A dynamic learning experience will be created via presentations by guest lecturers, student presentations, discussions, weekly exercises, and drug information summaries produced by the participants.

Every week the class will consist of two parts:

1. First hour, objective is to introduce a sample of recent or ongoing drug research topics: A series of guest lectures will provide an introduction to an array of research in the field of drugs. The emphasis is focused on epidemiological research and public health aspects of drug involvement from its earliest stages through terminal stages of dependence and other health consequences. Some practical and applied research techniques will be covered. Students are encouraged to ask presenters questions.

2. Second hour, objective is to learn basic facts about drugs: Student group presentations will provide an introduction to foundational knowledge of specific drugs-each week focusing on a different drug. These presentations will include a brief history/context of the drug, the pharmacology and general overview of how the drugs are used, describe pertinent facts and information using the rubrics as a guide, and possible prevention and control issues pertaining to specific drugs. Student discussion and integration of weekly assignments will augment the presentation, with a goal of producing a summary of facts and references for each rubric focusing on that particular week's drug.

Grading Policy

Competency will be demonstrated through actively participating in class discussion, completing the required weekly rubric exercise, and participating in a team presentation. Students will be evaluated and grades awarded based on the breakdown described below. Grades for the team presentations will be based on the coverage of the suggested outline attached, and the weekly rubric exercise by the completion of facts and references for each rubric counting 1% (5 rubrics for 6 weeks) plus bonus points for contributing to the diversity of facts. Since the goal is to produce drug specific informational summaries, it is important that each student contributes to the effort equally.

Team presentation --- 40 %

Weekly rubric exercise (must complete 6 of 7 exercises due on specified week) ---40%

Attendance and participation --- 20%

Letter grade scale 85-100> A, 75-84> B, and 65-74>C

Students can register for the course on a pass/fail basis but check with your degree requirements.

Academic Integrity: Cheating and/or plagiarism will not be tolerated. Students are expected to follow the JHSPH student academic ethics code http://www.jhsph.edu/Student_Affairs/Student_Handbook_2004-05.pdf. Students with disabilities needing academic accommodations are encouraged to use the Disability Support Services (Betty Addison).

Prerequisites none

Readings and references

Textbook: *Drugs, Society and Human Behavior*, 9th edition (2002), Oakly Ray and Charles Ksir

| Definitions and criteria: | |
|---|--|
| http://www.drugabuse.gov/DrugPages/DrugsofAbuse.html | Commonly Abused Drugs |
| http://www.behavenet.com/capsules/disorders/subdep.htm | DSM-IV Substance Dependence |
| http://books.nap.edu/books/0309055334/html/297.html#pagetop | ICD-10 |
| http://www.drugabuse.gov/Drugpages/DSR.html | DSM-III-R |
| http://www.emory.edu/CHEMISTRY/justice/seminar/ | Chemistry of drugs & the brain |
| Supplemental readings: | |
| http://books.nap.edu/openbook/0309065313/html/index.html | Marijuana As Medicine?: The Science Beyond the Controversy |
| http://books.nap.edu/openbook/0309071550/html/index.html | Marijuana and Medicine: Assessing the Science Base |
| http://books.nap.edu/openbook/0309064775/html/index.html | Assessment of Two Cost-Effectiveness Studies on Cocaine Control Policy |
| http://books.nap.edu/openbook/0309072735/html/index.html | Informing America's Policy on Illegal Drugs: What We Don't Know Keeps Hurting Us |
| http://books.nap.edu/openbook/0309064015/html/index.html | Dispelling the Myths About Addiction: Strategies to Increase Understanding and Strengthen Research |
| http://books.nap.edu/openbook/0309055334/html/index.html | Pathways of Addiction: Opportunities in Drug Abuse Research |

Supplemental readings related to presentation topics are listed on the separate lecture list.