Course Title: SEMINAR IN TOBACCO CONTROL & PUBLIC HEALTH

Course Number: 57489 - HEBS 0657J

Course Location: School of Public Health Building, Room 1B

Course Date & Time: Wednesdays, 2:00-5:00pm

Course Instructor: Heather M. Jordan, MPH, CPH, MCHES, PhD(c)
Adjunct Instructor
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267-324-9743 (cell)
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Course/Dept Assistant: Mary Ganss
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Office Hours: Wednesdays, 1:00-2:00pm and by appointment

Required Course Text: None

Additional/Supplemental Readings/Resources: References for all required readings will be provided. For copyright reasons, students are expected to find the materials on their own through library databases or provided links. Any other readings not readily available online will be provided by the instructor. Readings may also be posted to Moodle.

Course Description: Lessons regarding behavior change, social determinants of health, health disparities, public health policy, and community-based interventions can be garnered through the study of the tobacco epidemic and tobacco control efforts. This seminar-style elective provides an overview of the history, health effects, politics, prevention, and treatment of tobacco use, providing a framework for understanding the tobacco epidemic and its public health impact. A seminar-style course is intended to be a collaborative experience. Students must be active participants and take responsibility for producing and contributing to discussions. The success of the course depends on both the students' willingness to complete the readings and assignments on time, and eagerness to participate in classroom discussions.

Selected Department Competencies Addressed: Each Department identifies competencies for each degree offered. The competencies addressed in this course for the MPH (or other degrees) for the Department of Health Education and Behavioral Science include:

- Understand the importance and use of public health policy in health behavior change and health promotion
- Utilize health behavior theories and models for understanding health behaviors
Please visit the Department webpages on the School of Public Health's website at http://sph.rutgers.edu/ for additional competencies addressed by this course for other degrees and departments.

Course Objectives: By the completion of this course, students will be able to:

1. Describe how tobacco control fits into a public health framework and describe the major objectives of the tobacco control movement
2. Identify the major health effects caused by tobacco use and exposure to secondhand smoke and explain the population impact of tobacco use on morbidity, mortality, and disability
3. Describe the trends in tobacco use by socio-demographic characteristics with a particular focus on health disparities and vulnerable populations
4. Describe the pharmacological, physiological and psychological basis of tobacco addiction and explain how these factors interact to impact tobacco use behavior, dependence and barriers to cessation
5. List and describe the main components of the US PHS Clinical Practice Guideline for Treating Tobacco Use and Dependence
6. Identify ways that the tobacco industry promotes tobacco and how these tactics have changed over time
7. Explain the history of legal and legislative efforts leading up to the Master Settlement Agreement and passage of FDA Family Smoking Prevention and Tobacco Control Act of 2009
8. Describe what a harm reduction approach might look like for tobacco control, and articulate both sides of the ongoing harm reduction debate
9. Describe the diverse challenges facing the global tobacco control community in the 21st century
10. Identify and describe the components of a successful comprehensive tobacco control plan at the state and local level

Course Requirements and Grading:

Reading Commentaries 50% (5 points each for 10 weeks = 50 points)
Presentation 35% (35 points)
Participation & Attendance 15% (15 points)
Total 100% (100 points)

Reading Commentaries:

As a seminar style topic course, this course will rely heavily on topic-specific readings and classroom discussions. In order to demonstrate familiarity with the material and help guide the seminar discussion, each student will submit a written commentary about each week's readings (unless noted otherwise). In general, your reading commentaries should discuss the following points for each reading in an assigned week:
What did you see as being the three most important points/findings in this reading (and why)?

What, if anything, did you see as being some important practical implications from this reading (e.g., for informing interventions, policy, research methods, etc.)?

What, if anything, did you find particularly surprising or perplexing from this reading and why? Any questions you may still have?

Please make every effort not to simply summarize the readings as you prepare your reflections and discussion statements. If you find yourself summarizing what the authors said, take a step back and formulate an original statement on the articles or subjects. Answers to the outlined questions may overlap to some extent and don't have to be presented in this exact order. Students do not need to cite the full papers (just make it clear which one you are talking about) in the commentaries. However, expectations for good quality writing apply. There may be some weeks in which students will be asked to address other or more specific questions in your commentaries. You will be notified about these changes ahead of time.

Commentaries should be double-spaced and are limited to one page per each reading (e.g., three page commentary for three readings). You may have one extra page per weekly commentary should you need the extra space, but please attempt succinct writing at all times. The commentaries are due by **Noon on the day of each class.** They will be used to direct and promote each week's class discussion, so please be prepared to discuss the issues addressed in your assignment. The commentaries may also aid in the development of final presentation ideas (discussed below).

The ability to communicate properly and effectively is an important expectation of graduate students and of public health professionals. As such, it is very important that all written work be spell-checked and edited for correct grammar and syntax. Points will be deducted for work submitted with numerous typos, incomplete sentences, and poor writing. Assignments submitted late will lose points for each day late.

**Presentation:**

Your turn to teach for the day and to lead the discussion! Students are encouraged to choose a topic not explicitly covered in class, or pursue a course topic in greater depth. You will prepare and present a 20 minute PowerPoint presentation on a tobacco-related topic of your choice (with course director approval) and write a 500 word summary/abstract of the topic. In addition, students should find a relevant reading related to their topic to assign as a class reading for the day of their presentation.

The content of your presentation will depend on your topic, but consider including points such as:

- An overview of the importance/prevalence/state of the science on the topic – what do you think people should know about this topic?
- Any specific relevant definitions, health effects, priority populations related to this topic
- Some examples of relevant research studies or research findings related to the topic.
- Challenges related to the topic
- Policy, education, intervention, communication implications, if relevant.
Including some relevant pictures, figures is always nice for oral presentations

Important due dates:
- Topics should be vetted to the course instructor by Week 10.
- Articles should be electronically submitted to the course instructor by April 28th.
- Abstracts should be emailed to the instructor by Noon on May 3rd.
- Final presentations are scheduled for May 3rd.

Topic ideas include, but are not limited to:
1. Health disparity issues in tobacco use and control (e.g., great focus on a particular vulnerable population)
2. Tobacco use and control efforts in a specific country (outside US)
3. Tobacco use in the military
4. More about some type of policy effort (e.g., ban on flavored tobacco sales, increasing the smoking age to 21, tobacco bans on college campuses, banning smoking in homes/cars)
5. Effect of smoke-free laws on business and/or employee health
6. Smoking and breast cancer: What is the evidence for and/or against a causal relationship?
7. Public health impact of non-cigarette tobacco products
8. A specific marketing strategy by the tobacco industry
9. A specific tobacco health communication campaign
10. Lessons from the tobacco control field for the obesity epidemic
11. Tobacco cessation and concurrent behavior change (e.g. sedentary behavior, weight change, nutrition, other substance use, etc.)
12. Modified tobacco products competing with pharmaceutical products
13. Tobacco in the news/news coverage about some particular tobacco topic

Participation & Attendance:

As a small seminar style topic course, our weekly meeting will rely heavily on discussion of our weekly readings and topics. This means that student’s weekly participation will be an important component to the grade for the course. Students are expected to come to class having read the readings, and ready to discuss them and the points made in their reading commentaries. Students can also actively participate in class by asking thoughtful questions of the instructor, of any guest speakers, and by agreeing/disagreeing, with constructive feedback, to points raised by others during class.

In order to actively participate in the class you must be present, and therefore class attendance is also critical to the grade. Late arrivals will also affect the attendance portion of the grade. In the event of an emergency or illness requiring you to miss class, please email the instructor prior to class or as soon as possible. If you miss multiple class sessions (even if they are for valid reasons), you should not expect to receive full points for class participation and attendance.
Grading Scale:

A (92-100%)  Excellent, shows initiative, synthesizes and integrates assigned material with external sources and own thinking

B+ (88-91%)  Very good work, innovative thinking or excellent integration of work of others

B (81-87%)  Exceeds minimum requirements, either shows own thinking or synthesizes and integrates assigned material with external sources

C+ (78-80%)  Good understanding of assigned material, but no effort to integrate own thinking or that of others

C (70-77%)  Average work that meets the minimum requirements but does not show consistent understanding of material, poor quality

D (60-69%)  Meets minimum requirements but does not show understanding of material, poor quality

F (0-59%)  Unacceptable, does not meet minimum requirements

Course Schedule:

Please note that weekly topics and readings are subject to change as needed. The instructor will provide updated information regarding any changes.

Week 1 (January 18) – Introduction and Class Overview/History of the Tobacco Epidemic/Epidemiology of Tobacco Use/Harm Reduction/Introduction to the Tobacco Control Act

Required readings:


   a. "Vaping, hookah use by US teens declines for first time."
   b. "Teen cigarette smoking drops to historic low in 2015."
   c. "Most youth using e-cigarettes for novelty and flavors – not to quit smoking."
   d. "Cigarillo use increases estimates of teen smoking rates by half."


NOTE: NO READING COMMENTARY DUE THIS WEEK.
Week 2 (January 25) – Medical Complications From Tobacco Use

Guest speaker: Manish Patel, MD

Required readings:

   a. Executive Summary, available online at: http://www.surgeongeneral.gov/library/reports/50-years-of-progress/index.html#fullreport

NOTE: READING COMMENTARY 1 DUE THIS WEEK.

Week 3 (February 1) – Menthol Cigarettes: Prevalence, Trends, Marketing, and Policy Perspectives

Guest Speaker: Cristine D. Delnevo, PHD, MPH

Required readings:


Recommended additional readings:


NOTE: READING COMMENTARY 2 DUE THIS WEEK.


Required readings:

   a. Chapter 5: Themes and Targets of Tobacco Advertising and Promotion, pp. 141-177.


NOTE: READING COMMENTARY 3 DUE THIS WEEK.

Week 5 (February 15) – Tobacco Related Health Disparities: Race/Ethnicity, Sexual Orientation and Mental Health/Cigarette Relighting Behavior

Guest speaker: Mia Hanos Zimmerman, MPH, CTTS

Required readings:


NOTE: READING COMMENTARY 4 DUE THIS WEEK.
Week 6 (February 22) – Tobacco Product Risk Perceptions and Attitudes

Guest speaker: Olivia A. Wackowski, PhD, MPH

Required readings:

1. Wackowski OA and Delnevo CD. Young adults’ risk perceptions of various tobacco products relative to cigarettes - Results from the National Young Adult Health Survey. Health Education and Behavior. 2016;43(3):328-336.

NOTE: READING COMMENTARY 5 DUE THIS WEEK.

Week 7 (March 1) – Point of Purchase (Point of Sale) and Bootlegging

Guest speakers: Christopher Ackerman, MPH, and Marin Kurti, PhD(c)

Required readings:

2. Giovenco DP, Casseus M, and Ackerman C. 2016 New Jersey Tobacco Point-of-Sale Project. New Brunswick, NJ: Rutgers School of Public Health; October 2016. (Note: This reading will be placed on Moodle for downloading.)

NOTE: NO READING COMMENTARY DUE THIS WEEK.

Week 8 (March 8) – Tobacco Control Policy & Regulations

Guest speaker: Mary Hrywna, MPH, PhD(c)

Required readings:

2. FDA. Overview of the Family Smoking Prevention and Tobacco Control Act. Available on line at:


NOTE: READING COMMENTARY 6 DUE THIS WEEK.

Week 9 (March 15) – Spring Break - No Class – Enjoy!

NOTE: NO READING COMMENTARY DUE THIS WEEK.

Week 10 (March 22) – Public Health Practice and Advocacy in Tobacco Prevention & Control

Guest speaker: Karen Blumenfeld, JD, NJGASP

Required readings:

   A. Section A, Part I
   B. Section A, Part II
   C. Section A, Part III
   D. Section A, Part IV and Part V combined

Recommended reading:

1. Review NJGASP website: http://www.njgasp.org/
2. Other sections of Best Practices for Comprehensive Tobacco Control Programs.

NOTES: READING COMMENTARY 7 (on A-D ABOVE) DUE THIS WEEK.

PRESENTATION TOPIC SELECTION DUE THIS WEEK.

FIND TWO RESEARCH ARTICLES ON SMOKING, HOOKAH, OR E-CIGARETTES THAT YOU THINK ARE GOOD EXAMPLES OF RESEARCH ON NEGATIVE HEALTH IMPACTS. FOR EACH ARTICLE, WRITE DOWN THE CITATION FOR THE ARTICLE. IN ONE SENTENCE EXPLAIN WHAT THE STUDY CONCLUDED. BRING TO CLASS TO DISCUSS AS A GROUP.
Week 11 (March 29) – Effective Treatments for Tobacco Dependence

Guest speakers: Mike Steinberg, MD, MPH, & Donna Richardson, LCSW, LCADC, CTTS

Required readings:

1. Foulds J, Schmelzer AC and Steinberg MB. Treating tobacco dependence as a chronic illness and a key modifiable predictor of disease. The International Journal of Clinical Practice. 2010; 64(2):142-146.

Recommended additional reading:


NOTE: READING COMMENTARY 8 DUE THIS WEEK.

Week 12 (4/5 canceled; talk on 4/7 at 2pm) – Harm Reduction in Tobacco Use and E-Cigarettes

Guest speaker: Jonathan Foulds, PhD

Required readings:

1. Kozlowski LT, Edwards BQ. "Not safe" is not enough: smokers have a right to know more than there is no safe tobacco product. Tob Control. 2005;14(suppl 2):ii3-ii7. doi:10.1136/tc.2004.008334
Recommended readings:


NOTE: READING COMMENTARY 9 DUE THIS WEEK BY NOON ON APRIL 7th.

STUDENTS THAT CANNOT ATTEND LECTURE SHOULD WATCH VIDEO OF LECTURE TO BE POSTED SHORTLY AFTER THE LECTURE IS GIVEN.

Week 13 (April 12) – No Class Meeting – Globalization of Tobacco Use

Required readings:

Browse w/ special attention to the maps. Also review the following links:
http://www.tobaccoatlas.org/topic/cigarette-use-globally/
http://www.tobaccoatlas.org/topic/warnings-packaging/
http://www.tobaccoatlas.org/topic/tobacco-companies/
http://www.tobaccoatlas.org/topic/the-endgame/
3. What Finland’s plan to be tobacco-free can teach the world at http://www.cnn.com/2017/01/26/health/finland-tobacco-free-plan/
4. World’s ugliest color being used to discourage smoking at http://time.com/4353765/worlds-ugliest-color-discourages-smoking/

NOTE: NO READING COMMENTARY DUE THIS WEEK.

DUE NEXT WEEK: USING THIS LINK, http://www.tobaccoatlas.org/country-data/, PICK A COUNTRY OF INTEREST TO YOU AND READ MORE ABOUT IT (AND BE
PREPARED TO SHARE INFORMATION WITH US). EMAIL COUNTRY CHOICE TO INSTRUCTOR BY APRIL 12.

Week 14 (April 19) – The Globalization of Tobacco Use: Challenges for the Global Health

Required readings:

3. Using this link, http://www.tobaccoatlas.org/country-data/, pick a country of interest to you and read more about it (and be prepared to share with us).

NOTE: NO READING COMMENTARY DUE THIS WEEK.

ELECTRONIC COPY OF JOURNAL ARTICLE RELATED TO FINAL PRESENTATION SHOULD BE EMAILED TO THE COURSE INSTRUCTOR BY APRIL 28th.

Week 15 (April 26) – Addiction and Mental Health, Health Communication Interventions/Tobacco Warning Labels/"Tobacco End Game"

Guest speaker: Marc Steinberg, MD

Required readings:


NOTES: READING COMMENTARY 10 DUE THIS WEEK.

ELECTRONIC COPY OF JOURNAL ARTICLE RELATED TO FINAL PRESENTATION SHOULD BE EMAILED TO THE COURSE INSTRUCTOR BY APRIL 28th.
Week 16 (May 3) – Final Presentations

Required readings:

All journal articles related to final presentations will be sent out by the course instructor. You should read the articles and have at least one question or comment per article ready for the class discussion.

NOTES: NO READING COMMENTARY DUE THIS WEEK.

FINAL PRESENTATION ABSTRACT DUE BY NOON.

List of Guest Lecturers:

Christopher Ackerman, MPH
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School of Public Health Honor Code: The School of Public Health Honor Code is found in the student bulletin (sph.rutgers.edu/academics/catalog/index.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving
and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the school community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

**Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:**
When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.