



School of Public Health

Course Title: Alcohol Use, Society, and Health: A Public Health Perspective
Course Number: HBSP 0582
Course Pre-requisite: PHCO 0505
Course Location: School of Public Health Building, Room 2B

Course Date & Time: Wednesdays, 6:00pm – 8:00pm
Course Instructor: Patrick R. Clifford, Ph.D.
Professor
Department of Health Behavior, Society, and Policy
School of Public Health, 683 Hoes Lane West, Room 309
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Office Hours: Wednesdays, 5:00pm – 5:50pm and by appointment
Course Website: canvas.rutgers.edu

Required Course Readings:

Deeken, F., Banaschewski, T., Kluge, U. and Rapp, M.A. Risk and Protective Factors for Alcohol Use Disorders Across the Lifespan. *Current Addiction Reports* (2020) 7:245–251.

MacKillop, J. The Behavioral Economics and Neuroeconomics of Alcohol Use Disorders. *Alcohol Clin Exp Res*, Vol 40, No 4, 2016: pp 672–685.

Nayak, M.B., Patterson D., Wilsnack S.C., Karriker-Jaffe, K.J. and Greenfield, T.K. Alcohol's Secondhand Harms in the United States: New Data on Prevalence and Risk Factors. *J Stud Alcohol Drugs*. 2019 May; 80(3):273-281.

Nepal, S., Kypri, K., Tekelab, T., Hodder, R.K., Attia, J., Bagade, T., Chikritzhs, T. and Miller, P. Effects of Extensions and Restrictions in Alcohol Trading Hours on the Incidence of Assault and Unintentional Injury: Systematic Review. *J Stud Alcohol Drugs*. 2020 Jan;81(1):5-23.

Gomez, C.A., Kleinman, D.V., Pronk, N., Wrenn Gordon, G.L., Ochiai, E., Blakey, C., Johnson, A., and Brewer, K.H. (2021). Addressing Health Equity and Social Determinants of Health Through Healthy People 2030. *JPHMP*, vol. 27, No. 6 Supp., pp. S249-S257.

U.S. Department of Health and Human Services (HHS), Office of the Surgeon General, *Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health*. Washington, DC: HHS, November 2016.

White, A.M., Castle, I.P., Hingson, R.W., and Powell, P.A. Using Death Certificates to Explore Changes in Alcohol- Related Mortality in the United States, 1999 to 2017. *Alcoholism: Clinical and Experimental Research*, vol. 44, No. 1, pp. 178-187.

Castro, F.G., Barrera, Jr., M., Mena, L.A., and Aguirre, K.M., (2014). Culture and Alcohol Use: Historical and Sociocultural Themes from 75 Years of Alcohol Research. *Journal of Studies on Alcohol and Drugs*, Supplement 17, pp. 36-49.

Glasser, G. The Irrationality of Alcoholics Anonymous. The Atlantic, April 2015.

Additional/Supplemental Readings/Resources:

Blanchette, J.G., Lira, M.C., Heeren, T.C. and Naimi, T.S. Alcohol Policies in the U.S. States, 1999-2018. J Stud Alcohol Drugs. 2020 Jan;81(1):58-67.

National Institute on Alcohol Abuse and Alcoholism (NIAAA) website: niaaa.nih.gov

Sherk, A., Stockwell, T., Rehm, J., Dorocicz, J., Shield, K.D. and Churchill, S. The International Model of Alcohol Harms and Policies: A New Method for Estimating Alcohol Health Harms with Application to Alcohol-Attributable Mortality in Canada. J Stud Alcohol Drugs. 2020 May; 81(3): 339-351.

Nemtsov, A., Neufeld, M. and Rehm, J. Are Trends in Alcohol Consumption and Cause-Specific Mortality in Russia Between 1990 and 2017 the Result of Alcohol Policy Measures? J Stud Alcohol Drugs. 2019 Sep; 80(5): 489-498.

Treno, A.J., Marzell, M., Gruenewald, P.J., and Holder, H. (2014). A Review of Alcohol and Other Drug Control Policy. J Stud Alcohol Drugs, Supplement 17, pp. 98-107.

Xi, B., Veeranki, S.P., Xi, Sreenivas P. Veeranki, Zhao, M., Ma, C., Yan, Y. and Mi, J. Relationship of Alcohol Consumption to All-Cause, Cardiovascular, and Cancer-Related Mortality in U.S. Adults. J Am Coll Cardiol. 2017 Aug, 70(8) 913-922.

Course Description: Alcohol use is prevalent and associated with positive and negative consequences. In this regard, light to moderate alcohol intake has been associated with increased mental and physical health, while greater consumption has been associated with significant societal problems and health impairment. This course will introduce students to the role that alcohol plays in our daily lives, its impact on society and public health as well as the effectiveness of specific alcohol policies/regulations, and evidence-based interventions, treatments, and recovery programs.

Selected Concentration Competencies Addressed: Each Concentration identifies competencies for each degree offered. The competencies addressed in this course for the MPH in *Population Mental Health* include:

- Identify biological, psychological, socioeconomic, structural and sociocultural correlates of population mental health (1)

Please visit the Concentration webpages on the School of Public Health's website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

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

- identify factors affecting alcohol use behavior and health (a)
- identify evidenced-based interventions and treatments for alcohol use disorder (b)

- conduct a systematic literature review of a defined topic within the alcohol field (c)
- develop an argument for defending/opposing a controversial alcohol related issue (d)

Competency	Course Objective(s)	Lessons	Assessment
1	c	13 and 15 Online 30 activities	Systematic Literature Review Presentations
1	a, b, d	2 thru 12 Online 30 activities	Alcohol Topic Debates

Course Requirements and Grading:

- Class Participation - Based on assigned readings/class lectures, students are expected to engage in meaningful discussion regarding alcohol use and related topics. Although class participation is not part of the grading calculation per se, the instructor reserves the right to adjust student grades based on in-class contributions to class discussions.
- Alcohol Debates – Student teams (i.e., two or three students depending on class size) will develop an argument either supporting or opposing a selected topic (e.g., legal drinking age, benefits of alcohol use, effectiveness of alcohol regulations/policies, etc.) and debate each other. Each student will develop PowerPoint slides to reflect their arguments and position on the topic (e.g., state what is being claimed, provide evidence, and specify its impact). In addition, each student will assume a debate team role and specify the information associated with their role on the debate team (e.g., the First Affirmative debate team member defines terms, lists arguments they disagree with, states their interpretations of the topic, and provides 2-3 arguments in their team’s favor). For more detailed information regarding the requisite content of the PowerPoint slides see the ‘Review Structure, Rules, and Roles for debating’ video (the URL can be found below under ‘Online 30 Readings, Videos, and Skill Practice Activities’). The debates will be approximately 30 minutes in duration (i.e., 15 minutes for opposers and 15 minutes for supporters) followed by a 10-15 minute class discussion. An electronic copy of the debate slides should be uploaded to canvas by 5:00pm the Monday prior to scheduled presentations. The debate will account for 40% of the final grade.
- Contemporary Alcohol Related topic Presentation - Each student or student team (i.e., two or three students), depending on class size, will identify a contemporary alcohol related topic that they would like to investigate (e.g., adolescent/young adult alcohol use, gender issues, ethnic and/or racial inequalities, intervention efficacy, mechanisms of behavior change underlying alcohol interventions, mutual help groups, alcohol and injury, alcohol and violence, etc.). With instructor approval of the selected topic, a systematic review of the relevant scientific literature is to be conducted. An in-class PowerPoint presentation will be delivered that is approximately 15-20 minutes in duration, well organized, and presented in a professional manner. The presentation should include specification of the selected alcohol topic and the concern(s) and/or issue(s) addressed, the topic’s public health significance, a summary of the literature review findings (both positive and negative), a summary regarding the quality of the retrieved articles that includes methodological strengths and limitations (e.g., study design, measurement, sample characteristics), a statement regarding the interpretability

of the findings, and future recommendations. The student should be prepared to address issues raised by the instructor and fellow classmates (approximately 8-10 minutes will be allocated for this discussion period). An electronic copy of the presentation should be uploaded to canvas by 5:00pm the Monday prior to scheduled presentations. This project will account for 60% of the final grade.

SPH Grading Scale:

94 - 100	A
90 - < 94	A-
87 - < 90	B+
84 - < 87	B
80 - < 84	B-
77 - < 80	C+
70 - < 77	C
< 70	F

Course Schedule:

Session	Topic
9/4	Introduction to the Course
9/11	Alcohol Use and Culture: A Historical Perspective
9/18	Responsible Alcohol Use
9/25	A Learning Theory Approach to Understanding Alcohol Use
10/2	The Neurobiological and Pharmacokinetic Effects of Alcohol Use
10/9	Social Determinants of Alcohol Use and Alcohol Use Disorder
10/16	Alcohol Use Across the Lifespan: Benefits and Risks Debate Team Presentation
10/23	Alcohol and Health: Morbidities, Co-morbidities, and Mortality Debate Team Presentation
10/30	Alcohol Related Injuries and Violence
11/6	Alcohol Regulations and Policies
11/13	Assessment of Alcohol Problems
11/20	Prevention Efforts and Treatment Approaches Recovery Programs and Mutual-Help Groups
11/27	Thanksgiving Holiday – No Class
12/4	Student Presentations

12/11 Student Presentations

12/18 Course Wrap Up

Session Reading Assignments (Should be read prior to class):

- 9/11 Castro, F.G., Barrera, Jr., M., Mena, L.A., and Aguirre, K.M., (2014). Culture and Alcohol Use: Historical and Sociocultural Themes from 75 Years of Alcohol Research. *Journal of Studies on Alcohol and Drugs*, Supplement 17, pp. 36-49.
- 9/18 Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health (2016) U.S. Dept. of Health and Human Services. Chapter 1: Introduction and Overview of the Report, pp. 1-1 to 1-12.
- 9/25 MacKillop, J. (2016). The Behavioral Economics and Neuroeconomics of Alcohol Use Disorders. *Alcoholism: Clinical and Experimental Research*, vol. 40, no. 4, pp. 672-685.
- 10/2 Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health (2016) U.S. Dept. of Health and Human Services. Chapter 2: The Neurobiology of Substance Use, Misuse, and Addiction, pp. 2-1 to 2-21.
- 10/9 Gomez, C.A., Kleinman, D.V., Pronk, N., Wrenn Gordon, G.L., Ochiai, E., Blakey C., Johnson, A., and Brewer, K.H. (2021). Addressing Health Equity and Social Determinants of Health Through Healthy People 2030. *JPHMP*, vol. 27, No. 6 Supp., pp. S249-S257.
- 10/16 Deeken, F., Banaschewski, T., Kluge, U., and Rapp, M.A. (2020). Risk and Protective Factors for Alcohol Use Disorders Across the Lifespan. *Current Addiction Reports*, 7, pp. 245-251.
- 10/23 Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health (2016). U.S. Dept. of Health and Human Services. Chapter 2: Use of Multiple Substances and Co-occurring Mental Health Conditions, pp. 2-22 to 2-26.
- White, A., Castle, I.P., Hingson, R. and Powell, P.A. (2020). Using Death Certificates to Explore Changes in Alcohol-Related Mortality in the United States. *Alcoholism: Clinical and Experimental Research*, vol. 44, no. 1, pp. 178-187.
- 10/30 Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health (2016) U.S. Dept. of Health and Human Services. Chapter 1: Costs and Impacts of Substance Use and Misuse, pp. 1-12 to 1-16.

Nayak, M.B., Patterson, D., Wilsnack, S.C., Karriker-Jaffe, K.J. and Greenfield, T.K. (2019). Alcohol's Secondhand Harms in the US: New data on Prevalence and Risk Factors. *Journal of Studies on Alcohol and Drugs*, 80(3), pp. 273-281.

11/6 Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health (2016) U.S. Dept. of Health and Human Services. Chapter 1: Recent Changes in Health Care Policy and Law, pp. 1-20 and Chapter 3: Prevention Programs and Policies, pp 3-1 to 3-36.

Nepal, S., Kypri, K., Tekelab, K., Hodder, R.K., Attia, J., Bagade, T., Chikritzhs, T. and Miller, P. (2020). Effects of Extensions and Restrictions in Alcohol Trading Hours on the incidence of Assault and Unintentional Injury: Systematic Review. *Journal of Studies on Alcohol and Drugs*, 81(5), pp. 5-23.

11/13 Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health (2016) U.S. Dept. of Health and Human Services. Chapter 1: Diagnosing a Substance Use Disorder, pp. 1-16 to 1-19; The Separation of Substance Use Treatment and General Health Care, pp. 1-19 to 1-20; and Chapter 6: Substance Use Disorder Services Have Traditionally Been Separate from Mental Health and General Health Care, pp. 6-5 to 6-36.

11/20 Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health (2016) U.S. Dept. of Health and Human Services. Chapter 4: Early Intervention, Treatment, and Management of SUD, pp. 4-1 to 4-35; and Chapter 5: Recovery, pp. 5-1 to 5-10.

Glasser, G. (2015). The Irrationality of Alcoholics Anonymous. *The Atlantic*.

Online 30 Readings, Videos, and Skill Practice Activities

National Institute on Alcohol Abuse and Alcoholism (NIAAA), National Institutes of Health (NIH). Familiarize yourself with topics specific to Alcohol and Health (2-hours). Weeks 2-14. URL: <https://www.niaaa.nih.gov> and scroll to the Alcohol & Health section.

Review structure, rules, and roles for debating (60-minutes). Week 4. URLs: <https://www.uopeople.edu/blog/what-is-debating>

Practice debate roles with team members (90-minutes). Weeks 5-6.

Columbia University, Presidential Scholars Seminar: "Drinking While Pregnant: The Science and Stigma" (Video: 90-minutes). View for session 10 class. URL: <https://www.youtube.com/watch?v=pfFVrYgxvbo>

National Institute on Alcohol Abuse and Alcoholism (NIAAA), National Institutes of Health (NIH), Research Society on Alcoholism (RSA) Symposium, 2020 (Video: 95-minutes). View for session 12 class. URL:

<https://www.niaaa.nih.gov/everything-you-ever-wanted-know-about-treatment-alcohol-use-disorder-were-afraid-ask-primer-non>

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@oit.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.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 their 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 their 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.

Use of Generative AI: Each instructor at the School of Public Health determines how generative AI (e.g., ChatGPT) may or may not be used in their course. Please check with your instructor regarding the specific policy for their course. However, the use of generative AI in academic coursework is integrally related to academic integrity and is governed by the School's Honor Code. It is a violation of the Honor Code policy for students to represent work they did not do as their own, and work generated by an AI system, such as ChatGPT, falls under that policy.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Student Well-Being: The School of Public Health recognizes that students may experience stressors or challenges that can impact both their academic experience and their personal well-being. If the source of your stressors or challenges is academic, students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. For personal concerns or if

additional support is needed, students may reach out to the [Office for Student Experiences and Alumni Affairs](#) or any of the appropriate referral resources listed on the [SPH Student Connect](#) Canvas page.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office for Student Experiences and Alumni Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office for Student Experiences and Alumni Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendices A and B to [Policy 60.1.33](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendices A and B to University [Policy 60.1.33](#). For more information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

Overview of School Policies: Academic and non-academic policies and procedures, such as Auditing a Course, Retaking Courses, Grade Grievance and others that cover registration, courses and grading, academic standing and progress, student rights and responsibilities, graduation and more may be found under [Policies](#) on the School of Public Health website. Below are select specific policies; however, students are responsible for keeping informed about academic and non-academic policies and procedures beyond those noted on this syllabus.

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online ([Computing Requirements](#)).

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.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office for Student Experiences and Alumni Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html.