



## **Syllabus: Addiction from a Public Health Perspective**

University of Haifa

School of Public Health

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Semester B

Course number: 286.4371

**Time:** Thursday, 10:00-12:00

**Office hours:** Thursdays, 9.00-12.00

### **Course description**

An important problem facing our society today is that of drug addiction. This problem cuts across all cultures, as well as across social class, gender, and cultural and ethnic groups. It affects the economy of the country as a whole and the well-being of individuals, families and the communities in which they live.

This course will focus on substance use and addiction from a public health and policy perspective. This means that we will discuss the multidimensionality of substance use which includes the pharmacological dimension, psychological dimension, and the social dimension of drugs. We will study both legal (e.g. tobacco and alcohol) drugs and illegal drugs (e.g. amphetamines, cocaine, cannabis). We will examine models from different disciplines (e.g. medicine, brain sciences, psychology, sociology) for understanding addiction. We will also critically examine drug policies and their intended and unintended effects.

### **Course learning outcomes**

1. Develop an understanding of how society deals with drug use and why
2. Develop an understanding of how the effects of drugs depend not only on the chemical consistencies of the substance, but also psychological and social factors.
3. Gain insight into the reasons why people use and abuse drugs
4. Be able to apply theories in the field of public health and public policy in order to explain and predict future directions in drug policy



5. Provide students with the tools to be creative and critical in analysis of readings on substance use and addictions

### **Structure of the course**

Half of the class time is traditional face-to-face either in the classroom or on zoom format, half the class time is online activities delivered via Moodle and other online resources.

Traditional face-to-face classroom/zoom format is for:

- 1) Getting to know each other to facilitate a collaborative environment
- 2) Expanding on the course reading
- 3) Explaining and practicing difficult concepts/theories, getting an overview of major concepts/theories, minor points, and how they fit together
- 4) Asking and answering questions
- 5) Group presentations

Online activities are for:

- 1) Video lectures (recorded short lectures by course lecturer), non-lecture videos (e.g. TED talks, <https://www.ted.com/talks> ) and podcasts (e.g. the drug science podcast, <https://www.drugscience.org.uk/drug-science-podcast/> <https://www.kan.org.il/content/kan/podcasts/p-8155/> ) to provide more examples of key concepts/theories
- 2) Populate moodle course glossary with key concepts/theories
- 3) Submit assignments
- 4) Small group chat rooms

### **Course evaluation**

1. Models of addiction/treatment, short online quiz (25% of your grade)
2. Models of addiction/treatment, podcast assignment (25% of your grade)
3. Harms of drugs and drug policy, short online quiz (25% of your grade)
4. Intended and unintended consequences, short online quiz (25% of your grade)



## Course schedule

| Week No | Topic  | Reading  | Location, Lecture structure & assignments  |
|---------|--|--|--|
| 1       | <ul style="list-style-type: none"> <li>What is a hybrid course?</li> <li>Classification of drugs</li> </ul>    |  | <ul style="list-style-type: none"> <li>Location: classroom</li> <li>Students will be divided into groups. Each group will be assigned a class of drug and they will fill in this class in the moodle glossary</li> </ul> |
| 2       | <ul style="list-style-type: none"> <li>How do we measure addiction?</li> </ul>                                 | <ul style="list-style-type: none"> <li><i>National Institutes of Health.</i> (2021). Alcohol use disorder: a comparison between DSM—IV and DSM—5.<br/><a href="https://niaaa.nih.gov/publications/brochures-and-fact-sheets/alcohol-use-disorder-comparison-between-dsm">niaaa.nih.gov/publications/brochures-and-fact-sheets/alcohol-use-disorder-comparison-between-dsm</a></li> <li>Hasin, D. S., O'brien, C. P., Auriacombe, M., Borges, G., Bucholz, K., Budney, A., ... &amp; Grant, B. F. (2013). DSM-5 criteria for substance use disorders: recommendations and rationale. <i>American Journal of Psychiatry</i>, 170(8), 834-851.<br/><a href="https://ajp.psychiatryonline.org/doi/10.1176/appi.ajp.2013.12060782">ajp.psychiatryonline.org/doi/10.1176/appi.ajp.2013.12060782</a></li> </ul> | <ul style="list-style-type: none"> <li>Location: classroom</li> <li>Face-to-face lecture</li> <li>Small group assignment to discuss the DSM and related potential problems</li> </ul>                                    |
| 3       | <ul style="list-style-type: none"> <li>Theories of addiction</li> <li>Treatment models of addiction</li> </ul> | <ul style="list-style-type: none"> <li>Grifell, M., &amp; Hart, C. L. (2018). Is drug addiction a brain disease? <i>American Scientist</i>, 106(3), 160-167.<br/><a href="https://www.americanscientist.org/article/is-drug-addiction-a-brain-disease">https://www.americanscientist.org/article/is-drug-addiction-a-brain-disease</a></li> <li>Heilig, M., MacKillop, J., Martinez, D., Rehm, J., Leggio, L., &amp; Vanderschuren, L. J. (2021).</li> </ul>   | <ul style="list-style-type: none"> <li>Online, individual independent work</li> <li>Watch TED talks (see moodle) and answer questions over moodle.</li> </ul>  |



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|   |  | <p>Addiction as a brain disease revised: why it still matters, and the need for consilience. <i>Neuropsychopharmacology</i>, 1-9.<br/><a href="https://doi.org/10.1038/s41386-020-00950-y">https://doi.org/10.1038/s41386-020-00950-y</a></p> <ul style="list-style-type: none"> <li>• Robins, L., Helzer, J., Hesselbrock, M., &amp; Wish, E. (1980). Vietnam veterans three years after Vietnam: how our study changed our view of heroin. <i>Yearbook of Substance Use and Abuse, Human Science Press</i>. 213-230</li> <li>• Solinas, M., Chauvet, C., Thiriet, N., El Rawas, R., &amp; Jaber, M. (2008). Reversal of cocaine addiction by environmental enrichment. <i>Proceedings of the National Academy of Sciences</i>, 105(44), 17145-17150.<br/><a href="https://doi.org/10.1073/pnas.0806889105">https://doi.org/10.1073/pnas.0806889105</a></li> <li>• Branch, M. N. (2011). Drug addiction. Is it a disease or is it based on choice? A review of Gene Heyman's <i>Addiction: A Disorder of Choice</i>. <i>Journal of the Experimental Analysis of Behavior</i>, 95(2), 263-267.<br/><a href="https://doi.org/10.1901/jeab.2011.95-263">https://doi.org/10.1901/jeab.2011.95-263</a></li> </ul> |   |
| 4 | <ul style="list-style-type: none"> <li>• Theories of addiction</li> <li>• Treatment models of addiction</li> </ul>       |   | <ul style="list-style-type: none"> <li>• Online, individual independent work</li> <li>• Assignment noted above should be submitted through moodle.</li> </ul>   |
| 5 | <ul style="list-style-type: none"> <li>• Theories of addiction</li> <li>• Treatment models of addiction</li> </ul>       |   | <ul style="list-style-type: none"> <li>• Podcast assignment</li> <li>• <a href="https://www.kan.org.il/content/kan/podcasts/p-8155/">https://www.kan.org.il/content/kan/podcasts/p-8155/</a></li> </ul> |
| 6 | <ul style="list-style-type: none"> <li>• Drug policy</li> <li>• Understand the relation between drug laws and</li> </ul> |   | <ul style="list-style-type: none"> <li>• Location: Classroom</li> <li>• Student drug law group discussions#1:</li> <li>• Students are divided into group and will categorize a</li> </ul>               |



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|   | harms of drugs<br>harms   |  | <ul style="list-style-type: none"> <li>list of drugs according to 5 possible legal responses</li> <li>Common discussion in class</li> <li>Student drug law group discussions#2</li> <li>Same student groups will categorize drugs according to 5 possible legal responses, based on knowledge of harm</li> </ul>  |
| 7 | <ul style="list-style-type: none"> <li>Drug policy</li> <li>Understand the relation between drug laws and harms of drugs harms</li> </ul> | <ul style="list-style-type: none"> <li>Nutt DJ, King LA, Phillips LD. Drug harms in the UK: a multicriteria decision analysis. <i>The Lancet</i> 2010;376:1558-1565.</li> <li>Nutt, D., King, L. A., Saulsbury, W., &amp; Blakemore, C. (2007). Development of a rational scale to assess the harm of drugs of potential misuse. <i>The Lancet</i>, 369(9566), 1047-1053. <a href="https://doi.org/10.1016/S0140-6736(07)60464-4">https://doi.org/10.1016/S0140-6736(07)60464-4</a></li> <li>Nutt, D. J. (2009). Equasy—an overlooked addiction with implications for the current debate on drug harms. <i>Journal of Psychopharmacology</i>, 23(1), 3-5. <a href="https://journals.sagepub.com/doi/pdf/10.1177/0269881108099672?casa_token=Qmd41XOOPPkAAAAA:FvmpthnjZxHxiPysKKNJYLWfuUu_4GfmAZrKm_-R0nj583LPtXCFNm_cD-Yz41AFQWXkMMQoCd0_w">https://journals.sagepub.com/doi/pdf/10.1177/0269881108099672?casa_token=Qmd41XOOPPkAAAAA:FvmpthnjZxHxiPysKKNJYLWfuUu_4GfmAZrKm_-R0nj583LPtXCFNm_cD-Yz41AFQWXkMMQoCd0_w</a></li> </ul> | <ul style="list-style-type: none"> <li>Online</li> <li>Video: Watch David Nutt lecture “Decision making about illegal drugs: time for science to take the lead” <a href="https://www.youtube.com/watch?v=mDo09IBVHZw">https://www.youtube.com/watch?v=mDo09IBVHZw</a></li> </ul> <p>There is a transcript that can make it easier for you to follow</p> |
| 8 | <ul style="list-style-type: none"> <li>Drug policy</li> <li>Understand the relation between drug laws and harms of drugs harms</li> </ul> |  | <ul style="list-style-type: none"> <li>Online</li> <li>Assignment to hand in (see assignment in moodle)</li> </ul>  |
| 9 | <ul style="list-style-type: none"> <li>Social construction of drugs as a social problem</li> </ul>  | <ul style="list-style-type: none"> <li>Ben-Yehuda, N. (1994). The sociology of moral panics: toward a new synthesis. <i>Coomber (ed.) Drugs and Drug Use in Society, a Critical Reader, Greenwich University Press.</i> 201-220.</li> </ul>  | <ul style="list-style-type: none"> <li>Classroom lecture</li> </ul>   |



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|    |   | <ul style="list-style-type: none"> <li>Forsyth, A. J. (2001). Distorted? A quantitative exploration of drug fatality reports in the popular press. <i>International Journal of Drug Policy</i>, 12(5-6), 435-453.</li> <li>Rainarman, C. (2017). The social construction of drug scares. <a href="http://realworldsociology.com/?page_id=3644">http://realworldsociology.com/?page_id=3644</a></li> </ul>   |  |
| 10 | <ul style="list-style-type: none"> <li>Intended and unintended consequences of drug laws</li> </ul> | <ul style="list-style-type: none"> <li>Merton, R. K. (1936). The unanticipated consequences of purposive social action. <i>American sociological review</i>, 1(6), 894-904. <a href="https://doi.org/10.2307/2084615">https://doi.org/10.2307/2084615</a></li> <li>Reuter, P. (2005). The unintended consequences of drug policies. <i>Technical Report 5, RAND Europe, Santa Monica US</i>. 1-22</li> <li>World Drug Report. (2009). <i>Confronting unintended consequences: Drug control and the criminal black market</i>. 163-166.</li> </ul> | <ul style="list-style-type: none"> <li>Classroom lecture</li> </ul>  |
| 11 | <ul style="list-style-type: none"> <li>Intended and unintended consequences of drug laws</li> </ul> |   | <ul style="list-style-type: none"> <li>Online</li> <li>Listen to podcasts and answer questions through moodle</li> </ul> |
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Students that receive accommodation letters, and need academic adjustments, please meet with me to discuss the provisions of those accommodations as early in the semester as possible.