University of Maryland College Park
School of Public Health

HLTH 352– Portrayal of Drug Use and Addiction on Screen: Does Hollywood get it Right?

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<th>Semester:</th>
<th>Spring 2016</th>
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<tbody>
<tr>
<td>Classroom and Time:</td>
<td>SPH 1303 MWF 12:00pm - 12:50pm</td>
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<tr>
<td>Instructor:</td>
<td>Amelia M. Arria, Ph.D.</td>
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<tr>
<td>Office Hours:</td>
<td>Tuesdays 12-1:30 and by appointment via email</td>
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<tr>
<td>Office:</td>
<td>SPH 1242Y</td>
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<tr>
<td>Phone:</td>
<td>301-405-9795</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:DrArria.terp@gmail.com">DrArria.terp@gmail.com</a> (PREFERRED METHOD OF CONTACT)</td>
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Credits: 3
Grading Method: Regular, Pass-Fail, Audit
Prerequisite: HLTH 106, Drug Use and Abuse, BCH Majors Only

Description: An examination of key aspects of the public health aspects of alcohol and other drug use, abuse and addiction and related consequences. Characters and movie scenes are used for illustrative purposes. Through comparative analysis of public health research evidence with portrayals used in movies, the student gains a deep understanding of substance abuse, its consequences, and theoretical foundations of its biopsychosocial etiology and radiating effects on families, communities and society.

Required Readings: See Session Outline, below

Course Description: The purpose of the course is to provide students with a deep understanding of the multifactorial etiology of substance abuse and addiction as well as its public health consequences (e.g., individual and population health, families, and society). Also, historical changes of how society has perceived addiction and intervention approaches will be highlighted. Selected examples of characters and their experiences in movies will be used to illustrate various aspects of substance abuse.

Course Learning Objectives: Upon completing this course, the student will be able to:

1. Describe how mass media can influence our understanding of public health topics and how exposure to mass media can impact our decision making related to high-risk behaviors.
2. Compare historical changes in society’s view and understanding of the disease of addiction as portrayed in movies with our scientific understanding.
3. Identify and describe the multifactorial etiology of substance abuse (e.g., biological, genetic, familial, peer and environmental risk factors).
4. Define and describe the impact of substance use and abuse on public health.
5. Critically evaluate the portrayals of individual struggles with addiction as compared to what is known from the research literature.
6. Critically evaluate the portrayals of intervention approaches as compared to what is known from the research literature on intervention, treatment and long-term management.
7. Describe the variation of experiences among individuals with addiction based on age, gender and socioeconomic status.

Program Competencies Addressed in this Course: The following competencies for the Behavioral and Community Health program are addressed in this course:
1. Apply statistics and research methods to accurately describe the distribution and examine the determinants of population health.
2. Apply statistics and research methods to community health program evaluations.

**Expectations and Important Information about Class Attendance:**
Attendance is critical to learning and successful attainment of the course objectives and curriculum competencies. The importance of class attendance to performing well CANNOT BE OVERSTATED.
This is a fairly intensive and fast-paced class, with each class building upon the next, so it is important for you to come to class to keep up with the material. Please keep up with the reading—reading the relevant material BEFORE coming to class is preferred. Asking questions during class—especially if something in the readings does not make sense—is a good idea. Students are responsible for viewing movies on their own by utilizing the digital library collections staff of the University of Maryland Hornbake Library. Simply being in class is not enough, paying attention and being respectful of others is critical. Class discussion will be encouraged to understand concepts and reinforce what has been learned.

**Course Policies:**
**Personal Technology Use Policy**
HLTH 352 permits and encourages the use of laptops and tablets to assist students in taking notes and in seeking further clarification of course material during the lectures. Use of personal technology must be conducive to the learning environment and not a distraction to the instructor and other students.

**Classroom rules:**
1. Unless required for class content, wireless network adapters should be disabled.
2. Applications irrelevant to the class discussion should not be open. This includes but is not limited to: surfing the web, responding to email, Facebook, Instagram, Twitter, Canvas sites of other classes, instant messaging, etc.
3. All sounds must be muted before the start of class and for the duration of class.
4. Under no circumstances should personal, non-emergency calls be placed or answered from within a classroom while a class is in session.
5. Under no circumstances should students view or send personal, non-emergency text messages
6. Individuals who are aware that they may receive notice of an emergency during a class session should speak with the instructor before class. If such a notification is received, either quietly leave the class or wait until a break before responding.
7. In the event that an emergency notification is sent via UMD’s Emergency Notification System, notify the instructor and follow instructions accordingly.
8. Individuals who require video or audio recording devices to satisfy a DSS service should consult with the instructor to make arrangements for the placement and operation of these devices
9. Individuals who wish to use audio or video recording devices, but are not doing so to satisfy a DSS service, must receive approval from the instructor before utilizing the equipment.

**Contacting Dr. Arria:** The best way to get in touch with Dr. Arria with questions is through EMAIL and/or by setting up an appointment through email via DrArria.terp@gmail.com. Voicemail messages cannot be expected to be returned in a timely fashion.

**Email – The Official University Correspondence:** Verify your email address by going to www.my.umd.edu. All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.
Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcements, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building. For technical support for University email www.helpdesk.umd.edu or call 301-405-1400.

Absence Policy: It is your responsibility to find out what was covered in class from a classmate. In accordance with University policy if you are absent for a single (1) lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the instructor will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, the instructor must be contacted in advance. Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like an exam or test) will require written documentation from an appropriate health care provider/organization. A link to the new policy covering absences from class can be found at http://www.president.umd.edu/policies/v100g.html

Late work and Missed Exams/Assignments: Late work and/or missed exams may not be made up for any other reason except a documented medical/health/emergency reason.

Religious Observances: The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student’s responsibility to inform the instructor in advance of any intended absences for religious observance.

Special Accommodations / Disability Support Services: If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Services (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

Inclement Weather / University Closings: In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (http://www.umd.edu) and snow phone line (301-405-SNOW), as well as local radio and TV stations. Do not assume that the university will be closed due to inclement weather if no notices are sent out.

Course Evaluations: The University, the School of Public Health, and the Department of Behavioral and Community Health are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. A notice will be posted on CANVAS regarding the dates when course evaluations can be posted (www.CourseEvalUM.umd.edu).

Academic Integrity: The University’s code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:
• CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
• FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
• FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
• PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: http://www.shc.umd.edu/code.html.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

Statement on Cheating: The Department of Behavioral and Community Health has a zero tolerance policy on academic dishonesty of any kind. If a Departmental instructor believes that a student has been involved in academically dishonest activity, he or she will report it to the University's Office of Student Conduct, and is not obligated to disclose the report to the student in question. Once referred, the Office of Student Conduct will contact the student in writing to inform them of the charges.

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Grading Procedures
Examination I  March 2, 2016  120 points
Examination II April 11, 2016  120 points
FINAL Exam Tuesday May 17 8-10am  135 points
Comparative Analysis Paper April 25, 2016  150 points
Viewing Synopsis Four short essays (50-75 points each)  275 points
In-class participation Discussions in class (4 units * 50 points)  200 points

Grading
960-1000 points  A+
930-959 points  A
900-929 points  A-
860-899 points  B+
830-859 points  B
800-829 points  B-
760-799 points  C+
730-759 points  C
700-729 points  C-
660-699 points  D+
630-659 points  D
600-629 points  D-
0-599 points  F

TOTAL: 1000 points

Grading Summary: Short Essays: 27.5%; Comparative Analysis Paper: 15%; Exams: 37.5% In Class: 20%

BEHAVIORAL AND COMMUNITY HEALTH DEPARTMENTAL POLICY
NO EXTRA CREDIT IS GIVEN UNDER ANY CIRCUMSTANCE FOR ANY PURPOSE.

Exam I, II and the Final Exam: There will be three in-class examinations. Each exam will consist of multiple-choice questions. Cell phones and any other electronic devices must be turned off and stored during the exams. Make-up exams will include essay questions and will be considered only for those students who have a legitimate emergency or medical/health reason for absence and provide written documentation to substantiate their absence. Otherwise, students are expected to be in attendance on the specified date and time set in the syllabus for all exams. No accommodations will be made unless there is serious documented illness that precludes attendance. If an unforeseen emergency or illness prevents a student from being in class on the day of the exam, the professor must be contacted within 24 hours prior to the start of the exam. The final will be cumulative. See below table for the lectures covered by Exams 1 and 2.

Comparative Analysis Paper (150 points): This writing assignment consists of a five-page paper that describes a character from a popular movie as an illustration of a particular facet of substance use. For example, one could choose a drug-dependent mother in a movie to describe the impact of maternal drug use on children. Citations from the scientific literature must be used appropriately to draw comparisons between the movie character and what is known about the topic from research. This assignment will illustrate your knowledge and ability to apply the course content. This paper is required to be 5 single-spaced pages in length of text (11 point Calibri font, 1 inch margins), exclusive of the References and Appendices. A reference list must be included using American Medical Association format. This assignment is due on April 26, 2015. Grading of this proposal will be based on Dr. Arria’s review of the completeness of the analysis and description of the character and how the character is put in the frame of our scientific understanding of the particular topic of interest. The grade on the paper is final and cannot be negotiated. More information about the specific requirements for this assignment will be discussed in class.
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<th>Unit</th>
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<td>#1 Moviemaker Intentions and Youth Exposure</td>
<td>#1</td>
<td>M 1/25</td>
<td>Welcome! Syllabus Review/Review of Goals and Expectations</td>
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<tr>
<td></td>
<td>#2</td>
<td>W 1/27</td>
<td>Intentions of movie makers</td>
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<td></td>
<td>#3</td>
<td>F 1/29</td>
<td>Genre, story structure and character development</td>
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<td></td>
<td>#4</td>
<td>M 2/1</td>
<td>Exposure to alcohol and drug use in the movies</td>
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<td></td>
<td>#5</td>
<td>W 2/3</td>
<td>Does exposure influence behavior?</td>
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<td>#6</td>
<td>F 2/5</td>
<td>Drug use and addiction in the population /diagnostic criteria</td>
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<td>#7</td>
<td>M 2/8</td>
<td>Socioeconomic factors and drug use and addiction</td>
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<td>#8</td>
<td>W 2/10</td>
<td>Place of residence and drug use and addiction</td>
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<td></td>
<td>#9</td>
<td>F 2/12</td>
<td>Addiction as a chronic, relapsing disorder/Essay #1 DUE</td>
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<td>#10</td>
<td>M 2/15</td>
<td>Addiction as a brain disease</td>
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<td>#11</td>
<td>W 2/17</td>
<td>NO CLASS: On your own viewing</td>
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<td></td>
<td>#12</td>
<td>F 2/19</td>
<td>Health consequences of drug use</td>
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<td>#13</td>
<td>M 2/22</td>
<td>Personal and social consequences of drug use/costs</td>
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<td>#14</td>
<td>W 2/24</td>
<td>Radiating effects of addiction on the family</td>
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<td>#15</td>
<td>F 2/26</td>
<td>NO CLASS: On your own viewing</td>
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<td></td>
<td>#16</td>
<td>M 2/29</td>
<td>Review of key concepts of Units 1 and 2/Essay #2 DUE</td>
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<td>#17</td>
<td>W 3/2</td>
<td>EXAM #1</td>
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<tr>
<td>#2 The Nature and Consequences of Drug Addiction</td>
<td>#18</td>
<td>F 3/4</td>
<td>NO CLASS – on your own viewing</td>
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<td></td>
<td>#19</td>
<td>M 3/7</td>
<td>Historical shifts in perceptions about addiction</td>
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<td></td>
<td>#20</td>
<td>W 3/9</td>
<td>The spectrum of substance use behaviors</td>
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<td>#21</td>
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<td>NO CLASS – on your own viewing</td>
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<td>#22-#24</td>
<td>M 3/14- F/18</td>
<td>SPRING BREAK</td>
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<td>#25</td>
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<td>Theoretical frameworks for understanding problem substance use</td>
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<td>W 3/23</td>
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<td>#28</td>
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<td>#29</td>
<td>W 3/30</td>
<td>Family-level risk and protective factors</td>
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<td>#30</td>
<td>F 4/1</td>
<td>Family-level risk and protective factors</td>
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<td></td>
<td>#31</td>
<td>M 4/4</td>
<td>Special needs of children of parents with drug problems</td>
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<td></td>
<td>#32</td>
<td>W 4/6</td>
<td>Adverse childhood experiences and later drug use</td>
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<td>#33</td>
<td>F 4/8</td>
<td>Peer influences on drug use</td>
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<td>M 4/11</td>
<td>The “gateway hypothesis”</td>
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<td>#35</td>
<td>W 4/13</td>
<td>Availability and societal attitudes/ Essay #3 DUE</td>
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<td>#36</td>
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<td>Review of key concepts of Unit 3</td>
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<td>EXAM #2</td>
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<td>#3 Understanding the Precursors of Drug Use and Addiction</td>
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<td>F 4/22</td>
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<td>Recovery</td>
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<td>#41</td>
<td>W 4/27</td>
<td>NO CLASS: On your own viewing</td>
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<td></td>
<td>#42</td>
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<td>Managing the disease of addiction</td>
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<td>#43</td>
<td>M 5/2</td>
<td>Screening and Brief Intervention</td>
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<td>#44</td>
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<td>Community-based prevention approaches</td>
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<td>#45</td>
<td>F 5/6</td>
<td>Drugs and the criminal justice system Essay #4 DUE</td>
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<td>#46</td>
<td>M 5/9</td>
<td>Review session for Final Exam</td>
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<td></td>
<td>Tuesday May 17 8-10am</td>
<td>Final Exam</td>
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Short Essays

Unit 1 (one single spaced page, Calibri 11pt font, 1 inch margins) (50 points): Describe three ways in which audiences are exposed to substance use and addiction on screen using examples from the movies. Describe your opinion of whether these portrayals are positive, negative or neutral. Based on what we know from the scientific literature, what do you think the potential impacts of the portrayals are on young adult attitudes and behavior?

Unit 2 (two single spaced pages, Calibri 11pt font, 1 inch margins) (75 points): Choose a character who has an alcohol or drug problem and describe how they meet or do not meet diagnostic criteria for alcohol or drug dependence. In doing so, describe the character’s experiences with alcohol and drugs and detail the way the consequences of drug use are depicted.

Unit 3 (two-three single spaced pages, Calibri 11pt font, 1 inch margins) (75 points): Select a character in a movie who is using or addicted to alcohol or drugs. Using the ecological framework of risk and protective factors (e.g., individual, family, peer, neighborhood environment, etc.), describe whether the portrayal of the character in the movie adequately explains the character’s involvement in substance use from the ecological framework. What risk factors are obviously present? Which risk factors are alluded to? Which risk factors or level of risk factors do not seem to be addressed at all in the movie?

Unit 4 (two-three single spaced pages, Calibri 11pt font, 1 inch margins) (75 points): Select a character in a movie who is using or addicted to alcohol or drugs who ends up receiving treatment for their drug problem. How does the person enter into treatment? Describe the treatment received, the outcome of the treatment and the person’s recovery process. Using what you’ve learned in class about the management of addiction, describe whether the portrayal of these stages of treatment and recovery in the movie is realistic/accurate.
### Session Outline and Learning Objectives

#### Unit #1: Moviemaker Intentions and Youth Exposure (Sessions 2-5)

**Learning Objectives:**
- Articulate intentions of moviemakers
- Understand genre, story structure and character development from a moviemaker’s perspective
- Describe the various ways in which moviemakers expose audiences to alcohol and other drug use topics
- Describe the findings of research studies on youth exposure to alcohol and drug use in the movies
- Describe the status of research on the relationship between exposure to alcohol use in the movies and behavior

**Required Readings:**

**Background Articles used in Class/Optional Readings:**

#### Unit #2: The Nature and Consequences of Drug Addiction (Sessions 6-15)

**Part 1: The Nature of Addiction**

**Learning Objectives:**
- Understand the spectrum of substance use behaviors (opportunity, use, problems, addiction, withdrawal, relapse)
- Describe the prevalence of drug use and addiction in the population and subgroup variation by race, gender and socioeconomic status
- Understand historical changes in perceptions regarding the origins of addiction (e.g., bad people vs. bad behavior)
- Describe biological vulnerability to drug problems (i.e., as a neurodevelopmental disorder)
- Describe how addiction is a chronic, relapsing disorder

**Required Readings:**

**Background Articles used in Class/Optional Readings:**

**Part 2: The Consequences of Addiction**

**Learning Objectives:**
- Describe physical and mental health consequences of drug use
- Describe the effects of addiction on families
- Describe the methods used to estimate costs of addiction on society
Required Readings:


Background Articles used in Class/Optional Readings:


Unit #3: Understanding the Precursors of Drug Use and Addiction (Sessions 18-35)

Learning Objectives:

- Utilize a biopsychosocial theoretical framework to understand the development of addiction
- Describe conditions of affluence that increase propensity for drug use and addiction
- Describe conditions of disadvantage that increase propensity for drug use and addiction
- Understand the importance of perceived harmfulness as a risk factor for drug use
- Explain the utility of problem behavior theory as an explanatory framework for problem substance use
- Explain critical issues surrounding the gateway hypothesis
- Understand the complexity of how the family influences risk for and resiliency to drug use and addiction

Required Readings:

- Substance Abuse and Mental Health Services Administration, Trends in Adolescent Substance Use and Perception of Risk from Substance Use January 3, 2013.

Background Articles used in Class/Optional Readings:

Unit #4: Preventing Drug Use and Managing the Disease of Addiction (Sessions 38-45)

Learning Objectives:
- Describe public health approaches to prevent initiation of alcohol and other drug use
- Describe early intervention approaches to reduce the risk of transition to problematic use among users
- Articulate the need for using a chronic disease management model rather than an acute care model to treat addiction
- Understand the state of the research regarding pharmacologic treatments for addiction
- Describe 12-step approaches to promoting abstinence and supporting recovery
- Challenge the accuracy of portrayals of addiction treatment in the movies and its possible impact on public understanding

Required Readings:

Background Articles used in Class/Optional Readings: