



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2025-26
<b>Module Code</b>	1457
<b>Module Title</b>	Alcohol, Tobacco and other Drugs
<b>Module Organiser(s)</b>	Lucy Platt
<b>Faculty</b>	Public Health and Policy
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	101307;101332
<b>Term of Delivery</b>	Term 2
<b>Mode of Delivery</b>	This module will be delivered by face-to-face teaching modes.  Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered by face-to-face sessions. There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
<b>Mode of Study</b>	Full-time
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	None
<b>Accreditation by Professional Statutory and Regulatory Body</b>	n/a
<b>Module Cap (Indicative number of students)</b>	20
<b>Target Audience</b>	This module is aimed at students on the MSc Public Health and is also useful for students on other programmes, who already have or wish to develop an interest in this topic. This includes students taking the MSc Public Health for Development, MSc Global Mental Health, and MSc Tropical Medicine and International Health. N.B. This is not a clinical module.
<b>Module Description</b>	During the module, students will develop understanding of the importance of drug use to public health globally. They

	will gain an appreciation of current tobacco, alcohol and other drug research, policy and intervention issues, specifically from an evidence-based public health perspective. The module consists of lectures, seminars and facilitated group with a summative assessment in the form of a 2000 word essay.
<b>Duration</b>	5 weeks at 2.5 days per week
<b>Timetabling slot</b>	Slot C2
<b>Last Revised (e.g. year changes approved)</b>	September 2025

<b>Programme(s)</b>	<b>Status</b>
MSc Public Health	Recommended
MSc Public Health (Health Economics)	Recommended
MSc Public Health (Health Promotion)	Recommended
MSc Public Health (Health Services and Management)	Recommended
MSc Public Health (Health Services Research)	Recommended
MSc Public Health for Global Practice	Recommended
MSc Global Mental Health	Recommended
MSc Tropical Medicine & International Health	Recommended

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
The overall module aim is to develop understanding of the importance of drug use to public health globally, and to gain an appreciation of current tobacco, alcohol and other drug research, policy and intervention issues, specifically from an evidence-based public health perspective.



### Module Intended Learning Outcomes

Upon successful completion of the module a student should be able to:

1. Describe and compare the burden of harms from different drugs and patterns of use
2. Identify public health objectives in relation to drug use and differentiate these from other influences on public policy formation
3. Assess a wide range of interventions in terms of their contributions to reducing drug-related harm, from individually targeted approaches to international regulatory measures
4. Evaluate the evidential content of current policy debates on drug use;
5. Analyse issues involved in researching alcohol, tobacco and other drug use in public health and critique the resulting evidence

### Indicative Syllabus

#### Session Content

There are 10 lectures, 9 seminars, 3 facilitated groupwork sessions, plus additional groupwork sessions as required and a team presentation.

Usual lecture titles include: Introduction to alcohol, tobacco and other drugs; Public health approaches to alcohol, tobacco & other drugs; Why some substances are legal and others are not; Alcohol epidemiology and policy issues; Injecting drug use epidemiology and policy issues; Tobacco epidemiology and policy issues; Preventing drug use and harms; Emerging trends in drug use; The social contexts of drug use practices; Community-led models for improving the health of people who use drugs; Drugs, alcohol and tobacco policy approaches compared. The seminars are related to the lectures which broadly address tobacco, alcohol and injecting drug use together.

Groupwork addresses tobacco, alcohol or other drug use in depth with students able to select from a choice of one topic in each area, as numbers allow. The form of typical learning outcomes for the groupwork are as follows:

- To collate and summarise existing background epidemiological data
- To identify available policy measures
- To evaluate the evidence base on their effectiveness
- To collate and summarise existing data in the topic area
- To identify needs for further research
- To develop skills in team working, and presentation, which maximise the participation of all
- Groupwork leads to a formatively assessed presentation. Recent topics, for indicative purposes only, have been: Parliamentary Committee Inquiry into E-cigarettes; Brief interventions to identify and reduce alcohol problems; Crack cocaine harm



### Session Content

reduction: Developing an intervention to reach hidden populations and enhance service engagement.

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	35	23
Directed self-study	45	30
Self-directed learning	12	8
Assessment, review and revision	58	39
<b>Total</b>	<b>150</b>	<b>100</b>

### Teaching and Learning Strategy

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email.

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive and self-directed study.

Lectures are recorded. Slides and handouts are available on Moodle prior to the relevant lectures and seminars.

## Assessment

### Assessment Strategy

Students will write a 2,000-word essay on a public health approach to a policy debate or on a research issue (worth 100% of the module grade). They will be asked to address one title from a number of titles offered. The assessment is designed to allow the students to demonstrate their learning and critical understanding of the topic, as related to the module's intended learning outcomes.

Groupwork is formatively assessed only and does not contribute towards the final module grade.



## Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	2,000 word essay	100	All

### Resitting assessment

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual

For individual students resitting the summative assessment, this will take the form of an essay like the original assessment.

## Resources

### Indicative reading list

Berridge. V (2013) *Demons. Our changing attitudes to alcohol, tobacco and drugs* (Oxford, Oxford University Press)

Reinarman, C. (2005) Addiction as accomplishment: The discursive construction of disease, *Addiction Research and Theory*, 13: 307-320

Petticrew M, Maani Hessari N, Knai C, How alcohol industry organisations mislead the public about alcohol and cancer. [Drug Alcohol Rev.](#) 2018 Mar;37(3):293-303. doi: 10.1111/dar.12596.

Platt L, Minozzi S, Reed J, Vickerman P, Hagan H, French C, Jordan A, Degenhardt L, Hope V, Hutchinson S, Maher L, Palmateer N, Taylor A, Bruneau J, Hickman M. Needle syringe programmes and opioid substitution therapy for preventing HCV transmission among people who inject drugs: findings from a Cochrane Review and meta-analysis. *Addiction*. 2017 Sep 11



## Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the [Moodle Accessibility Statement](#) which can also be found within the footer of the Moodle pages. All students have access to "[SensusAccess](#)" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the [LSHTM Disability Support pages](#).