

HSC 4143 – Drug Education & Behavior

Department of Health Education & Behavior University of Florida
Spring 2024

Instructor: Dr. Scaglione

Nichole M. Scaglione, Ph.D., CHES

Phone: (352) 294-0548

Email: nscaglione@ufl.edu

Office: Florida Gym (FLG) 11

Office Hours: Monday/Wednesday (or virtually) by appointment

Department Chair: Mildred M. Maldonado-Molina, Ph.D.



I. COURSE LOGISTICS & CORRESPONDENCE

Class Meeting Location:

FLG Room 285

Class Meeting Times:

Monday/Wednesday/Friday 11:45am-12:35pm

Correspondence: **UFL email with subject line: HSC4143-(subject) OR Drug Ed & Behavior**

- You may email any NON-grade related course inquiry to Dr. Scaglione.
- Visit office hours if you have a grade-related inquiry.
- Email inquiries received Monday through Friday will typically be responded to within 24 hours. If you do not receive a reply within 48 hours, please resend your inquiry.
 - Emails sent after 4:00pm on Fridays and/or during the weekends will be replied to the following Monday.
- Review p. 5 of this syllabus for more information about sending emails.

I. COURSE DESCRIPTION

This course is comprised of both graduate and undergraduate level students. Graduate level students will complete additional requirements as listed in the “Course Requirements” section of their Course Syllabus. This course provides a broad overview of drug use and misuse, including individual behavior, environmental factors, and the drug itself. Drug taking is approached from a factual, science-based stance (i.e., what has been documented to date), so that students can separate speculation and bias from fact. Emphasis is also placed on methods pertaining to the prevention and risk reduction of drug use and misuse. This course is not intended for the diagnosis or treatment of substance use disorders but to learn about common drugs of misuse and evidence-based methods to prevent and reduce harmful substance use.

II. Course/Student Learning Objectives:

Upon successful completion of this course, students will:

1. Identify major drugs of misuse and demonstrate a basic understanding of their physiological, psychological, and behavioral effects
2. Identify current trends in drug use, misuse, and Substance Use Disorders (SUDS)
3. Recognize the range of factors that contribute to drug use and misuse
4. Objectively analyze current literature in selected areas of drug and alcohol use
5. Be informed about effective and ineffective approaches to prevent and treat SUDS

III. REQUIRED COURSE MATERIALS

Hart, C., & Ksir, C. (2021). *Drugs, Society, and Human Behavior*, 18th Edition. McGraw Hill Education
****Check Canvas for additional required readings each week.**

IV. CLASS STRUCTURE

The course is organized around weekly topics and will be delivered using a combination of readings, online lectures, videos, class discussions, and other in- and out-of-class activities. The majority of class sessions will be conducted in person at the scheduled course times. It is anticipated that a limited number of class sessions will be held in a Zoom format, e.g., when we have guest lecturers or watch content-relevant videos. These methods are intended to facilitate students' active learning. **You are expected to read/review any and all assigned materials prior to attending class, so you can actively participate in discussions and other activities.**

Course Website and e-Learning Services: The syllabus and *some* class materials are posted on Canvas. There will be additional materials covered outside of the materials posted on Canvas. Report website problems directly to e-Learning Support Services (352-392-4357). I do not control the technical aspects of the Website.

For class sessions conducted using a Zoom format, students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to having your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to having your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows you to type questions and comments live.

eduroam network access: If you have limited wi-fi access, you may use eduroam, the on-campus wi-fi network accessible to UF students for free using their GatorLink log-in credentials. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide. There are over 100 Wi-Fi hotspots in Florida, including several state university campuses and community colleges. Also, in Florida all UF/IFAS Research and Education Centers (REC) are equipped with eduroam, so if you live in a rural area you can visit a REC to securely watch course videos and take care of your academic needs. Here's a link to all of the eduroam sites in the U.S.: <https://incommon.org/eduroam/eduroam-u-s-locator-map/>.

How to connect to eduroam:

If you can get a Wi-Fi signal at any eduroam location (see below) and on your mobile device (laptop, smartphone, or tablet) that has already been configured for eduroam, you will automatically be connected. Otherwise, follow the instructions for connecting here: <https://helpdesk.ufl.edu/connecting-to-eduroam-off-campus/>.

If you have any problems connecting to eduroam, call (352-392-HELP/4357) or email the UF Computing Help Desk.

Exams will be given using Honorlock—see

<https://dce.ufl.edu/media/dceufledu/pdfs/Honorlock-Student-Exam-Preparation-Information.pdf>

V. COURSE REQUIREMENTS & GRADING:

ASSIGNMENTS	POINTS	DEADLINE
1. Assessments		
Exam 1	100	Friday, February 2 by 11:59pm
Exam 2	100	Friday, March 8 by 11:59pm
Exam 3 (Final)	100	Friday, May 3 by 11:59pm
2. Web-based Drug Education Program Review	15	Friday, February 23
3. Drug-related Seminar Reflection	10	Friday, March 22
4. Pro/Con Task Force Small Group Student Presentations	125	Presentations Weds., April 17 – Weds., April 24
5. Class Attendance & Participation; Discussion Post Engagement	25	Ongoing throughout semester
Total	475	

Grading Scale

A	441.75 – 475.00 points	4.00 UF Grade Points
A-	427.50 – 441.74 points	3.67 UF Grade Points
B+	415.62 – 427.49 points	3.33 UF Grade Points
B	394.25 – 415.61 points	3.00 UF Grade Points
B-	380.00 – 394.24 points	2.67 UF Grade Points
C+	368.12 – 379.99 points	2.33 UF Grade Points
C	346.75 – 368.11 points	2.00 UF Grade Points
C-	332.50 – 346.74 points	1.67 UF Grade Points
D+	318.25 – 332.49 points	1.33 UF Grade Points
D	299.25 – 318.24 points	1.00 UF Grade Points
D-	285.00 – 299.24 points	0.67 UF Grade Points
E	284.99 points and below	0.00 UF Grade Points

Please note:

The last day a student can drop a course without any fee liability is the last day of drop/add (January 12th). The last day a student can drop a course and receive a “W” is April 12th. Students who have a very low grade but do not drop/withdraw from this course nor explain their situation to the instructor before Monday, 4/8/24 will be given an “E” (Failing grade), NOT an “I” (Incomplete grade).

Understand that 427.4999999999 points equals a “B+” semester grade. Because I offer extra credit opportunities throughout the semester, I do not add extra points, nor fractions of extra points to final grades, so please do not ask.

Information on current UF grading policies for assigning grade points can be found at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

Description of Course Requirements

- Assessments (300 points):** You will have three non-cumulative exams for this course. The exams will cover course materials (e.g., lecture/discussion notes, guest speaker information, and reading materials) and will include matching, multiple choice, and true/false questions. If a student requires a make-up exam for **any** reason, they will instead take a comprehensive final at the end of the term during the final exam meeting time.
- Web-based Drug Education Program Review (15 points):** There are a number of online drug education programs college campuses use to inform students about potential drugs of misuse, their myriad consequences, and protective strategies to reduce harm. You will be asked to review a 20- to 40-minute course commonly offered to university students and evaluate it for use at UF. Drawing on principles learned throughout the HEB curriculum, you will be asked to submit a 1-2 page reflection addressing the following questions: What do you like/dislike about the course? What information was new to you? What mechanisms of behavior change/theoretical constructs

are targeted within the program to facilitate harm reduction? In what way does it promote harm reduction vs. drug abstinence? Would you recommend it be used for drug education at the University of Florida? Why/why not? In what context (e.g., everyone should take it vs. only those mandated after an infraction should take it)? Assignment details and grading rubric will be posted on Canvas.

3. **Drug-related Seminar Reflection (10 points):** Aligned with identifying current trends in drug use, research, prevention, and treatment, there are numerous drug-related seminars presented monthly through the Center for Addiction Research and Education, the Center for Behavioral Economic Health Research, and others. You will be asked to attend at least one seminar this semester and write a 1-2 page reflection describing the seminar, discussing how the seminar content relates to class, and considering how the findings or principles discussed will be useful to you in your personal life or future profession.
4. **Pro/Con Undergraduate Student Group Presentations (125 points):** We will form small groups, the size of which will depend on student enrollment. Each group will make a brief expert presentation to a State of Florida Senate Task Force on drugs and drug control and provide the Task Force and students in the class with a 1-page summary that covers 5 points: (1) Statement of the issue/problem, (2) Pro analysis, (3) Con analysis, (4) Your expert recommendation to address the issue/problem, and (5) Recommendations for future research. More details will be provided in class and on Canvas.

Background: Controversy is widespread about many issues in the drug field about which reasonable people disagree. *Some examples are legalization of medical or recreational marijuana use and discrepancies in federal and state marijuana laws; criminal penalties for drug possession/trafficking vs. drug diversion treatment programs and role of judicial discretion; provision of opiate-antagonist Narcon (naloxone) to opioid users and close social network members; immunity from prosecution for reporting overdose events; return of Constitutional rights to felons convicted of non-violent drug-related offenses; use of psychedelic drugs to treat mental health disorders like depression; costs/benefits of e-cigarettes vs. cigarette smoking; treatment protocols for prescription opiates for pain management; substance use during pregnancy; marketing of drug products (e.g., flavored e-cigarettes, hard seltzers like Truly, alcohol-caffeine beverages like Four Loko) to younger populations; managing availability and misuse of legal pharmaceutical drugs (e.g., ephedrine, dextromethorphan) and gray market drugs (e.g., Kratom, Spice, delta-8 THC).*

5. **Class Attendance, Preparedness, Participation, & Student Led Discussions (25 points):** The majority of these points will be earned by your class attendance and engagement in class discussions (both in person and via Canvas). There will be occasional in-class activities that will supplement, complement, and enhance class lectures such as student led discussions of articles, attendance of drug/addiction virtual seminars offered by UF and external experts, and unannounced activities that cover readings due for that class and/or topics covered in previous lectures or discussions. For **student led discussions**, we will form small groups of 4-5 students and rotate which group takes the lead each week in formulating 2-3 good questions relevant to that week's readings and lectures and in facilitating the class discussion.

VI. CLASS POLICIES

To ensure that we have a great semester, remember --

*All transactions and relationships are enriched by courtesy:
Be considerate of one another during group work. All ideas have merit.*

Be considerate of your classmates and the professor during class meetings by being attentive, turn-off technology except for participation, and be prepared to participate fully in each class.

ATTENDANCE IS MANDATORY: I expect you to attend class and participate in all course activities. If you cannot attend class, please let me know in advance if possible, or as soon as feasible. **Those without a documented, excused absence will NOT be allowed to make-up in-class work or assignments given on the date of absence.** Even excused absences can accumulate and have a negative effect on your course participation and performance. If you anticipate that you will be absent from this class more than a couple times this semester, ***please drop the class.*** Everyone's attendance is necessary to build our group dynamic and participate in meaningful small group activities.

Requirements for class attendance and make-up examinations, assignments, and other work are consistent with University policies found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Confidentiality: Due to the nature of this course and associated group activities, personal sharing within our group may arise. You are expected to keep whatever is disclosed by others during class to yourself. If you share something that went on in class, please limit it to sharing about *your* experience. Please note that in any group activity, absolute confidentiality cannot be guaranteed. Please consider this reality when deciding what to share.

Accommodations: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability that affects your ability to learn, you are encouraged to register through the Disabilities Resource Center (DRC) in the Dean of Students Office at 352-392-1261, or www.dso.ufl.edu/drc. *If you did not register formally, but you know you have behavioral or learning disabilities, or other issues, that might affect your performance in the course, tell me and I will do what I can to help you.*

Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

Electronics Use during Class: Technology benefits our lives in many ways. To ensure that we, as a class, maintain this benefit, I expect you to adhere to the following policies related to the use of electronics during class. ***If you do not abide by these policies, you will be asked to leave the classroom with an unexcused absence.***

- Cell phones and other communicative devices (e.g., smart watches) must be turned to off or silent, and PUT AWAY, during our class meeting times.

- ***Laptops and other electronic devices should be used solely to participate in our class meetings by Zoom and should not be used for any other purpose during class unless instructed otherwise (e.g., as part of an in-class activity).*** Pedagogical research shows that your electronic use reduces learning significantly. If you prefer electronic notetaking, you may use a notepad or other 'flat' device.

Email Correspondence: Use proper etiquette when sending emails. This includes an appropriate "Subject" heading, proper salutation, appropriate use of grammar, and proper closure.

I require that you use the course name as a subject header. For example:

Subject Heading: HSC5142-Absence

Message Body:

Hello Dr. Scaglione,

I am going to miss class today because I believe I may have the flu. I will be seeing my doctor today, and will bring you a note from my doctor, or send it to you via email within 48 hours.

[Student First & Last Name]

*I **EXPECT** professionalism from you. Inappropriate or etiquette-deprived emails will be returned with a suggestion to revise and resend.*

Personal Integrity: I expect and assume that you will be honest with me in all aspects of your conduct regarding our course. In return, I will do the same with you. By formally registering for coursework at the University of Florida, you agreed to abide by the following statements from the University:

*"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and **on all work submitted for credit at the University of Florida, the following pledge is either required or implied:** "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). Furthermore, you are obligated to report to appropriate personnel any condition that facilitates academic misconduct. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code.*

Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:

<http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

Submitting All Assigned Work: Be sure to review assignment descriptions in the course syllabus and in Canvas, and take note of any additional in-class guidance that is given for each assignment. Please note that important and helpful information about your assignments will be provided in class. Students are expected to do their best work and to turn in work on time. Some deadlines will be determined by the specific assignment.

- **Unless otherwise noted, assignments are due at 11:59 pm or before on the date indicated.**
- **Make back-up copies of all your work**, as some assignments may not be returned, and Canvas access may expire after the semester ends.
- All written work must be typed, unless otherwise indicated.
 - *Assignments valued at 10 points or less will not be accepted late.*
 - *All other late work is subject to a 10% deduction in grade for every day it is late.*
- As indicated previously, some in-class activities will NOT be announced in advance, NOR can

they be made up without formal documentation for why class (the activity) was missed. If you are late to class and an activity has already been completed, you will not have the opportunity to make it up.

Title IX: University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF's Title IX Coordinators. Students can report incidents or learn more about their rights and options by contacting Student Conduct & Conflict Resolution at 202 Peabody Hall, 352-392-1261; or visit: www.dso.ufl.edu/sccr/process/incident-report/ and www.dso.ufl.edu/sccr/process/victimrights/

In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

- A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Recommendation Letters: I will consider preparing recommendations for graduate programs, professional schools, internships, scholarships, and jobs if you fulfill the following requirements:

- Have an A grade in the course you previously took or are currently taking with me,
- Are actively engaged in class activities and discussions in my courses,
- Provide me with your transcript(s), resume, and communicate your educational and career goals, and health-related interests (I will provide a summary document of what I need at the time of request)
- Are willing to waive your right to review the letter of recommendation (I will be honest with you about my ability to write you a strong letter),
- Provide your recommendation request to me via email at least 4 weeks prior to the date the recommendation is due.

HELPFUL CAMPUS & LOCAL RESOURCES

Counseling and Wellness Center: 352-392-1575, www.counseling.ufl.edu/css/crisis

Disability Resource Center: www.dso.ufl.edu/drc

GatorWell Health Promotion Services: 352-273-4450, <https://gatorwell.ufsa.ufl.edu/>

UMatter, We Care: 352-294-CARE (2273), umatter@ufl.edu

Meridian Behavioral Healthcare: 352-374-5600, www.mbhci.org

Alachua County Crisis Center: 352-264-6789, www.alachuacounty.su/government/depts

VII. TENTATIVE COURSE OUTLINE AND SCHEDULE

Week	Dates	Topic(s)	Readings/Assignments
1	1/8 – 1/12	Course Introduction & Overview Drug Use Past & Present	Syllabus Chapter 1
2	1/15 – 1/19	Monday 1/15—NO CLASS History of Drug Policy & Regulation	Chapter 3
3	1/22 – 1/26	Drug Use as a Social Problem	Chapter 2
4	1/29 – 2/2	How Drugs Work Exam 1 (2/2 on Canvas)	Chapters 4 & 5
5	2/5 – 2/9	Stimulants Caffeine	Chapter 6 Chapter 11
6	2/12 – 2/16	Depressants & Inhalants Alcohol	Chapter 7 Chapter 9
7	2/19 – 2/23	Opioids	Chapter 13 *Web-based Program Review Due 2/23 by 11:59pm*
8	2/26 – 3/1	Cannabis Psychedelics	Chapter 15 Chapter 14
9	3/4 – 3/8	Nicotine/Tobacco/E-cigarettes Exam 2 (3/8 on Canvas)	Chapter 10
10	3/11 – 3/15	SPRING BREAK—NO CLASS	N/A
11	3/18 – 3/22	Treatment & Recovery	Chapter 18 NIAAA (2021). Treatment for alcohol problems: Finding and getting help. NIH Publication No. 21– AA–7974. Tucker, J. A., et al. (2020). Epidemiology of recovery from Alcohol Use Disorder. Alcohol Research: Current Reviews, 40(30). https://doi.org/10.35946/arcr.v40.3.02 *Drug-related Seminar Reflection Due 3/22 11:59pm*
12	3/25 – 3/29	Medications for Mental Disorders Other Legal/OTC Pharmaceuticals	Chapter 8 Chapter 12
13	4/1 – 4/5	4/1: FIELD TRIP to CUR (instead of regular class meeting) Nutritional Supplements Performance Enhancing Drugs	1-5pm @ The O’Connell Center *CUR Extra Credit (EC) Reflection Due 4/2 11:59pm* Chapter 12 Chapter 16
14	4/8 – 4/12	Gray Market Drugs Prevention & Harm Reduction	Chapter 17
15	4/15 – 4/19	Final Presentations	Presentation Slides & Handouts *All EC Seminar Reflections Due 4/19 by 11:59pm*
16	4/22 – 4/26	Final Presentations 4/26: NO CLASS (Reading Day)	Presentation Slides & Handouts
17	5/3	Exam 3 (5/3 on Canvas)	

Note: Additional readings may be posted on canvas