

Adolescent Substance Use

Instructor: Bomi Jin (bomi.jin@ufl.edu)

Class Meetings: Tuesday 8 (3:00-3:50) and Thursday 8-9 (3:00-4:55), MAT 0012

Office Hours: Thursdays (1:00-2:00 pm) via zoom
(5:00-6:00 pm) in-person at Turlington Hall 3347 or by appointment

Course Description

This course provides a comprehensive overview of adolescent substance use, a significant issue in the United States. In this course, you are expected to discuss the definition, prevalence, and issues of adolescent substance use. Unlike classes on youth substance use with medical and psychological perspectives, this class focuses on criminological approaches that explain such behavior as a form of deviance. Additionally, students will examine the social reactions to adolescent substance use, focusing on the current legal and criminal justice system. Finally, we will discuss prevention programs based in schools and communities, diagnose the current challenges of these programs, and provide policy recommendations for better preventing adolescent substance use. The course will be taught through a combination of lectures and discussions, emphasizing critical thinking and analytical skills necessary for understanding and addressing adolescent substance use.

Course Objectives

1. Gain knowledge of various approaches to adolescent substance use, with a focus on criminological perspectives.
2. Develop critical analysis skills to evaluate the strengths and weaknesses of different theories and approaches to substance use.
3. Diagnose the current challenges facing prevention programs and develop policy recommendations to improve their effectiveness.

Textbooks

- Robert Zucker and Sandra Brown (2015), *The Oxford Handbook of adolescent substance abuse*, Oxford University Press. (Recommended)
UF LIBRARY ([CLICK TO VIEW](#))
- Ronald Akers and Christine Sellers (2012). *Criminological Theories: Introduction, Evaluation, and Application*, Oxford University Press. (Required), UF LIBRARY, Available online ([CLICK TO VIEW](#))

The book by Robert & Brown (2015) covers a broad range of topics related to adolescent substance use, including the origins, development, and consequences of teens' substance use, as well as intervention programs. Akers & Seller's (2012) book also provides a clear and concise overview of criminological theories. This book not only enables students to understand the core tenets of each theory but also encourages them to evaluate theories through various perspectives. Both books are available in the UF library.

Evaluation

1. Participation (10%):

Quizzes (10%)

Students are expected to solve one set of quizzes for a week. There would be approximately 11 quizzes during the semester. You are free to refer to the textbook and your notes when you solve these questions. These quizzes are based on the lecture for each week and will be uploaded on **Thursday at 6:00 pm**. You can access them through the Canvas Quizzes feature and should submit your answer by **Saturday 11:59 pm**. Late submissions will not be accepted, and you will receive zero credit. At the end of the semester, only the nine best scores from eleven quiz sets will be used for calculating the final quiz score.

2. Assignments (30%):

Critique Essay (15%)

Using the theories discussed in Module 2, students are expected to address the topic of which theory is the most appropriate to explain adolescent substance use. In your essay, choose two criminological theories, explain why you believe your chosen theory is the most applicable to adolescent substance use, and thoroughly critique the other theories discussed. You may consider factors such as logical consistency and parsimony, testability, empirical validity, policy implications (See Akers & Sellers, Chapter 1 pp. 4-13), etc., when evaluating theories. The essay must be a maximum of **1 page (Single-Spaced)**, and only **PDF format** is accepted. Your essay will be graded not only on timely submission (**Due by March 8; Late submission will not be allowed**) but also on your original and critical analysis of an essay question. You can discuss your essay with the instructor and get help from UF Writing Studio¹. Plagiarism will be detected.

Policy Suggestion Paper (15%)

Based on the readings and resources provided in this syllabus, you are expected to make policy suggestions for preventing adolescent substance use. Your suggestions should be evidence-based, practical, and feasible to implement within the context of a school or community setting. You will need to review the readings and identify the key findings and issues, and challenges of the current prevention program. (*You may also consider the unique needs and circumstances of a local community or school setting when setting forth policy suggestions*). The paper must be a maximum of **1 page (Single-Spaced)**, and only **PDF format** is accepted. Your essay will be graded not only on timely submission (**Due by April 16; Late submission will not be allowed**) but also on your clear and feasible policy suggestions. You can discuss your paper with the instructor and get help from UF Writing Studio. Plagiarism will be detected.

¹ <https://writing.ufl.edu/writing-studio/>

How to Write Policy Briefs from the University of North Carolina at Chapel Hill

- **Title:** A good title quickly communicates the contents of the brief in a memorable way.
- **Executive Summary:** This section is often one to two paragraphs long; it includes an overview of the problem and the proposed policy action.
- **Context or Scope of Problem:** This section communicates the importance of the problem and aims to convince the reader of the necessity of policy action.
- **Policy Alternatives:** This section discusses the current policy approach and explains proposed options. It should be fair and accurate while convincing the reader why the policy action proposed in the brief is the most desirable.
- **Policy Recommendations:** This section contains the most detailed explanation of the concrete steps to be taken to address the policy issue.
- **Appendices:** If some readers might need further support in order to accept your argument but doing so in brief itself might derail the conversation for other readers, you might include the extra information in an appendix.
- **Consulted or Recommended Sources:** These should be reliable sources that you have used throughout your brief to guide your policy discussion and recommendations.

3. Exam (60%): Exam 1 and Exam 2

There will be two exams in this course. Each exam includes questions from the required textbook and lectures. Each exam will account for 30% of your final grade. **Exams will take place in the classroom.** (*Honorlock online proctoring is not provided for our class.*) You need to bring your fully charged laptop to take the exam via the Canvas quiz. There will be NO cumulative exams (*Module 1,2: exam 1, Module 3: exam 2*). Only the exam should be on your screen, and you **MUST** close all other tabs (Any other tabs or windows will be considered cheating). The use of any mediums that the instructor did not permit will also be considered cheating. Make-up exams will be allowed only

in those circumstances in which you cannot take an exam for a valid reason, according to UF policy. In that case, you should notify me before the start of the examination. In addition, you will need to provide valid documentation (within a week) justifying your absence. (<http://shcc.ufl.edu/forms-records/excuse-notes/>) Failure to comply with these rules will result in a zero score for the missed exam.

- Exam1: Thursday, March 7th, 2024
- Exam 2: Tuesday, April 23, 2024

Grading Scale

Your final letter grade will be determined as follows.

A	93 – 100
A-	90 – 92.99
B+	87 – 89.99
B	83 – 86.99
B-	80 – 82.99
C+	75 – 79.99
C	70 – 74.99
C-	65 – 69.99
D+	60 – 64.99
D	55 – 59.99
E	0 – 54.99

Extra Credit

There will be several opportunities for extra credits throughout the semester. That will not be on a regular basis.

Accessibility

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities need to follow this procedure as early as possible in the semester.

Course Communications

All class activities will take place during our assigned class time. You are expected to be available during those times. Since this class is a face-to-face course, you are expected to stay in Gainesville throughout this semester. You are responsible for all information made available through classes and Canvas. Students are encouraged to communicate with the instructor anytime if any concerns. Both Canvas messages and email (bomi.jin@ufl.edu) are welcome.

Recording

Students are allowed to record the class only for 1) personal educational use, 2) complaints to the university, and 3) criminal or civil proceedings. **All other purposes are prohibited.** This class will not provide a recorded lecture for students who miss a class.

University Honesty policy

University Honesty Policy UF students are bound by The Honor Pledge, which states, "*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.*" The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies the number of behaviors that violate this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Academic Resources

Library Support	http://cms.uflib.ufl.edu/
Teaching Center	Broward Hall, 352-392-2010 or 352-392-6410 http://teachingcenter.ufl.edu/ Assistant with study skills and tutoring
Writing Studio	2215 Turlington Hall, 352-846-1138 http://writing.ufl.edu/writing-studio/ Assistant with brainstorming, formatting, and writing papers
Student Complains On- Campus	https://flexible.dce.ufl.edu/student-complaints/

Course Outlines (See page 8)

Note: Please be aware that some of the course content may be uncomfortable or challenging. Before the class begins, please review the course outline, and let me know if you have any concerns or questions (bomi.jin@ufl.edu, (352)-328-2351). My goal is to create a supportive learning environment for everyone, so I will do my best to address any discomfort and ensure that all students can engage in the class.

Module 1: Introduction to Adolescent Substance Use	
Week 1 (January 9, January 11)	<p>What is adolescent substance use?</p> <ul style="list-style-type: none"> • Course Introduction • Definition of adolescent substance use and types of substances • Current trends of adolescent substance use in the U.S. <p>To do: Zucker and Brown (Chapter 4); <i>no quiz this week.</i></p>
Week 2 (Jan16)	<p>Why do we study adolescent substance use?</p> <ul style="list-style-type: none"> • The Individual Consequences of Adolescent Substance Use <p>Krohn, M. D., Lizotte, A. J., & Perez, C. M. (1997). The interrelationship between substance use and precocious transitions to adult statuses. <i>Journal of Health and Social Behavior</i>, 87-103.</p> <p>Van Gundy, K., & Rebellon, C. J. (2010). A life-course perspective on the “Gateway Hypothesis”. <i>Journal of health and social behavior</i>, 51(3), 244-259.</p> <p>TedTalk: The Domino Effect: Youth and Substance Abuse, Helia Moghaddam</p> <ul style="list-style-type: none"> • The Social Consequences of Adolescent Substance Use <p>To do: Zucker and Brown (Chapter 25), Krohn et al., (1997) Van Gundy, K., & Rebellon, C. J. (2010); No class on Jan 18; Quiz due by January 20</p>
Week 3 (January 23, January 25)	<p>Approaches of Adolescent Substance Use</p> <ul style="list-style-type: none"> • Psychological and Biological Perspectives <p>Molina, B. S., & Pelham Jr, W. E. (2003). <i>Childhood</i></p>

	<p>predictors of adolescent substance use in a longitudinal study of children with ADHD. <i>Journal of abnormal psychology</i>, 112(3), 497.</p> <p>McGue, M., Elkins, I., & Iacono, W. G. (2000). Genetic and environmental influences on adolescent substance use and abuse. <i>American journal of medical genetics</i>, 96(5), 671-677.</p> <ul style="list-style-type: none"> • Discussion: Limitations of These approaches <p>To do: Zucker and Brown (Chapter 12), Molina et al., (2003), McGue et al., (2000) Quiz due by January 28</p>
<p>Week 4 (Jan 30-Feb 1)</p>	<p>Approaches of Adolescent Substance Use</p> <ul style="list-style-type: none"> • Sociological/ Criminological Perspective <p>Concepts of Deviance Inderbitzin, M., Bates, K. A., & Gainey, R. R. (2016). <i>Deviance and social control: A sociological perspective</i>. Sage, Chapter 1</p> <p>Swadi, H. (1999). Individual risk factors for adolescent substance use. <i>Drug and alcohol dependence</i>, 55(3), 209-224.</p> <p>Adolescent substance use as a deviance Discussion: Why youth’s use of alcohol or smoking is considered ‘deviant’ behavior? TedEd “Prohibition: Banning alcohol was a bad idea”</p> <p>To do: Inderbitzin et al., (Chapter 1), Swadi (1999); Quiz due by Feb 4</p>

Module2: Criminological Theories and Applications to ASU	
<p>Week 5 (February 6, February 8)</p>	<ul style="list-style-type: none"> • Agnew, General Strain Theory (GST) • Gender, race, sexuality, and adolescent substance use <p>Goldbach, J. T., Tanner-Smith, E. E., Bagwell, M., & Dunlap, S. (2014). Minority stress and substance use in sexual minority adolescents: A meta-analysis. <i>Prevention Science</i>, 15, 350-363.</p> <p>Leban, L., & Gibson, C. L. (2020). The role of gender in the relationship between adverse childhood experiences and delinquency and substance use in adolescence. <i>Journal of criminal justice</i>, 66, 101637.</p> <p>A&E Intervention: Jennifer's eating disorder & drug use is spiraling out of control</p> <ul style="list-style-type: none"> • Discussion: Strengths and weaknesses of GST in understanding of adolescent substance use <p>To do: Akers and Sellers (Chapter 9), Goldbach et al., (2014), Leban & Gibson (2020) Quiz due by February 10</p>
<p>Week 6 (February 13, February 15)</p>	<ul style="list-style-type: none"> • Akers, Social Learning Theory (SLT) • The Role of the Family in juvenile substance use: family dynamics and Parental/ sibling influences <p>Fagan, A. A., & Najman, J. M. (2005). The relative contributions of parental and sibling substance use to adolescent tobacco, alcohol, and other drug use. <i>Journal of Drug Issues</i>, 35(4), 869-883.</p>

	<ul style="list-style-type: none"> • The influence of peers on adolescent substance use <p>Simons–Morton, B., & Chen, R. S. (2006). Over time relationships between early adolescent and peer substance use. <i>Addictive behaviors</i>, 31(7), 1211-1223.</p> <p>Ennett, S. T., Bauman, K. E., Hussong, A., Faris, R., Foshee, V. A., Cai, L., & DuRant, R. H. (2006). The peer context of adolescent substance use: Findings from social network analysis. <i>Journal of research on adolescence</i>, 16(2), 159-186.</p> <p>Urberg, K. A., Luo, Q., Pilgrim, C., & Degirmencioglu, S. M. (2003). A two-stage model of peer influence in adolescent substance use: Individual and relationship-specific differences in susceptibility to influence. <i>Addictive behaviors</i>, 28(7), 1243-1256.</p> <p>To do: Akers and Sellers (Chapter 5), Fagan & Najman (2005), Simons & Chen (2006), Urberg & Luo (2003); Quiz due by February 17</p>
<p>Week 7 (February 20, February 22)</p>	<p>Hirschi, Social Control (Bonding) Theory (SCT) Gottfredson & Hirschi, Low Self Control theory</p> <p>Fairbairn, C. E., Briley, D. A., Kang, D., Fraley, R. C., Hankin, B. L., & Ariss, T. (2018). A meta-analysis of longitudinal associations between substance use and interpersonal attachment security. <i>Psychological bulletin</i>, 144(5), 532.</p> <p>Chapple, C. L., Hope, T. L., & Whiteford, S. W. (2005). The direct and indirect effects of parental bonds, parental drug use, and self-control on adolescent substance use. <i>Journal of Child & Adolescent Substance Abuse</i>, 14(3), 17-38.</p>

	<ul style="list-style-type: none"> • Debate: SCT vs SLT Do (deviant) peers cause/ prevent deviant behaviors, including substance use? <p>To do: Akers and Sellers (Chapter 5, Chapter 6), Fairbairn et al., (2018), Chapple et al., (2005) Quiz due by February 24</p>
<p>Week 8 (February 27, February 29)</p>	<ul style="list-style-type: none"> • Cohen & Felson, Routine Activities Theory <p>Kotlaja, M. M., Wright, E. M., & Fagan, A. A. (2018). Neighborhood parks and playgrounds: risky or protective contexts for youth substance use?. <i>Journal of Drug Issues</i>, 48(4), 657-675.</p> <p>Hoeben, E. M., Osgood, D. W., Siennick, S. E., & Weerman, F. M. (2021). Hanging out with the wrong crowd? The role of unstructured socializing in adolescents' specialization in delinquency and substance use. <i>Journal of Quantitative Criminology</i>, 37, 141-177.</p> <p>Chaney, R. A., & Rojas-Guyler, L. (2015). Spatial patterns of adolescent drug use. <i>Applied Geography</i>, 56, 71-82.</p> <p>To do: Akers and Sellers (Chapter 2 pp.30-38), Kotlaia et al., (2018), Hoeben et al., (2021), Chaney & Rojas-Guyler (2015); Quiz due by March 2</p>
<p>Week 9 (March 5- March 7)</p>	<ul style="list-style-type: none"> • Review day (March 5) • Exam 1 (March 7) • Critique essay due by March 8
<p>Week 10 March 9- March 16)</p>	<p style="text-align: center;">SPRING BREAK !!!!!!!</p>

	Module 3: Prevention Programs of Adolescent Substance Use and Evaluation
<p>Week 11 (March 19– March 21)</p>	<ul style="list-style-type: none"> • The legal /juvenile justice system and adolescent substance use <p>Blevins, C. E., Marsh, E., Banes, K. E., Stephens, R. S., Walker, D. D., & Roffman, R. A. (2018). The implications of cannabis policy changes in Washington on adolescent perception of risk, norms, attitudes, and substance use. <i>Substance abuse: research and treatment</i>, 12, 1178221818815491.</p> <p>Juvenile drug treatment court guidelines by U.S. Department of Justice</p> <p>Spinney, E., Yeide, M., Feyerherm, W., Cohen, M., Stephenson, R., & Thomas, C. (2016). Racial disparities in referrals to mental health and substance abuse services from the juvenile justice system: A review of the literature. <i>Journal of crime and justice</i>, 39(1), 153-173.</p> <p>To do: Blevins et al., (2018), Spnney et al., (2016) Quiz due by March 23</p>
<p>Week 12 (March 25– March 28)</p>	<ul style="list-style-type: none"> • The role of schools in preventing juvenile substance use: school-based prevention programs and policies <p>Greenberg, M. T. (2004). Current and future challenges in school-based prevention: The researcher perspective. <i>Prevention science</i>, 5, 5-13.</p> <p>Gottfredson, D. C., & Gottfredson, G. D. (2002). Quality of school-based prevention programs: Results from a national survey. <i>Journal of Research in Crime and Delinquency</i>, 39(1), 3-35.</p>

	<p>To do: Zucker and Brown (Chapter 29), Greenberg (2004), Gottfredson & Gottfredson (2002); Quiz due by March 30</p>
<p>Week 13 (April 2- April 4)</p>	<ul style="list-style-type: none"> • Prevention and intervention strategies for juvenile substance use: evidence-based approaches and their effectiveness <p>Miller, W. R., Zweben, J., & Johnson, W. R. (2005). Evidence-based treatment: why, what, where, when, and how?. <i>Journal of substance abuse treatment</i>, 29(4), 267-276.</p> <p>Waldron, H. B., & Turner, C. W. (2008). Evidence-based psychosocial treatments for adolescent substance abuse. <i>Journal of Clinical Child & Adolescent Psychology</i>, 37(1), 238-261.</p> <p>Opinion: How to Talk to Kids about Drugs in the Age of Fentanyl, Maria Szalavitz, The New York Times, Nov.8.2022</p> <p>To do: Miller & Johnson (2005), Gottfredson & Wilson (2003); Quiz due by April 6</p>
<p>Week 14 (April 9- April 11)</p>	<ul style="list-style-type: none"> • Prevention and intervention strategies for juvenile substance use: Diverse cultural contexts <p>Resnicow, K., Soler, R., Braithwaite, R. L., Ahluwalia, J. S., & Butler, J. (2000). Cultural sensitivity in substance use prevention. <i>Journal of community psychology</i>, 28(3), 271-290.</p> <p>Hecht, M. L., Marsiglia, F. F., Elek, E., Wagstaff, D. A., Kulis, S., Dustman, P., & Miller-Day, M. (2003).</p>

	<p>Culturally grounded substance use prevention: An evaluation of the keepin'it REAL curriculum. <i>Prevention Science</i>, 4, 233-248.</p> <p>Discussion: How can cultural sensitivity be integrated into the current substance use prevention and intervention strategies for juveniles with different ethnicity and cultural backgrounds?</p> <p>To do: Resnicow et al., (2000), Pérez-Gómez et al., (2016); Quiz is due by April 13</p>
<p>Week 15 (April 16- April 18)</p>	<ul style="list-style-type: none"> • Q & A session (April 16) • Reading day (April 18)
<p>Week 16 (April 23)</p>	<ul style="list-style-type: none"> • Exam 2 (3:00-3:50 pm)

**This syllabus is subject to change. All changes will be announced in advance.*