

Adolescent Substance Use

Instructor: Bomi Jin

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Class Location: WEIM 1076

Class Meeting Time: Tuesday (11:45 am – 1:40 pm) and Thursday (12:50 pm – 1:40 pm)

Office Hours: Tuesday (1:55–2:55 pm) at Turlington Hall 3349
(3:00–4:00 pm) via zoom

Course Description

This course provides a comprehensive overview of adolescent substance use, a significant issue in the United States. Students will explore the definition, prevalence, and several issues related to adolescent substance use. Unlike classes that approach youth substance use from medical or psychological perspectives, this course focuses on criminological approaches that view such behavior as a form of deviance. Additionally, students will examine social reactions to adolescent substance use, with an emphasis on the current legal and criminal justice systems. The course will also cover prevention programs based in schools and communities, assess the challenges these programs face, and offer policy recommendations for more effective prevention. The course combines lectures and discussions, encouraging critical thinking and analytical skills necessary for understanding and addressing adolescent substance use.

Course Objectives

Students that successfully complete this course will be able to:

1. Demonstrate an understanding of various approaches to adolescent substance use, with a focus on criminological perspectives.
2. Develop critical analysis skills to assess the strengths and weaknesses of various criminological theories in understanding youth substance use.
3. Identify current challenges facing prevention programs and propose policy recommendations to enhance 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 Zucker and Brown (2015) covers a broad range of topics related to adolescent substance use, including its initiation, development, consequences, and intervention programs. Akers and Seller's (2012) book provides a clear and concise overview of criminological theories. It not only helps students understand the core tenets of each theory but also encourages them to evaluate these theories from various perspectives. Both books are available in the UF library.

Evaluation

1. Participation (10%):

Quizzes (10%)

Students are expected to complete one set of quizzes each week, with approximately 11 quizzes throughout the semester. You may refer to the textbook and your notes while solving these questions. Each quiz is based on the lecture for that week and will be uploaded on Thursday at 2:00 PM. You can access them through the Canvas Quizzes feature and must submit your answers by **Saturday at 11:59 PM**. Late submissions will not be accepted and will receive zero credit. At the end of the semester, only the nine highest scores out of the eleven quizzes will be used to calculate your final quiz score.

2. Assignments (40%):

Critique Essay (20%)

Using the theories discussed in Module 2, students are expected to address which theory is the most appropriate for explaining 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 theory 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 submitted in PDF format only. Your essay will be graded based on timely submission (**due by March 14; late submissions will not be accepted**) as well as on your original and critical analysis. You may discuss your essay with the instructor and get help from the UF Writing Studio. Plagiarism will be detected.

Policy Suggestion Paper (20%)

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 academic articles 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 submitted in **PDF format** only. Your essay will be graded on timely submission (**Due by April 27; Late submission will not be allowed**) and on your clear and feasible policy suggestions. You may discuss your paper with the instructor and get help from UF Writing Studio. Plagiarism will be detected.

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 (50%): Exam 1 and Exam 2

There will be two exams in this course, each covering material from the required textbook and lectures. Each exam will account for 25% of your final grade and will take place in the classroom (*Honorlock online proctoring is not provided for our class*). You need to bring a fully charged laptop to take the exam via the Canvas quiz. There will be no cumulative exams (Module 1 and 2: Exam 1, Module 3: Exam 2). **Only the exam should**

be visible on your screen, and you **MUST** close all other tabs and windows (any other tabs or windows will be considered cheating). The use of any unapproved mediums will also be considered cheating. Make-up exams will be allowed only under valid circumstances according to [UF Attendance Policy](#). Whenever possible, you should reach out at least five business days in advance to arrange a make-up exam. Of course, this will not always be possible. Unforeseen absences and emergencies occur and can be excused without such advance notice. In most cases, you will be asked to provide evidence or documentation of an absence that is explicitly excused by the [UF Attendance Policy](#). Absences related to religious holidays and worship do not require this documentation.

- Exam1: Thursday, March 13, 2025
- Exam 2: Tuesday, April 22, 2025

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

Attendance

Attendance in this class is mandatory. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with [UF Attendance Policy](#).

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.

Course Evaluation

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.aa.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 2 GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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/

Health Counseling and Emergencies

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Course Outlines (See page 7)

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 (Jan 14, 16)	<ul style="list-style-type: none"> • Course Introduction • What is adolescent substance use? 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)</p>
Week 2 (Jan 21, 23)	<p>Why do we study adolescent substance use?</p> <ul style="list-style-type: none"> • Individual Consequences of Adolescent Substance Use 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. 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. TedTalk: The Domino Effect: Youth and Substance Abuse, Helia Moghaddam • 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); Quiz due by January 25</p>
Week 3 (Jan 28, 30)	<p>Approaches to Adolescent Substance Use</p> <ul style="list-style-type: none"> • Psychological and Biological Perspectives Molina, B. S., & Pelham Jr, W. E. (2003). Childhood predictors of adolescent substance use in a longitudinal study of children with ADHD. <i>Journal of abnormal psychology</i>, 112(3), 497. McGue, M., Elkins, I., & Iacono, W. G. (2000). Genetic and

	<p>environmental influences on adolescent substance use and abuse. American journal of medical genetics, 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 February 1</p>
<p>Week 4 (Feb 4, 6)</p>	<p>Approaches to 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> <ul style="list-style-type: none"> • 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>Swadi, H. (1999). Individual risk factors for adolescent substance use. <i>Drug and alcohol dependence</i>, 55(3), 209-224.</p> <p>To do: Inderbitzin et al., (Chapter 1), Swadi (1999); Quiz due by February 8</p>
<p>Module 2: Criminological Theories and Applications to ASU</p>	
<p>Week 5 (Feb 11, 13)</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.</p>

	<p>Prevention Science, 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 15</p>
<p>Week 6 (Feb 18, 20)</p>	<ul style="list-style-type: none"> • Akers, Social Learning Theory (SLT) • Family roles 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"> • Influences 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</p>

	<p>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 22</p>
<p>Week 7 (Feb 25, 27)</p>	<p>Hirschi, Social Control (Bonding) Theory (SCT) Gottfredson & Hirschi, Low Self Control theory</p> <p>Ellickson, P. L., Collins, R. L., & Bell, R. M. (1999). Adolescent use of illicit drugs other than marijuana: how important is social bonding and for which ethnic groups?. <i>Substance use & misuse</i>, 34(3), 317-346.</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), Ellickson et al., (1999), Chapple et al., (2005); Quiz due by March 1</p>
<p>Week 8 (Mar 4, 6)</p>	<ul style="list-style-type: none"> • Cohen & Felson, Routine Activity 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</p>

	<p>use. <i>Journal of Quantitative Criminology</i>, 37, 141-177.</p> <p>To do: Akers and Sellers (Chapter2 pp.30-38),Kotlaia et al., (2018), Hoeben et al., (2021); Quiz due by March 8</p>
<p>Week 9 (Mar 11, 13)</p>	<ul style="list-style-type: none"> • Review day (Mar 11) • Exam 1 (Mar 13) • Critique essay due by March 14
<p>Week 10 (Mar 15-22)</p>	<ul style="list-style-type: none"> • Spring Break
<p>Module 3: Prevention Programs and Their Evaluation in Adolescent Substance Use</p>	
<p>Week 11 (Mar 25, 27)</p>	<ul style="list-style-type: none"> • The juvenile justice system and adolescent substance use Juvenile drug treatment court guidelines by U.S. Department of Justice <p>Belenko, S., Dennis, M., Hiller, M., Mackin, J., Cain, C., Weiland, D., ... & Kagan, R. (2022). The impact of juvenile drug treatment courts on substance use, mental health, and recidivism: results from a multisite experimental evaluation. <i>The Journal of Behavioral Health Services & Research</i>, 49(4), 436-455.</p> <p>Gilmore, A. S., Rodriguez, N., & Webb, V. J. (2005). Substance abuse and drug courts: The role of social bonds in juvenile drug courts. <i>Youth Violence and Juvenile Justice</i>, 3(4), 287-315.</p> <p>Tanner-Smith, E. E., Mojekwu, F., & Frankel, L. (2024). Examining the Effects of Juvenile Drug Treatment Courts: A Systematic Review and Meta-Analysis. <i>Criminal Justice and Behavior</i>, 51(1), 148-170.</p> <p>To do: Belenko et al., (2022), Gilmore et al., (2005), Tanner et al., (2024); Critique essay due by</p>

	October 23; Quiz due by March 29
<p>Week 12 (Apr 1, 3)</p>	<ul style="list-style-type: none"> • Prevention and intervention strategies for juvenile substance use: evidence-based approaches and their effectiveness <p style="padding-left: 40px;">Arthur, M. W., & Blitz, C. (2000). Bridging the gap between science and practice in drug abuse prevention through needs assessment and strategic community planning. <i>Journal of Community Psychology</i>, 28(3), 241-255.</p> <p style="padding-left: 40px;">Yeager, D. S., Dahl, R. E., & Dweck, C. S. (2018). Why interventions to influence adolescent behavior often fail but could succeed. <i>Perspectives on Psychological Science</i>, 13(1), 101-122.</p> <p style="padding-left: 40px;">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: Arthur & Blitz (2000), Yeager et al., (2018); Quiz due by April 5</p>
<p>Week 13 (Apr 8, 10)</p>	<ul style="list-style-type: none"> • School roles in preventing juvenile substance use: school-based prevention programs and policies <p style="padding-left: 40px;">Gottfredson, D. C., & Wilson, D. B. (2003). Characteristics of effective school-based substance abuse prevention. <i>Prevention Science</i>, 4, 27-38.</p> <p style="padding-left: 40px;">Ringwalt, C. L., Ennett, S., Vincus, A., Thorne, J., Rohrbach, L. A., & Simons-Rudolph, A. (2002). The prevalence of effective substance use prevention curricula in US middle schools. <i>Prevention Science</i>, 3, 257-265.</p> <p>To do: Zucker and Brown (Chapter 29), Gottfredson & Wilson (2003), Ringwalt et al., (2002); Quiz due by April 12</p>

<p>Week 14 (Apr 15, 17)</p>	<ul style="list-style-type: none"> • Prevention and intervention strategies for juvenile substance use: Diverse cultural contexts <p>Bo, A., Goings, T. C., Evans, C. B., Sharma, A., Jennings, Z., Durand, B., ... & Murray-Lichtman, A. (2023). Culturally sensitive prevention programs for substance use among adolescents of color: A systematic review and meta-analysis of randomized controlled trials. <i>Clinical psychology review</i>, 99, 102233.</p> <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). 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: Bo et al., (2023), Resnicow et al., (2000), Hecht et al., (2003); Quiz due by April 19</p>
<p>Week 15 (Apr 22)</p>	<ul style="list-style-type: none"> • Exam 2 (April 22) • Policy suggestion paper due by April 27

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