

**COURSE TITLE:** Drug Addiction – the hell on earth and how to not lose hope

**COURSE NUMBER:** IDH2930

**MEETING TIME:** Online via Zoom in Canvas (microphone required),  
Wednesday, period 4 (10:40-11:30 AM)

**CREDIT HOURS:** 1

**REQUIRED:** No

**PREREQUISITES:** None, accepted into the Honors program as an undergraduate student

**COURSE DESCRIPTION:** Drug dependence & addiction may often seem far away, unless it gets personal and affects somebody close by. We will be reading the books “Beautiful Boy: A Father’s Journey through his Son’s Addiction” and “Methland: The Death and Life of an American Small Town”, discussing the various aspects of how drug addiction affects the individual, their loved ones, friends, and society. Some of the topics will include the underlying biological mechanisms of addiction, the impact of addiction on society, treatment approaches, with a major part spend on sharing our views on what can be done moving forward to find solutions. This class is taught entirely online over a 12-week period using Canvas, Zoom, and VoiceThread.

**JUSTIFICATION:** Addiction is a misnomer for a serious disorder with many symptoms that can be devastating, at worst leading to the death of the person directly affected by it. In the US the rate of substance use disorders is estimated to be directly affecting 5% of the population but only about 10% actually seek treatment and 40-60% of those who undergo treatment relapse within a year.

David Sheff is an award-winning writer and journalist for the New York Times and chronicled in his book the incredible personal, heartbreaking, but also sobering story of his son’s struggle with addiction. The book follows the father, his thoughts, his struggles, his frustrations, over the years as he lives through the ups and downs of helping his son deal with the disorder while at the same time having to deal with the effects it has on him and the rest of the family. This personal account is especially relevant given the ongoing public discussion of the “war on drugs”, the “opioid crisis”, and how we as a society and as individuals should respond to people with a substance use disorder.

Nick Reding’s books have made the bestseller lists of the New York Times and Harper’s but this book chronicles a personal journey back to the roots of the American heartlands. Like thousands of rural communities across the country, Oelwein, Iowa, has been debilitated by the consolidation of the agricultural industry, a depressed local economy, and an out-migration of people to urban centers. Now an incredibly cheap, long-lasting, and highly effective drug has taken its hold. Methland provides an intimate look at one town’s struggle against this scourge, and a broader, vital perspective on an American way of life under threat.

Both books complement each other in describing drug dependence and addiction from both a personal and a community perspective. Parallels to the ongoing drug epidemic can help learners to relate to their respective field of study and prepare for the various aspects of how substance use does influence the individual and their surrounding.

The course is intended to meet once a week online through a Canvas course via Zoom with assigned reading being completed prior to each meeting. In addition to the assigned book reading, the instructor will provide information from other resources such as the underlying neurochemical concepts of addiction, current treatment approaches in the US and other countries, and ask other UF professors from the Colleges of Pharmacy and Medicine to join for Q&A sessions.

**INSTRUCTOR:** Oliver Grundmann, PhD  
 Clinical Professor  
 Program Director Pharmaceutical Chemistry & Clinical Toxicology  
 Department of Medicinal Chemistry, College of Pharmacy  
 University of Florida  
Email: [grundman@ufl.edu](mailto:grundman@ufl.edu)  
Office hours: Sundays from 7-8 PM via Zoom (see Canvas course platform)

**COURSE OBJECTIVES:**

Course Objective	Bloom's Taxonomy Category
1. Discuss & explain substance use disorders in the context of pathophysiological and psychological models.	Comprehension (II), synthesis (V)
2. Relate concepts of drug addiction to social context and current efforts of prevention and treatment.	Application (III), evaluation (VI)
3. Demonstrate knowledge of the abuse potential and harm of drugs relative to their availability and their regulation.	Comprehension (II), analysis (IV)
4. Recommend & justify a treatment approach based on the literature and the discussions in the course.	Synthesis (V), evaluation (VI)

**ACTIVE LEARNING METHODS:**

Group discussion forums, weekly online chat sessions, asynchronous mini-lectures, and individual e-mail contact between student and instructor. Students will be required to submit weekly written discussion board contributions, complete weekly quizzes on the assigned readings, and one recorded oral presentation, and attend twelve weekly online chat sessions via Zoom.

**GRADING:**

12 written discussion board contributions	25 % or 60 points
12 online timed quizzes on assigned reading	25% or 60 points
1 oral recorded presentation	25 % or 60 points
12 attendances at Zoom meetings	25 % or 60 points
<u>Total points</u>	100% or 240 points

<b>Week</b>	<b>Topic</b>	<b>Reading assignment</b>	<b>Point value</b>
Week 1 September 1 <sup>st</sup>	Introductions Basics of substance use disorders & addiction	None	5 points discussion board, 5 points Zoom attendance, 5 points online quiz
Week 2 September 8 <sup>th</sup>	Opioid use disorders & CNS depressants The evolution of an epidemic	Read Methland: Prologue & Part One: 2005, chapters 1, 2 & 3 (Kant's Lament, The Most American Drug, The Inland Empire)	5 points discussion board, 5 points Zoom attendance, 5 points online quiz
Week 3 September 15 <sup>th</sup>		Read Methland: Part One: 2005, chapters 4 & 5 (Family, The Do Drop Inn), Part Two: 2006, chapter 6 (Mirror Imaging)	5 points discussion board, 5 points Zoom attendance, 5 points online quiz
Week 4 September 22 <sup>nd</sup>	Methamphetamine & stimulants Discussion on meth epidemic and designer stimulant drugs	Read Methland: Part Two: 2006, chapters 7, 8 & 9 (The Cop Shop, Waterloo, The Inland Empire, Part Two)	5 points discussion board, 5 points Zoom attendance, 5 points online quiz
Week 5 September 29 <sup>th</sup>		Read Methland: Part Two: 2006, chapter 10 (Las Flores), Part Three: 2007, chapters 11 & 12 (Algona, El Paso)	5 points discussion board, 5 points Zoom attendance, 5 points online quiz
Week 6 October 6 <sup>th</sup>	Substance use disorder treatment Discussion on drug treatment programs	Read Methland: Part Three: 2007, chapters 13, 14 & 15 (Disconnected States, Kant's Redemption, Independence)	5 points discussion board, 5 points Zoom attendance, 5 points online quiz
Week 7 October 13 <sup>th</sup>	Marijuana Discussion on personal and society's perception of drug use	Read Beautiful Boy: Introduction & Part I "Stay up late"	5 points discussion board, 5 points Zoom attendance, 5 points online quiz
Week 8 October 20 <sup>th</sup>		Read Beautiful Boy: Part II "His drug of choice"	5 points discussion board, 5 points Zoom attendance, 5 points online quiz
Week 9 October 27 <sup>th</sup>	Impact of drug abuse on society Discussion on current drug trends and impact on communities	Read Beautiful Boy: Part III "Whatever"	5 points discussion board, 5 points Zoom attendance, 5 points online quiz
Week 10 November 3 <sup>rd</sup>		Read Beautiful Boy: Part IV "If only"	5 points discussion board, 5 points Zoom attendance, 5 points online quiz

Week 11 November 10 <sup>th</sup>	Prevention of drug mis- and abuse Discussion on individual experiences, closing remarks & resources	Read Beautiful Boy: Part V “Never any knowing” & Epilogue	5 points discussion board, 5 points Zoom attendance, 5 points online quiz
Weeks 2-11, online asynchronous presentations	Discuss aspect of drug misuse, abuse, substance use disorder, social, psychological, medical, physiological aspects in 10-minute long presentation following evaluation rubric	Post link to VoiceThread presentation on discussion board by <b>week 12,</b> <b>Wednesday November</b> <b>17<sup>th</sup></b>	60 points VoiceThread presentation
Week 12 November 17 <sup>th</sup>	Wrap-up		5 points discussion board, 5 points Zoom attendance, 5 points online quiz

**REQUIRED TEXTS:**

***Methland: The Death and Life of an American Small Town***

Author: Nick Redding  
 Publisher: Bloomsbury USA (2009)  
 ISBN: 978-1-596-91650-0

***Beautiful Boy – A father’s journey through his son’s addiction***

Author: David Sheff  
 Publisher: Mariner Books Houghton Mifflin Harcourt (2009)  
 ISBN: 978-0-618-68335-2

**DIVERSITY & INCLUSION STATEMENT:**

All individuals, irrespective of their gender, gender identity, gender expression, sexual identity, sexual orientation, race, ethnicity, religious affiliation, physical or mental ability, political affiliation, or any other perceived generalized differentiator, is welcome in this course. It is expected that we treat each other with respect and as equals. Treat one another as you want to be treated so that we can have valuable discussions in this course. Intolerant, inflammatory, or insulting behavior or speech is not acceptable and may lead to dismissal from the course. Please do reach out for assistance regarding accommodations – I do not want inaccessibility to keep anyone from the opportunity to learn and grow.

**ATTENDANCE POLICY:** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: [catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/](http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/). One excused absence is allowed as long as the student informs the instructor per email of the absence at least 12 hours in advance of the scheduled class session.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

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 via email when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**GRADING POLICY:**

Grades will be assigned as follows (please be aware that Canvas does not round):

A	90% or above	162-180	points
A-	88.0 – 89.9%	158.4-161.8	points
B+	85.0 – 87.9%	153-158.2	points
B	80.0 – 84.9%	144-152.8	points
B-	78.0 – 79.9%	140.4-143.8	points
C+	75.0 – 77.9%	135-140.2	points
C	70.0 – 74.9%	126-134.8	points
C-	68.0 – 69.9 %	122.4-125.8	points
D+	65.0 – 67.9%	117-122.2	points
D	60.0 – 64.9%	108-116.8	points
D-	58.0 – 59.9%	104.4-107.8	points
E	< 58	0-104.3	points

Information on current UF grading policies for assigning grade points:

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

**ONLINE 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 [gatorevals.aa.ufl.edu/students/](http://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 GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/).

**HONORS PLEDGE:**

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://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of 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.

**CAMPUS RESOURCES:** *U Matter, We Care:*

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

*University Police Department, 392-1111 (or 9-1-1 for emergencies).*

<http://www.police.ufl.edu/>

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

*E-learning technical support,* 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.

*Career Connections Center,* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling. <http://www.career.ufl.edu/>

*Library Support,* <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. [writing.ufl.edu/writing-studio/](http://writing.ufl.edu/writing-studio/)

*Student Complaints On-Campus:* [sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/](http://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

*On-Line Students Complaints:* [distance.ufl.edu/student-complaint-process/](http://distance.ufl.edu/student-complaint-process/)

**IDH2930 (un)common reads: Addiction  
Preparation guidelines & grading rubric for VoiceThread presentation**

**Guideline for presentation**

Please prepare your presentation as a PowerPoint using any format you wish. It should have a title slide (including your name, the semester, and course), several slides covering relevant information related to your topic, and at the end a slide with references.

The topic you choose needs to be related to the book and the course, e.g. a specific substance use disorder, how a state is dealing with substance dependence, what the science is saying about a specific substance use disorder, etc. You will need to do some research beyond the book and our weekly meetings in order to complete the presentation – so please start at least 2 weeks ahead of the deadline for the VoiceThread presentation.

Your presentation cannot include animations or transitions between slides since they will not show up when you upload it to the VoiceThread server. Once you have completed the PowerPoint presentation slides, please save the slides as a PDF document. This ensures that any figures and the text on each slide are showing up correctly.

When you go to VoiceThread please make sure to upload your presentation in the PDF format and then narrate each slide separately using your microphone, webcam, or mobile phone (if you want to use the VoiceThread app). After you have narrated all slides, you can share the VoiceThread presentation link to the discussion board in the Canvas course.

## Grading rubric

The following rubric will be used when grading the VoiceThread presentation:

<b>Criteria</b>	<b>Complete (6 points)</b>	<b>Incomplete (3 points)</b>	<b>Absent (0 points)</b>
<b><i>Relation to book</i></b>	Relation of topic to book is clearly explained in the presentation with mention of contextual references (e.g. characters, locations, time periods, etc.)	Relation of topic to book is explained but no mention of contextual references is provided (e.g. characters, locations, time periods, etc.)	Relation of topic to book is not explained; no mention of contextual references
<b><i>Content/topic</i></b>	Content is well streamlined and logically arranged; each slide is related to the topic through the content presentation	Content is streamlined but not presented in a logical manner; slides are not related to the topic	Content is not streamlined or organized in a logical manner; slides are off-topic
<b><i>Flow</i></b>	Transition between slides is well done; complexity builds throughout the presentation; conclusions are presented	Transition between slides is abrupt; complexity is irregular through the presentation; conclusions are incomplete	No transitions between slides; conclusions are missing
<b><i>Oral presentation</i></b>	Clear voice; not too slow or too fast; keep presentation within 9-11 minutes	Voice is irregular or hard to understand; either too hurried or very slow pace; presentation shorter than 9 or longer than 11 minutes	No voice recording; presentation is shorter than 5 minutes or longer than 15 minutes
<b><i>Format</i></b>	Text does not contain spelling errors; text can be read, is not too small; figures have good resolution; references are complete and can be followed	Text contains no more than 5 spelling errors; text is small or cannot be read well on some slides; some figures have poor resolution; references are incomplete or cannot be followed	Text has more than 5 spelling errors; text is not legible without magnification on more than one slide; more than 3 figures have poor resolution; references are incomplete or missing