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PHA 5737: Drugs and Society

Spring 2023

2 Credit Hours – Satisfactory/Unsatisfactory

Spring, 2023

1 Credit Hour – [A-E Grading]

Drugs in Society is an elective course designed to enhance a student's knowledge base and communication skills in the area of substance use disorders to students in their 2PD year. Pharmacists are highly accessible health care providers and often encounter substance use disorders but are not always well equipped to handle the issue. Emphasis in this course will be placed on teaching pharmacy students how to address substance use disorders issues with themselves, their peers, their patients and on an overall societal level.

Teaching Partnership Leader

Carol Anne Motycka, PharmD, CHSE

Assistant Dean/Clinical Associate Professor

- Email: motycka@cop.ufl.edu
- Office: 580 W 8th St., Jacksonville, FL 32209
- Phone: 904-244-9590
- Office Hours: By appointment ONLY.

See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Entrustable Professional Activities

This course will prepare you to perform the following activities which the public entrusts a Pharmacist to perform:

1. Collect information to identify a patient's medication-related problems and health-related needs.
2. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
3. Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.
4. Implement a care plan in collaboration with the patient, caregivers, and other health professionals.
5. Follow-up and monitor a care plan.
6. Minimize adverse drug events and medication errors.
7. Maximize the appropriate use of medications in a population.

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Course-Level Objectives

Upon completion of this course, the student will be able to:

1. Identify and classify levels of substance use disorders
2. Recognize an individual suffering from a substance use disorder
3. Categorize pharmacologic classes and/or specific substances which are most commonly misused
4. Compare signs and symptoms of use and overdose of the most commonly misused substances
5. Given a case, recommend pharmacological treatment options or provide referral information to individuals suffering from a substance use disorder
6. Deduce substance misuse related problems when presented with a patient and the substance they are misusing
7. Prepare and present substance use disorders related issues to adolescents to help deter future misuse

Course Pre-requisites

1. Completion of all Year 1 Pharm.D. program coursework including milestones.
2. Satisfactory completion of the first semester of Year 2 Pharm.D. coursework.

Course Co-requisites

1. Completion of all Year 1 Pharm.D. program coursework including milestones.
2. Satisfactory completion of all Year 2 Pharm.D. coursework.

Required Textbooks/Readings

Inaba D, Cohen W. Uppers, downers, all arounders. Physical and Mental Effects of Psychoaffective Drugs. 8th edition. CNS Productions, INC., ISBN# 978-0926544390 (Book includes access to videos and web-enhanced learning materials)

Suggested Textbooks/Readings

None

Other Required Learning Resources

None

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Materials & Supplies Fees

None

Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

This course is pass/fail. In order to pass the course, you must receive an overall course grade of 69.50% [The Canvas® gradebook will be set-up using the percentages below to compute the grade.]

Assessment Item	Grade Percentage
Online Quizzes (6 at 5% each)	30%
Active-Learning Participation/Discussions (5 classes at 8% each) See Appendix B	40%
Final School Presentation (See Appendix C)	20%
Field Trip Reflection Paper (See Appendix D)	10%
Total	100%

Table 1.1 Evaluation and Grading Above

Rounding of grades:

Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and NO EXCEPTIONS will be made in situations where a student's grade is "close."

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System

For technical support, navigate to [Educational Technology and IT Support Contact Information](http://curriculum.pharmacy.ufl.edu/current-students/technical-help/) at this URL:
<http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

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Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the [Pharm.D. Course Policies](http://curriculum.pharmacy.ufl.edu/current-students/course-policies/) carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

Late Assignment Policy

Late assignment policy is at the discretion of the course leader.

Makeup Assignments

N/A

Respect for Diversity

The University of Florida College of Pharmacy strives to stimulate a culture that promotes diversity and inclusion within an exceptional community of students, faculty, and staff. It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

We intend to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the course's effectiveness for you personally or for other students or student groups.

If any of our class meetings conflict with any of your religious events, an excused absence will be provided when requested using the standard UF COP process as detailed in the UF COP Course policies.

If you feel that you have experienced or witnessed any bias/treatment that falls short of these expectations, you may submit a report through the UF COP Student Mistreatment Report.

Course Evaluation Process

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 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/>.

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Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Carol Anne Motycka, PharmD, BCACP

Assistant Dean/Clinical Associate Professor

- Email: motycka@cop.ufl.edu
- Office: 580 W 8th St., Jacksonville, FL 32209
- Phone: 904-244-9590

Questions to Ask:

- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

Other Teaching Partnership Faculty Members:

Sam Borgert, Pharm.D.

- Email: borgert33@gmail.com

Adam Wood, Pharm.D.

- Email: adamwoodrx@gmail.com
- Phone: 386-546-2492

Office Hours: Please see Canvas course site for posted office hours

Academic Coordinator:

1. Name: Ashleigh Langford
2. Email: lynn8597@cop.ufl.edu
Absence/Tardy Email: (Visit the course policy site for further instructions)

Educational Coordinators:

Name: Katie Orben

- Email: korben06@ufl.edu
- Office: Jacksonville Campus

Name: Andrea Arredondo

- Email: aarredondo1@cop.ufl.edu
- Office: Orlando Campus

Questions to Ask:

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence/tardy requests (Only the Academic Coordinator handles absence requests)

- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries in gradebook (missing grades, incorrect grade)
- Assistance with ExamSoft® (Distance campus students may contact the Educational Coordinator for use of Examplify and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

Course Outline

Please routinely check your campus calendar and Canvas for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

Date	Mod #	Topic	Faculty Author	Learning Objectives	Contact Hours [hr]a
	1	Module 1: Alcohol	Motycka	1, 2, 3, 5	
	1	Watch: Alcohol (textbook)	Motycka		0.25
	1	Watch: Story of an Alcoholic Parts 1 & 2	Motycka		2
	1	Watch: Introduction – Medical Consequences of Addiction	Motycka		1
	1	Read: Chapter 5 - Downers-Alcohol	Motycka		2
	1	Supplemental Watch: National Geographic – Drugged, Season 2, Part 4: Alcohol	Motycka		
Opens 3/23 at 10 AM Closes 3/30 at 10 AM	1	Assess: Online, open-book Quiz 1	Motycka		
GVL – 3/30 from 1:55 PM – 3:50 PM JAX – 3/30 1:55 PM – 3:50 PM ORL – 3/30 10:00 am – 11:55 am	1	Active Learning Session 01	Motycka		2
	1	Discussion: Alcohol	Motycka		
	1	Alcohol Debate	Motycka		
	2	Module 2: Uppers	Motycka	1, 2, 3, 5	

	2	Watch: Uppers (textbook)	Motycka		0.25
	2	Watch: Drug Regulation and Legal Matters: Hooked – Illegal Drugs Volume 2, Cocaine, LSD, Ecstasy, the Raves	Motycka		1.5
	2	Read: Chapter 3 – Uppers	Motycka		3
	2	Supplemental Watch: National Geographic – Drugged, Season 1, Parts 2 & 3: Crack & Crystal Meth	Motycka		
Opens 3/30 3:50 PM, Closes 4/5 1:55 PM	2	Assess: Online, open-book Quiz 2	Motycka		
	3	Module 3: Downers	Motycka	1, 2, 3, 5	
	3	Watch: Downers (textbook)	Motycka		0.25
	3	Read: Chapter 4 – Downers	Motycka		2
	3	Watch: Drug Regulation and Legal Matters: Hooked – Illegal Drugs Volume 1, Marijuana, Opium, Morphine, Heroin	Motycka		1.5
	3	Supplemental Watch: National Geographic – Drugged, Season 2, Part 1: Heroin	Motycka		
Opens 3/30 3:50 PM, Closes 4/5 1:55 PM	3	Assess: Online, open-book Quiz 3	Motycka		
GVL – 4/7 8:30 am – 10:25 am JAX – 4/5 1:55 PM – 3:50 PM ORL – 4/6 8:30 am – 10:25 am	3	Active Learning Session 02	Motycka		2
	3	Discussion: Uppers and Downers	Motycka		
	4	Module 4: Marijuana and All Arounders	Motycka	1-5	
	4	Watch: All Arounders (textbook)	Motycka		0.25
	4	Read: Chapter 6 - All Arounders	Motycka		2
	4	Supplemental Watch: Marijuana – Parents and Pot	Motycka		
	4	Supplemental Watch: National Geographic – Drugged, Season 1: Ecstasy and Marijuana	Motycka		
Opens 4/7 at 10:25 am, Closes	4	Assess: Online, open-book Quiz 4	Motycka		

4/13 at 1:55 pm					
GVL – 4/13 1:55 PM – 3:50 PM JAX – 4/13 1:55 PM – 3:50 PM ORL – 4/14 1:55 PM – 3:50 PM	4	Active Learning Session 03	Motycka		2
	4	Discussion: Marijuana	Motycka		
	4	Marijuana/Legalization Debate	Motycka		
	5	Module 5: Rx and OTC Abuse	Motycka	1-5	
	5	Watch: Other Drugs, Other Addictions (textbook)	Motycka		0.25
	5	Supplemental Read: Chapter 7 - Other Drugs, Other Addictions	Motycka		
Opens 4/14 at 3:50 PM, Closes 4/26 at 1:55 PM	5	Assess: Online, open-book Quiz 5	Motycka		
GVL – 4/27 from 1:55 PM – 3:50 PM JAX – 4/26 from 1:55 PM – 3:50 PM ORL – 4/26 1:55 PM – 3:50 PM		Active Learning Session 04	Motycka		2
	5	Watch Prescription Drug Abuse Video	Motycka		
	5	Discussion: Prescription Drug Abuse, Drug Testing, & Anabolic Steroids	Motycka		
	5	Mock Counseling Session on Rx Abuse (with adults/patients)	Motycka		
	5	Discussion: Drug Use and Prevention and PRN Program	Motycka		
	6	Module 6: Drug Use and Prevention	Motycka	1-5	

	6	Watch: Drug Use and Prevention (textbook)	Motycka		0.25
	6	Watch: Treatment (textbook)	Motycka		0.25
	6	Supplemental Read: Chapter 8 - Drug Use and Prevention	Motycka		
	6	Supplemental Read: Chapter 9 – Treatment	Motycka		
	6	Supplemental Watch: Drug Regulation and Other legal Matters: 20th Century with Mike Wallace: Enemy Within – Drugs and the War to Stop Them	Motycka		
Opens 4/27 at 3:50 PM, Closes 5/3 1:55 PM	6	Assess: Online, open-book Quiz 6	Motycka		
GVL – 5/4 from 1:55 PM – 3:50 PM JAX – 5/3 from 1:55 PM – 3:50 PM ORL – 5/3 from 1:55 PM – 3:50 PM	All	Active Learning Session 05	Motycka	1, 2, 3, 6	2
	Jax	Final Presentation Prep and Delivery	Motycka		
	All	Abuse Bowl	Motycka		
JAX – 5/4 GVL – TBD ORL – 5-8	All	Field Trip 1 for School Presentations	Motycka	6	3
4-28	JAX	Field Trip 2 Drug Court	Motycka		3
4-28	ORL	Field Trip 2 Drug Court	Wood		
5-5	GVL	Field Trip 2 Drug Court	Borgert		
Due 72 hours after each Field Trip	All	Apply: Reflection Assignment	Motycka		

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				Total Time	32.75

Appendix B: Rubric for Assessing Student Participation in Class

This document will be used to provide an assessment of the student's overall participation at the end of the course. Instructors will keep track of student participation during each session.

	Exemplary (Score = 5)	Proficient (Score = 4)	Developing (Score = 3)	Unacceptable (Score = 0)
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution and needs instructor to solicit input.
Quality of comments	Comments always insightful and constructive; uses appropriate terminology. Comments balanced between general impressions, opinions and specific, thoughtful criticisms or contributions.	Comments mostly insightful and constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion and personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say and contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect and build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

Appendix C: Final School Presentation Evaluation

Final School Presentation Evaluation				
	Criteria (point values in parentheses)			Points / Comments
Subject Knowledge	Student demonstrates an inadequate understanding of more than one presented concept (14)	Student demonstrates an inadequate understanding of one presented concept (16)	Student demonstrates an accurate understanding of all presented concepts (20)	
Organization	Illogical sequencing makes it difficult to follow (14)	Logical sequencing, but without an identifiable introduction, body, or summary. (16)	Logical sequencing with an introduction, body, and summary (20).	
Completeness	Two or more important points concerning the topic were missed. (14)	Missed one important aspect in covering the topic (16)	Covered all important aspects of the topic (20)	
Relevance to the topic	Presentation was not well focused on the assigned topic. (6)	Presentation adequately focused on the assigned topic. (8)	Presentation was completely focused on the assigned topic (10)	
Professional Presentation	Three or more misspellings and/or grammatical errors. Multiple slides illegible or overloaded and not justified. Significant problems with voice clarity, volume, or pronunciation. (6)	Less than 3 misspellings or grammatical errors. Very few slides were illegible or overloaded and not justified. Minor problems with voice clarity, volume, or pronunciation (8)	No misspellings or grammatical errors. All slides with graphics were legible and not overloaded <u>or</u> justified. Clear voice, good volume, and correct pronunciation.(10)	
Pacing & Timing	Pace too fast or slow and could not finish on time (6)	Pace too fast or slow, but finished on time (8)	Proper pace and finished on time (10)	
Eye Contact	Little or no eye contact with the audience or (6)	Moderate eye contact with the audience (8)	Good eye contact with audience (10)	
Additional Facilitator Comments or Deductions:			Total Points (100 max)	
			Bonus Points for Exemplary Presentation (3 max)	

Appendix D: Reflection Paper Rubric

	Exceptional 2	Proficient 1	No Credit 0
Focus	Clearly states the purpose of the activity. Never diverges from the topic.	Implies, but does not clearly state, the purpose of the activity. Never diverges from the topic.	Does not state or imply the purpose of the activity. Diverges from the topic.
Content	Demonstrates a thorough self-reflective analysis, including a summary of the activity supported by specific and illustrative details. Draws conclusions and makes connections to future plans.	Demonstrates a reflective analysis, including a summary of the activity supported by details. Draws conclusions and makes a connection to future plans.	Lacks development and self-reflection. Does not include a summary of the activity or has insufficient details. Does not make a connection to future plans.
Organization	Presents the reflection in a compelling, highly-organized manner. Includes the following elements: -Attention-getting introduction, which includes thesis statement -Effective transitions -Reflective conclusion	Presents the reflection in a well-organized manner. Includes the following elements: -Introduction with thesis statement -Transitions -Conclusion	Presents the reflection in a poorly organized manner. Elements are missing that impact understanding: -No introduction -No transitions -No conclusion
Conventions	Uses articulate and appropriate language, sophisticated word choice, and sentence structure. 0-1 errors in: -Grammar -Punctuation -Mechanics	Uses appropriate language, word choice, and sentence structure. 2-3 errors in: -Grammar -Punctuation -Mechanics	Uses slang and unsophisticated word choice. 4 or more errors in: -Grammar -Punctuation -Mechanics