



### **PSY 383: Psychoactive Drugs, Fall 2014, Dr. Christina Karns**

Physiological and behavioral effects of psychoactive drugs such as alcohol, opiates, barbiturates, and excitants. The psychology of use and overuse; therapies for correcting drug problems.

#### **Course Overview**

I love to teach, and my goal is to teach you about psychoactive drugs, the brain, and a bit about yourself and other humans in as comprehensive and engaging a manner as I can. The material we will cover is applicable to everyone wherever you fall on the spectrum of abstinence to addiction. This material is relevant to history, politics, pop culture, art movements, etc. which makes this a really fun course to teach! Hopefully you will work hard and have fun along with me.

The foundational knowledge you will learn in this course is:

- pharmacokinetics
- synaptic action
- brain systems
- behavior
- health/addiction
- medical application
- legal status

Applied to a range of psychoactive drugs including:

- depressants
- stimulants
- opioids/narcotic analgesics
- hallucinogens
- inhalants
- cannabis
- other psychoactive agents

With this foundational knowledge, students will be able to:

- Explain ways that specific psychoactive drugs affect thinking, behavior, perceptions, and emotions.
- Relate the effects of specific psychoactive drugs to the brain at the synaptic and systems level
- Identify the potential therapeutic benefits of specific psychoactive drugs
- Identify the potential adverse consequences of psychoactive drug use, abuse, and addiction
- Discuss, support, and/or critique definitions of abuse, dependence, and addiction
- Provide evidence-based critiques/support for current legal status of specific psychoactive drugs
- Express awareness and provide cogent analysis of the cultural role that psychoactive drugs play in contemporary and historical contexts

#### **Lectures**

Tuesdays and Thursdays: 10am – 11:20 [CLS 250](#) (Clinical Services Building, 2nd floor)

**Midterm** will be TUESDAY of WEEK 5

Final Exam: 8:00 Tue., Dec. 9

Click here for the University wide [final exam schedule](#)

## Assignments:

- Homework assignments are due Wednesdays at 3pm unless otherwise noted
- Dates for in-class quizzes will be announced ahead of time

Note: The lecture content is subject to change. I will adapt the course along the way to try to best meet the learning needs of my students. The course Blackboard site is the best place to stay on track.

Week 1	Drug overview and Pharmacokinetics
Week 2	Brain Basics, Anatomy, Systems, & Neurotransmitters
Week 3	Alcohol & related depressants
Week 4	Stimulants
Week 5	Midterm on Tuesday Thursday - begin 2nd half of course content
Week 6 - 10	Weeks 6-10 will be mapped out as we progress. Order may change due to student or instructor needs. General topics: antidepressants, antipsychotics, hallucinogens, inhalants, cannabis, herbal psychoactive drugs, addiction, treatment approaches for addiction Assignments: Paper or multimedia projects will have staggered due dates in 2nd half of the term
Finals Week	Final Exam: 8:00 Tue., Dec. 9

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## Contact us

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541-321-MIND  
LISB 179

BENJAMIN NELSON  
Lead Graduate Teaching Assistant  
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- 10:00-12:00 Mondays
- Location: Franklin 218

MATTHEW ROBISON  
Graduate Teaching Assistant  
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### Dr. Karns office hours:

- 11:30 – 1 pm Tuesdays (after lecture)
- 3:30 – 4:30 Thursdays
- Location: LISB 179 Lewis Integrative Sciences Building

### Dr. Karns' Office

We can walk over together after class, or the best entrance is along Franklin across from Evergreen Indian Restaurant and the Chicken Shack parking lot. There is a non-descript gray door by a huge tree. Enter, go straight ahead and ring the doorbell. Feel free to stop by and say hello! I give great study tips! Please make an appointment if you can't attend office hours.

### How to reach me:

541-321-MIND or 541-321-6463 – This is my teaching number. Use this number for course-related texts and phone calls. A quick text is appropriate to cancel an appointment, get directions to my office (e.g. if you get lost), or find me if I stepped out of office hours (include your name please). You can also use this number for phone calls during office hours or by appointment if you are unable to come by in person. Texts are not an effective way of getting your questions about course material answered.

For all your course-related questions, content related questions, post your question to the [Blackboard discussion forum](#). Then everyone can benefit from the discussion — and you will likely get a quicker answer from me, your teaching assistants, or your classmates.

Course-related questions of a personal nature can be addressed to [ckarns@uoregon.edu](mailto:ckarns@uoregon.edu). Please include Psych 383 in the subject heading.

### About your instructors

Christina Karns, Ph.D.

I am a brain nerd! My Ph.D. is in Neuroscience from University of California, Berkeley. I have been doing brain research — mainly human neuroimaging — for many years. My favorite brain research topics are attention, [neuroplasticity](#), and [positive emotions](#). I balance teaching with a busy research career that involves designing and conducting experiments, supervising student researchers, analyzing data, writing scientific manuscripts and writing grants. Besides brain research and teaching, I also love great music, inspiring art, and my family and friends.

### GTF:

Benjamin Nelson

We are lucky to have Benjamin Nelson as a teaching assistant this term. Ben is a doctoral student in the clinical program and is a great resource for those of you considering your future careers. You can contact Benjamin directly at [bwn@uoregon.edu](mailto:bwn@uoregon.edu). Ben will also check my teaching email and course phone number. He will assist with student questions, with writing exams and quizzes, and will hold office hours: Mondays from 10:00am to 12:00pm in Franklin 218.

### Course Policies

**Enrollment:** 150 There is limited space in the lecture hall. Waitlisted students will be admitted through Duckweb as other students drop the class. See <http://registrar.uoregon.edu/help/waitlisting> for more information.

Unfortunately, I don't have any leeway as the classroom for PSY 383 only has 150 seats. Departments are not allowed to let students into classes over the enrollment cap when the room is at capacity. Departments are also not able to override the waitlists, which will be turned off on Friday around noon.

### Policies:

*Short version:*

- Respect other students
- Respect your instructors
- Don't cheat
- Plan ahead.

*Long version:*

- **Large Lecture Etiquette:** It is helpful if you leave aisle seats open for those arriving after you. If you are late, enter quietly and respectfully. Don't interrupt the learning of other students to catch yourself up, wait until after class. Don't pack up early. If you know you need to leave early, sit toward the back aisle and pack up after you leave the classroom.
- **Discussion:** There may be some discussions in this class where people express strong opinions that you strongly disagree with. I encourage you to express your disagreement in a respectful and professional way. Disrespect of others will not be tolerated and you will be asked to leave.
- **Additional Support:** There are many [counseling resources available to you](#) and I encourage you to seek out any support you need. Did you know about [TLC](#) at the UO? There are some great [instructional resources for students](#).
- **No laptops/phones/devices during lecture – except the iclicker!** Instructors and students vary in how disruptive they find electronic devices in large lectures. My goal is to create an active learning space where I and each of my students are not distracted. Research



indicates that [digital multitasking reduces your retention of lecture content](#) and distracts surrounding students. Pen and paper active note-taking is a great way to learn. Doodling is encouraged! I haven't seen any research on how audience-electronics affect the quality of instruction, but I know that I like to feel like people are listening, and I think you will get a better lecture if you look attentive. See this teaching robot to the right? Ya, that's not me. Be nice to me ☺. *If you feel this no-electronics policy is a barrier to your learning, please come talk to me about it and we will come up with a compromise.*

- **Cheating:** My definition of cheating is the act of deceiving the instructors or other students to give rewards to someone — you or someone else — who has not earned those rewards.

A few examples of cheating: Using a friend's i-clicker to give them class-participation points when they are not present, copying answers on an exam or quiz from someone else, procuring a copy of the exam before you take it, changing your answers after an exam is graded and asking for it to be re-graded, presenting the written content of someone else as if it were your own instead of citing a published source (plagiarism). I will be creative and proactive about catching people cheating. If you cheat, I will enforce all university rules and you will fail my course. *Did you know that people who cheat over-estimate the prevalence of other cheaters? They think most people cheat — which isn't true. They are often in denial of the seriousness of cheating — cheating is actually a big deal. Why would I care so much about cheating? It's more work for me to care! Well, my job is to make sure students learn this material. Everyone learns better when they know that they are accountable along with everyone else.*

- **Posting lecture notes:** I consider PowerPoint to be an embellishment to my lectures, rather than the main content delivery mechanism, so I do not plan on posting lecture notes or slides. If you do the readings on time, attend lectures, take notes, ask questions when you are confused, and study effectively, I anticipate you will do very well in this course. Lecture slides may be posted at my discretion to aid in your learning of certain topics.
- **Requests:** If a student has an unforeseen exceptional personal or health-related issue that prevents them from being able to complete an assignment or exam on-time, extensions can be offered when accompanied by reasonable documentation. Students with conflicting [final exam schedules](#) (see [university policy](#)) must alert me as soon as possible and definitely by the last day to add classes. Arrangements will be made for an alternative exam. You must notify me of planned university-related absences (such as those by student athletes) as soon as possible.
- **Affirmation of Community Standards:** “The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. The University of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. A culture of respect that honors the rights, safety, dignity and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members.”
- **Accessible Education:** The University of Oregon is working to create inclusive learning environments. If there are aspects of the in this course that result in barriers to your learning and participation, please let me know. You are also welcome to contact the [Accessible Education Center](#) (formerly Disability Services) in 164 Oregon Hall at 346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu)
- **The University Student Conduct Code** defines academic misconduct. “Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available by clicking [here](#).”

### Required Texts & Materials

**Drugs, the Brain, and Behavior: The Pharmacology of Drug Use Disorders** 2012

ISBN-13: 978-0789035288 ISBN-10: 0789035286 Edition: 2nd

**Buzzed: The Straight Facts About the Most Used and Abused Drugs from Alcohol to Ecstasy** 2014

ISBN-13: 978-0393344516 ISBN-10: 0393344517

Edition: Fully Revised and Updated 4th Edition

THERE IS ALSO AN E-BOOK. THE CHOICE IS YOURS.

**Iclicker2** – The iclicker is a great way to assess your own knowledge, to reduce grading burdens for a large class. This means your grade can be distributed across more small assignments. This is good for you. This doesn't mean you shouldn't answer questions. It's just one more tool to make a large class a bit more engaging. Note that the iclicker2 can be sold back to the bookstore. Older models should be fine, but cannot be sold back.

Please buy a pack of 3x5 index cards. They will sometimes be required for in-class writing and feedback, as well as useful for studying outside of class.

## Workload

**Prerequisites:** Though Mind and Brain is not a prerequisite for this course, some of you have a fair amount of background in the brain, biology, or pharmacology. The first two weeks of the class will be easier for you. For others, there is quite a bit of reading and studying you need to do before we can embark on the main content of the course – psychoactive drugs. We all need to have the same vocabulary so we can talk about the biological and behavioral effects of different classes of psychoactive drugs. Please work hard learning the material so you can keep up!

**Credits = 4** What “credits” really mean. Generally speaking, each credit is an hour spent in class plus 3 hours outside of class. A 4-credit course would be 4 hours in class and 12 hours homework per week. In actuality, you have <3 hours in-class time for this course per week, and should budget at least 9 hours per week for studying for this course. That said, putting in the time does not guarantee that you will learn the material. You need to be sure your studying methods are effective, that you self-assess your own knowledge, and that address any weaknesses by seeking out assistance in a timely manner. This course is not graded on a curve, and I would be thrilled if each student earned an A.

## Grading

### Point distribution

- 30% — Homework assignments, Paper or Multimedia Project, Participation, Attendance (10, 10, 5, 5)
- 5% — Quizzes
- 25% — Midterm Exam (short answer & multiple choice)
- 40% — Cumulative Final Exam. (short answer & multiple choice)

### Letter Grades

- A+ >= 99.0%
- A = 90-98.99%
- B = 80-89.99%
- C = 70-79.99%
- D = 60-69.99%
- F = 0-59.99%

*Except for the [A+], the plus [+] or minus [-] is awarded for the upper and lower third of points within each category.*

W	Drop after 10/6
I	<a href="http://registrar.uoregon.edu/incomplete_policy">http://registrar.uoregon.edu/incomplete_policy</a>

## A Note about The Nature of Discussions in this Class

In this class we will be discussing issues, which may have, at times, an intense personal significance for some members of the class. There are no taboos for discussion topics in this course. We will exercise and respect freedom of speech. At the same time, we must take responsibility to ensure that we are respectful of everyone's opinion and that we stay on topic. If you find you are troubled by material while taking this course, and need support or counseling, please be sure to pursue that external support by seeking out a supportive friend, counselor, and/or a social service.

## Resources

If you or a friend are in crisis and need to speak with someone now, please call:

- **National Suicide Prevention Lifeline at 1-800-273-TALK** (they don't just talk about suicide—they cover a lot of issues and will help put you in touch with someone close by).

If you need information on treatment and where you can find it, you can call:

- **Substance Abuse Treatment Facility Locator at 1-800-662-HELP** or visit [www.findtreatment.samhsa.gov](http://www.findtreatment.samhsa.gov).

The National Institute of Drug Abuse [NIDA] also offers information on how to help an [adult](#) or [teen/young-adult](#) friend or loved one.

A sample of local counseling and social service resources follows.

#### *Local Crisis Lines*

University of Oregon Crisis Line	541-346-3227
Sexual Assault Support Services Crisis Line	541-343-7277
Whitebird Clinic Crisis Line	541-687-4000
Womenspace Crisis Line	541-485-6513

#### *Local Counseling*

University of Oregon Counseling Center	541-346-3227
Center for Community Counseling	541-344-0620
Options Counseling Services	541-687-6983
Sexual Assault Support Services (SASS)	541-484-9791
Center for Family Therapy	541-346-0923

#### *Some Additional Campus Resources*

UO Women's Center	541-346-4095
Office of Affirmative Action	541-346-3123
Student Advocacy	541-346-3722
Multicultural Center	541-346-4321
LGBT Educational and Support Services	541-346-6105

*We do not assume any responsibility for the quality of services offered by the organizations listed.*

### **Mandatory Reporting**

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has "reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child." UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains "credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring."

"Prohibited discrimination" includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting

- <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>
- <http://around.uoregon.edu/mandatoryreporting>

There is one other important thing to keep in mind. The instructor and GTF may be required to let the Office of the Dean of Students or the Office of Affirmative Action & Equal Opportunity know about discrimination, harassment, or physical and sexual assault students disclose in our presence.