

## PSY 383 Psychoactive Drugs

Summer Term 2014, University of Oregon  
June 23-July 18; Mon-Thurs 12:00-1:50 p.m.; 176 ED

### Instructors

	<b>Brianna Hailey, M.S. (Weeks 1-2)</b>	<b>Dorianne Wright, M.S. (Weeks 3-4)</b>
Office Hrs.	Tuesday 2:00-3:30, 426 LISB	By appointment, 218 Franklin
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### Course Description

Welcome to Psychoactive Drugs! The primary aim of this course is to understand the properties and effects of five major psychoactive drug types: opioids, hallucinogens, marijuana, and central nervous system depressants (e.g. alcohol) and stimulants (e.g. methamphetamine). Along the way, we will learn the basics about pharmacokinetics (how drugs are handled by the body), pharmacodynamics (how drugs act on the body and brain), the prevention and treatment of substance use disorders, and the societal, cultural, and legal contexts of drug use and use problems. This is a lot to cover in only four weeks. We hope that this introductory course will provide you with basic knowledge and skills to be a critical consumer of information about psychoactive drugs that you may encounter in the media or your workplace. Lectures will be complemented with discussions, readings, team-based presentations, and videos designed to reinforce main concepts and enhance the learning experience.

**Required Text:** Carl L. Hart & Charles Ksir, *Drugs, Society & Human Behavior*, 15<sup>th</sup> edition, McGraw Hill. Copies are available for purchase at the Duck Store. A library copy will also be placed on Course Reserves at the Knight Library front check-out desk.

### Course Components

**Readings:** Each class day, there will be **required** reading to be completed *after* the day's lecture. Reading will be assigned from the Hart and Ksir (2013) textbook (labeled Chapter 1, Chapter 2, etc., on the schedule).

**Participation** (20% of final grade): Participation is based on *attendance and active participation*. Each week you will be assigned to a small group of 4-5 people, and together you will discuss the topic of the day as it relates to psychoactive drugs. We will spend time in Discussion every day, with perhaps the exception of guest lecture days. This time will provide you with the opportunity to engage in a lively discussion with your classmates. On certain days, you will complete a short assignment together based on your discussion to be turned in by the end of the class period that day. Your responses will be evaluated, and they should reflect that every member has been actively engaged in the course material. After the small group discussion, we will then come together as an entire class to continue discussing these topics. In addition, we highly encourage you to ask questions, raise issues, and connect ideas during class!

**Daily In-Class Reading Checks (i>Clicker)** (20% of final grade): Each day there will be **2-3 reading questions** about the assigned reading from the day before (Hart & Ksir, 2013). These questions will be graded for correctness. In calculating final reading-check points for the class, we will drop your lowest clicker score. This means that you can miss one day of lecture without losing reading-check points. i>Clicker 2's are available for purchase at the Duck Store for \$47 and can be sold back to the Duck Store at the end of the term for \$23.50. i>Clicker 1's can be purchased at the Duck Store too (\$35.25) but cannot be sold back. You must register your i>Clicker (versions 1 or 2 are acceptable) on Blackboard by **Wednesday, June 25 @ 11:00 A.M.** The first in-class reading check will be on Tuesday, June 24 (those without i>Clickers yet will be given the questions on paper).

**Weekly Blackboard Quizzes** (20% of final grade): Each week, you will complete a 15-question multiple choice Blackboard quiz on the prior week's readings and lectures. The quiz will be ***timed, open-book*** and ***open-note***, and must be completed ***by yourself***-- collaboration with classmates or other humans is strictly prohibited. The weekly quiz assignment is designed to encourage you to study and review class material on a regular basis. Although the quizzes will be open book/note, you are strongly encouraged to study prior to taking each quiz, because you will not have enough time to look up every answer. We will review quiz study strategies in class. Each weekly quiz will open by Friday afternoon and will be available **until Sunday at 10:00 p.m.**

**Celebrity Drug Presentation** (20% of final grade): With a small group of classmates, you will present about the drug use/use problems of a celebrity or other public figure. Your group's presentation should include information about the celebrity, his/her life, his/her drug use/use problems, how his/her drug use/use problems influenced his/her life and society (see Drug Presentation Assignment document for specific requirements) as well as your predictions about what effects were occurring at a cellular and systemic level during the drug use. Lastly, you will provide a one-paragraph description on what working with your groupmates was like as far as work, effort, etc.

**Reflection Paper** (20% of final grade): Individually, you will write a 5 - 7 page paper in which you reflect upon the drug environment of your life. As you reflect upon the drug environment of your life, focus on at least one aspect of your identity according to the ADDRESSING framework (Hays, 2001), to be discussed further in class. The paper can be subjective and personal in nature, describing how an aspect of your identity (e.g. religion, gender) has informed your experience with or attitudes toward drugs. The paper can also be more objective nature, describing culturally-specific risk and protective factors for drug use or use disorders, or how drug policy or treatment might differ based on an aspect of cultural identity (e.g. ethnicity, age), etc. Regardless, your paper must be based in empirical research that supports your conclusions. (See the Reflection Paper document for specific requirements.) This paper is **due** via Blackboard SafeAssign **by Friday, July 18th @ 11:59 p.m.**

## Course Policies

According to UO principles governing credit and contact hours, each credit is equivalent to 30 hours of work. Your 4 credits for this course are equivalent to 120 hours of work over 4 weeks, which is *30 hours per week*. You will spend 8 hours in class each week and should expect to spend up to 22 hours engaged in reading, studying and completing assignments outside of class each week.

**Instructor Availability:** We like helping students. Please visit our office hours (B.H. in weeks 1-2 and D.W. in weeks 3-4) if you have any questions or concerns about the class, or would like extra assistance learning course material. It is easiest for us to help meet your needs if you communicate questions or concerns as soon as they arise, or earlier in the term rather than later.

**Late Work Policy:** Please make an effort to take coursework deadlines in this class as seriously as you would take work deadlines or requirements at a job. Submitting work on time may mean planning far in advance to anticipate busy days/weeks in your schedule and starting assignments early to give yourself a time-cushion if something urgent comes up around a deadline. Late work will be accepted only at the discretion of the instructors, for unforeseeable emergencies. The late work grading policy is up to 75% points up to 1 day late; 50% up to 2 days late; not accepted after 2 days. This applies to all coursework.

**Accessibility:** It is our hope to create an inclusive learning environment in lab and lecture. Although it is not possible to anticipate all individual needs, it is important to your instructors that we eliminate barriers to students' full participation where possible. Please help us accomplish this goal by communicating directly with us if you anticipate (or encounter later in the term) barriers to full participation. If you do not have a notification letter from the Accessible Education Center and want to utilize the support and services offered by the AEC, please schedule an appointment with an AEC adviser by phone (541) 346-1155, e-mail [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu), or visit the AEC offices. <http://aec.uoregon.edu/>

**English Language Learners:** If you are a non-native English speaker and think you may have trouble in this course due to language difficulties, please see the instructors as soon as possible. Please note that you may only use dictionaries/translators during quizzes if you have discussed this with the instructor *at the beginning of the term*.

**Academic Honesty:** As part of the UO learning community, you make a commitment to engaging with your classmates, instructors, and coursework with respect, honesty, and integrity. Cheating and plagiarism will not be tolerated in this course. All suspected instances of cheating, plagiarism, or other academic misconduct will result in a **zero** on that assignment and a report to the Office of Student Conduct as mandated by the university. Further information on policies regarding academic conduct can be found in your lab syllabus.

**E-mail Communication with Instructors:** When e-mailing your instructors, please adhere to the following guidelines for respectful communication. Your instructors will adhere to the same guidelines in e-communication with you. (1) Include "PSY 383" in the subject line of the email; (2) Begin with a greeting, for example "Hello..." "Dear..."; (3) Briefly and politely state the reason why you are e-

mailing; (4) Use respectful and unbiased language-- curse words are not appropriate in emails to your instructors; (5) Sign the email with a salutation (e.g. "Thank you," "Best," "Sincerely") AND your full name; (6) Once you have received a reply to your email, acknowledge that you have received it. This could be as simple as writing back with a "Thank you."

<b>Grading</b>	
<b>Participation</b>	<b>20% of final grade</b>
<b>Daily In-Class Reading Checks</b>	<b>20% of final grade</b>
<b>Weekly Blackboard quizzes</b>	<b>20% of final grade</b>
<b>Celebrity Drug Presentation</b>	<b>20% of final grade</b>
<b>Reflection Paper</b>	<b>20% of final grade</b>

The final grade assigned for the course should reflect the student's overall performance in the course, as described by the following guidelines:

- A *excellent* work, complete mastery of course material
- B *good* work, grasps most of the important concepts
- C *average* work, grasps many but not all aspects of course material
- D *poor* work, insufficient understanding of material
- F failing

Letter grades will be assigned based on your total percentage points in the course

GRADE	PERCENTAGE	GRADE	PERCENTAGE
A+	100%	C	74-76.9%
A	94-99.9%	C-	70-73.9%
A-	90-93.9%	D+	67-69.9%
B+	87-89.9%	D	64-66.9%
B	84-86.9%	D-	60-63.9%
B-	80-83.9%	F	59.9% and Below
C+	77-79.9%		

**PSY 383 CLASS SCHEDULE: SUMMER 2014**

Summer 2014	Mon	Tues	Wed	Thurs
<b>WEEK 1</b>	<b>June 23rd</b>	<b>24th</b>	<b>25th</b>	<b>26th</b>
Topic	Drug Basics	Drug Use as a Social Problem	Neuro- pharmacology	Opioids
Reading:	Chapters 1 and 5	Chapter 2	Chapter 4	Chapter 13
<b>WEEK 2</b>	<b>June 30th</b>	<b>July 1st</b>	<b>2nd</b>	<b>3rd</b>
Topic	Alcohol	Depressants Inhalants	Hallucinogens Guest Speaker: Will Moore	Celebrity PPTs
Reading:	Chapter 9	Chapter 7	Chapter 14	
<b>WEEK 3</b>	<b>July 7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>
Topic	Marijuana	Caffeine and Tobacco	Stimulants	Celebrity PPTs
Reading:	Chapter 15	Chapters 10 and 11	Chapter 6	
<b>WEEK 4</b>	<b>July 14th</b>	<b>15th</b>	<b>16th</b>	<b>17th</b>
Topic	OTC & Performance Enhancing Drugs	Prevention & Treatment	Drug Culture and Crime	Celebrity PPTs
Reading:	Chapters 12 & 16	Chapters 17 & 18	Chapter 3	<b>Paper is due</b> on the <b>18th</b> by 11:59 p.m.

- Readings should be completed **AFTER** coming to lecture (e.g. read Chapters 1 and 5 after coming to class on Monday 6/23/14).
- Chapters refer to the **15<sup>th</sup> edition** of *Drugs, Society & Human Behavior* (Hart & Ksir, 2013) unless otherwise specified. Additional readings and videos may be posted on Blackboard.