

## PSY 383 Psychoactive Drugs

Summer Term 2015, University of Oregon

June 22-July 19; Mon-Thurs 2:00-3:50 p.m.; 125 McKenzie Hall

### Instructors

	<b>Brianna Delker, M.S. (Weeks 1-2)</b>	<b>Dorianne Wright, M.S. (Weeks 3-4)</b>
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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 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, critical and reflective writing assignments, and videos designed to reinforce main concepts and enhance the learning experience.

**Required Text:** Carl L. Hart & Charles Ksir, *Drugs, Society & Human Behavior*, 16<sup>th</sup> edition, McGraw Hill. Copies are available for purchase at the Duck Store. A library copy is available for check-out at Course Reserves at the Knight Library front check-out desk.

### Course Components

**Readings:** Each class day, there will be **required** readings to be completed *before* the day's lecture. Reading will be assigned from the Hart and Ksir (2015) textbook (labeled Chapter 1, Chapter 2, etc., on the schedule) and from research articles or other book chapters posted in PDF format on Blackboard.

**Question of the Day** (20% of final grade) - will drop lowest

QODs are to be answered by integrating what you learn in each lecture with details from the assigned readings for that day. The QOD will be presented at the start of each class. QODs will be answered during the last 15 minutes of class. You may use your notes to answer QODs. You will not be graded specifically on grammar or spelling, but we will be looking for thoughtful responses that integrate details from readings/lecture. They also need to be legible (so write neatly). Per QOD, you should have about two-thirds to 1 full page of hand-written response (approx. 300-400 words). Each QOD answer is worth 5

points. Grading will range from 0 points for a missing or completely unsatisfactory response to 5 points for an especially thorough or insightful response. Responses that are too short, vague, or inconsistent with the lecture will get low scores. We will drop your lowest QOD score. There are no make up QODs.

### ***QOD Grading Rubric***

0 = didn't do/turn in; response that conveys no effort

1 = response is unsatisfactory; little association between question and response; does not convey understanding of material; no references to readings/lecture

2 = response is mostly unsatisfactory, but conveys some amount of understanding of the question; some effort to reference the readings/lectures

3 = moderate/reasonable response; response conveys an understanding of question, but can expand a bit more on a point, uses readings and lecture fairly well.

4 = good/solid response; clear, structured and good use of readings/lecture

5 = very good/solid response; clearly stronger than a '4' in all ways and demonstrates mastery of the material

### **Participation** (10% 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! In the calculation of your final grade, your lowest Participation day score will be dropped.

**Epistemology Paper** (10% of final grade): On the first day of class, you will respond to a ~15-minute writing prompt about what you know currently about psychoactive drugs, and how you know what you know. We will collect your responses and return them to you on the last day of class, when you will respond to the same prompts (reference to lectures and readings encouraged). This is an opportunity both to measure your progress in the class and to personally and critically reflect on your knowledge and assumptions about psychoactive drugs. Your response on the first day of class will be graded for completion (not correctness) and count 2% toward your final grade. Your response on the last day of class will be graded with the same rubric as the QOD's and will count 8% toward your final grade.

**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.**

**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 17th @ 11:59 p.m.**

**People in Recovery Assignment (choose Option A or B)** (20% of final grade): This is an experiential learning assignment designed to help you understand psychoactive drug addiction and recovery more intimately. Although this course is not focused on addiction per se, a major feature of psychoactive drug use that will be studied in this course is the potential for individuals to lose control over drug use and to use despite negative consequences.

You will receive credit (10% of your final grade) for participating in the activity and for writing a bulleted outline in response to the questions below about your experience (10%). This assignment is adapted from an assignment in Dr. Tiffany Brown's CFT graduate course on Addiction & Recovery.

→ **Option A: Attend One Psychoactive Drug Recovery Meeting**

In order to gain an understanding of the recovery community, students can attend an "open" meeting of a 12-step group or other recovery groups focused on recovery from an identified addiction to psychoactive drugs (e.g., Alcoholics Anonymous, Narcotics Anonymous). Please find a recovery meeting in the community and it **MUST** be an **OPEN** meeting (open meetings mean that it's not a closed group; outside people are welcome to attend). Just like the experience of a person seeking recovery, it is your responsibility to find a list of meetings and do the exploration to find a meeting. Once you have attended the meeting you will prepare bulleted responses to the following questions to discuss in class. Please address the following questions:

1. What was it like for you to engage in this experience? What did you notice about yourself in the process?
2. What do you believe to be the most important 'take home message' from the experience?
3. What was the most surprising part of the experience? Did the experience challenge any of your assumptions about psychoactive drugs?
4. Include any additional personal/academic reflections. Tie your experience to what you have been reading/learning in class.

→ **Option B: Interview a Person in Recovery**

If you choose this option, you are to find a person who identifies as having an addiction to a substance (current or historical). Preferably this person has tried to enter into treatment/recovery at some point. The hope of this assignment is to offer you an intimate opportunity to talk to someone who has a history of what we are reviewing in class. If you are someone that is in recovery yourself, or know people intimately that are, I encourage you to use this assignment to stretch yourself. Interview someone that is *different* from what you are used to (for example, if you

know many people with a history of alcoholism, perhaps find someone who has a history of drug addiction, or someone of a different age, etc). Your interview should cover the following questions that are listed below. I encourage you to begin the interview letting the person know that they should share their answers as though you know nothing about addiction and be as descriptive as possible. Please also add in any follow up questions that make sense.

- a. What is/was the nature of your addiction? (What, how long, who knows about it?)
- b. What are your thoughts about how and why addiction manifests in people? Why do some people develop addictions and some do not?
- c. What are your thoughts about how your identity (personality, cultural identity, familial experiences) has impacted your addiction and recovery experiences?
- d. What was it like when you tried to stop? What do people need most as they attempt to stop their addiction?
- e. What is the impact of addiction on friends/family members? What is the impact of friends/family members on the addiction?
- f. What has your experience been like with mental health and medical professionals in regards to your addiction? What do you feel is most important for practitioners to know regarding addiction and recovery?
- g. What are your experiences of the 12 steps? Do you have a sponsor? What has your experience been like in “working a recovery program?”
- h. Anything I didn’t cover that you would like me to know?

After you complete the interview, please prepare your bulleted responses to the following questions in an outline format that will be used for an in-class discussion. Discussion questions include:

1. What was it like for you to engage in this experience? What did you notice about yourself in the process?
2. What do you believe to be the most important ‘take home message’ from the experience?
3. What was the most surprising part of the experience? Did the experience challenge any of your assumptions about psychoactive drugs?
4. Include any additional personal/academic reflections. Tie your experience to what you have been reading/learning in class.

## 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 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 concerns proactively, as soon as they arise.

**Late Work Policy:** Please make an effort to take coursework deadlines in this class as seriously as you would take job deadlines. 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. 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.

**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 state the reason why you are e-mailing; (4) Use respectful and unbiased language; (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."

Grading	
Question of the Day Responses	20% of final grade
Participation	10% of final grade
Epistemology Paper	10% of final grade
Weekly Blackboard quizzes	20% of final grade
Reflection Paper	20% of final grade
People in Recovery Assignment	20% of final grade

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 2015

\*\*\*Schedule is subject to change

Summer 2015	Mon	Tues	Wed	Thurs
<b>WEEK 1</b>	<b>June 22nd</b>	<b>June 23rd</b>	<b>June 24th</b>	<b>June 25th</b>
Topic	Drug Basics	The Actions of Drugs	Psychoactive Drug Addiction	Opioids
Readings:	Chapter 1	Chapter 2 + Blackboard Reading	Chapter 5 + Blackboard Reading	Chapter 13 + Blackboard Reading
<b>WEEK 2</b>	<b>June 29th</b>	<b>June 30th</b>	<b>July 1st</b>	<b>July 2nd</b>
Topic	Alcohol	Depressants	Hallucinogens Guest Lecturer: Dr. Will Moore	Women & Psychoactive Drugs + Guest Speaker
Readings:	Chapter 9 + Blackboard Reading	Chapter 7 + Blackboard Reading	Chapter 14 + Blackboard Reading	Blackboard Reading

<b>WEEK 3</b>	<b>July 6th</b>	<b>July 7th</b>	<b>July 8th</b>	<b>July 9th</b>
Topic	Marijuana	Caffeine and Tobacco	Stimulants	OTC & Performance Enhancing Drugs
Readings:	Chapter 15 + Blackboard Reading	Chapters 11 & 10 + Blackboard Reading	Chapter 6 + Blackboard Reading	Chapters 12 & 16 + Blackboard Reading; <b>People in Recovery Assignment due on the 10th by 11:59 p.m.</b>
<b>WEEK 4</b>	<b>July 13th</b>	<b>July 14th</b>	<b>July 15th</b>	<b>July 16th</b>
Topic	Prevention	Treatment	Drug Culture and Crime	Wrap-Up; People in Recovery Discussion; in-class Epistemology Paper
Readings:	Chapter 17 & + Blackboard Reading	Chapter 18 + Blackboard Reading	Blackboard Reading	<b>Reflection Paper is due on the 17th by 11:59 p.m.</b>

- Readings should be completed **BEFORE** coming to lecture.
- Chapters refer to the **16<sup>th</sup> edition** of *Drugs, Society & Human Behavior* (Hart & Ksir, 2015)
- Additional readings for the week will be posted on Blackboard by Sundays.