



Syllabus 12/16/15 – Please check Canvas for updates & <http://blogs.uoregon.edu/psy383fa14drkarns>

PSY 383: Psychoactive Drugs, Winter 2016, Dr. Christina Karns ["Dr. Karns"]

Tuesdays and Thursdays: 4 pm – 5:20 pm, LA 177

Course Description 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 others 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! There is a lot of science in this course. Hopefully you will work hard and have fun along with me.

Biology (Chemistry & Brain) + Behavior + Historical Context = Psych 383

The foundational knowledge you will learn 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, you will be able to:

- Explain ways that specific psychoactive drugs affect thinking, behavior, perceptions, and emotions.
- Identify the therapeutic benefits of specific psychoactive drugs
- Identify the 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
- Analyze the cultural role that psychoactive drugs play in contemporary and historical contexts

Enrollment: 150. Waitlisted students will be admitted through DuckWeb as other students drop the class. See <http://registrar.uoregon.edu/help/waitlisting> for more information.

<p>Dr. CHRISTINA KARNS, PH.D. ("Dr. Karns") ckarns@uoregon.edu (Subject heading: Psych 383) 541-321-MIND **see below</p> <p>Office Hours: THURS 9:15 – 11:15 or by appointment</p> <p>LISB 179 Lewis Integrative Sciences Bldg (It is hard to find, use these directions: Enter LISB through the main entrance. Ring the doorbell for the Neville Lab and ask for me.</p>	<p>BRETT MERCIER Lead Graduate Teaching Assistant bmercier@uoregon.edu</p> <p>Office Hours: 365 Straub 8-10 am Wednesdays or by appointment</p>
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**Phone/Text: 541-321-MIND or 541-321-6463 – This is my teaching 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). You can also use this number for calls during office hours or by appointment if you are unable to come by in person.

Getting your questions answered:

For all your course-related questions and content-related questions, post your question to the Canvas Discussion Forum. Then everyone can benefit from the discussion — and you will get a quicker answer from your teaching assistants, your classmates, or me. Forum participation can even boost your participation grade. Course-related questions of a sensitive nature can be addressed to ckarns@uoregon.edu. Include Psych 383 in the subject heading.

About your instructors

Christina Karns, Ph.D. I'm a brain nerd! My Ph.D. is in Neuroscience from University of California, Berkeley. I've been doing brain research — mainly human neuroimaging — since before there was google. My favorite brain research topics are attention, "multisensory integration" or how your senses combine, neuroplasticity, and the neuroscience of 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. Come by and talk to me in my office hours or make an appointment if you want to chat about course content or your interests in psychology or neuroscience.

Brett Mercier, your GTF, is a doctoral student in Social and Personality Psychology. Broadly speaking, he is interested in the nature, function, and origins of beliefs. Brett's research has focused on political conflict, naive realism, and moral beliefs. Brett is a great resource for help with course material and with your writing. He will be assisting in class and will assist Dr. Karns with grading your homework, exams, and term projects

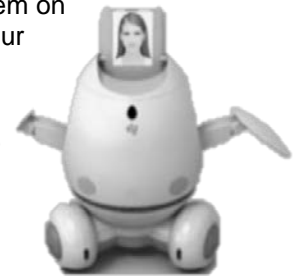
Course Policies

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. These issues may have intense personal significance for some members of the class. There are no taboos for discussion topics and 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.
- *Laptop policy:* Instructors and students vary in how disruptive they find electronic devices in large lectures. In the past have not allowed them. I'm experimenting this term with allowing them on a trial basis. To avoid distracting other students behind and around you, use your laptop for notes only. Do not multitask because it visually distracts surrounding students. I haven't seen any research on how audience-electronics affect the quality of lectures from the instructor, 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 are distracted by the behavior of others in the course, talk to them or come talk to me.
- *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.



- *Additional Support:* There are many counseling and tutoring resources available to you and I encourage you to seek out any support you need. Did you know about TLC (tlc.uoregon.edu) at the UO? – they have great instructional resources and writing help for students.
- *Posting slides:* The PowerPoint for the lectures will be posted online (Canvas) after lectures.
- *Attendance & Extensions:* If a student has an unforeseen exceptional personal or health-related issue that prevents them from being able 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
 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 (<http://aec.uoregon.edu>, formerly Disability Services) in 164 Oregon Hall at 346-1155 or 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 here. <http://researchguides.uoregon.edu/citing-plagiarism>

Required Texts & Materials

- Canvas policy: You are responsible for announcements posted to Canvas. Check frequently.
- iClicker2 – The iClicker is a good tool to assess your own knowledge as we go, to make a large course more interactive, and to reduce grading burdens for a large class. This also means your grade can be distributed across more small assignments. This is good for you. Note that the iClicker2 can be sold back to the bookstore. Older models are fine for this course but they cannot be sold back to the bookstore.
- “BRICK” -- Drugs, the Brain, and Behavior: The Pharmacology of Drug Use Disorders 2012
 ISBN-13: 978-0789035288 ISBN-10: 0789035286 Edition: 2nd
- “BUZZED” -- Buzzed: The Straight Facts About the Most Used and Abused Drugs from Alcohol to Ecstasy 2014, ISBN-13: 978-0393344516 ISBN-10: 0393344517, 4th Edition. You may buy the E-book if you like.

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 studying 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 (though I reserve the right to curve when it benefits students).

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.

Grading

Point distribution <ul style="list-style-type: none"> ▪ 10% — Homework assignments (Due Weekly) ▪ 10% — Attendance, Participation, iClicker ▪ 10% — Term Project/Paper ▪ 5% — Two Quizzes* ▪ 30% — Midterm Exam* ▪ 35% — Cumulative Final Exam* <p>*multiple choice, fill-in, and short answer</p>	Letter Grades <ul style="list-style-type: none"> ▪ A+ >= 99.0% ▪ A = 90-98.99% (typically the top 20-25%) ▪ B = 80-89.99% ▪ C = 70-79.99% ▪ D = 60-69.99% ▪ F = 0-59.99%
<p>Except for the [A+], the plus [+] or minus [-] is awarded for the upper and lower third of points within each category.</p>	
W – Drop after Jan 11, 2016	I -- http://registrar.uoregon.edu/incomplete_policy

Assignments:

- Homework assignments are due Tuesdays at 12:00 pm unless otherwise noted
- Dates for in-class quizzes – (Week 4, Thursday 1/28 and Week 10 Tuesday 3/8)

Homework (10%): Due by NOON, 12:00 p.m. every Tuesday. This gives me 4 hours to look at them before lecture to see what I need to emphasize in lecture. If you struggle with mid-day deadlines, you can certainly complete them earlier. Log onto Canvas and complete the required online assignment. Late homework assignments will not be accepted, and there are no make-ups. I will drop your lowest homework assignment; so don't worry if you miss one or if you added the course late.

Clicker Questions, Attendance, Participation (10%):

Please remember to bring your iClicker to class. iClicker questions will count for 10% of your total grade. We will use iClickers for answering in-class questions to review topics and encourage attendance and participation. iClickers are available for purchase at the UO Bookstore or elsewhere online. If cost is an issue, note that the iClicker2 can be sold back to the bookstore for about half the cost. The iClicker1 is also fine but cannot be sold back. You can also borrow a friend's, as long as they aren't enrolled in this course. You must register your Clicker to your UO Canvas account by WEEK 3 (not through the iClicker company website). I recommend that you put a piece of clear tape over the ID number so that it doesn't rub off. Each day, about half of the clicker points are awarded regardless of whether you get the answers correct, as long as you attempt to answer at least 75% of the questions. The remaining half of the clicker points are awarded for correct answers. I will drop your two lowest-scoring days of Clicker points, so don't worry if you are sick or forget your clicker once or twice.

Objectives of Problem Sets and Clicker Questions:

1. Lots of relatively easy points (if you've done the reading) distributed daily throughout the term. This takes some pressure off the exams, in case you have a bad exam day.
2. Motivation to do the reading, show up to class, and pay attention.
3. Review concepts and material to help prepare for the exams.
4. Feedback to me about how much you understand, and what concepts need more emphasis in class.

Term Paper/Project (10%)

The paper, or project write-up if you choose to complete a project, is due Tues of Week 8 (2/23). Submit your paper through Canvas. Do NOT email your paper to the instructor or TAs. Guidelines for project topics, format, expectations, etc. are posted on Canvas. Read these guidelines carefully.

Quizzes (5%) The quizzes are run like practice exams. They give you an idea of what to expect on exams but are shorter and count for less (2.5% each). Doing well on a quiz doesn't guarantee you will do well on the exam but it will give you a sense of what you know and what you need to study.

Midterm (30%) The midterm exam will be in-class, Thurs of Week 5 (Feb 4).

Final (35%) The final will cover the material from the entire course. The scheduled exam time is 12:30 on Tuesday March 15.

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.

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

I hope this is a helpful list, but we can't 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>

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.

Schedule: The lecture content is subject to change and this list will get out of date because I adapt the course along the way to try to best meet the learning needs of my students. The course Canvas site is the best place to stay on track. Check Canvas frequently to make sure you don't miss anything.

<u>Week</u>	<u>Day</u>	<u>Date</u>	<u>Nickname</u>	<u>Topic</u>	<u>Brick</u>	<u>Buzzed</u>	<u>HW Due @ noon</u>
1	1	1/5/16	Intro	Course Overview			Read syllabus
	2	1/7/16	Body	Drug Overview, Pharmacokinetics	Brick Ch's 1, 2, & 3	Buzzed Ch 14 Drug Basics	"Hi Prof" letter

2	3	1/12/16	Brain 1	Brain Basics	Brick Ch's 4 & 5	Buzzed Ch 13 Brain Basics	Homework 1
	4	1/14/16	Brain 2	More Brain Basics			
3	5	1/19/16	Downers	Alcohol, Anxiolytics	Brick Ch 6 & 14	Buzzed Ch 1 Alcohol & Ch 10 Sedatives	Homework 2
	6	1/21/16	Uppers 1	Stimulants	Brick Ch 7	Buzzed Ch 12 Stimulants	Register iclicker
4	7	1/26/16	Uppers 2	Coffee and Cigarettes	Brick Ch 9 Nicotine	Buzzed Ch 2 Caffeine & Ch 8 Nicotine	Homework 3
	8	1/28/16	Quiz	Quiz + Documentary			In class quiz
5	9	2/2/16	Painkillers	Opiates and Addiction (return quiz)	Brick Ch's 8 & 16	Buzzed Ch 9 Opiates & Ch 15 Addiction	Homework 4
	10	2/4/16	Midterm	Midterm (everything through week 5)			In class Midterm
6	11	2/9/16	MJ 1	Marijuana	Brick Ch 10	Buzzed Ch 7 MJ, Ch 16 Legal Issues	Homework 5
	13	2/11/16	MJ 2	More Marijuana			
7	14	2/16/16	Tripping 1	Hallucinogens	Brick Ch 12	Buzzed Ch 4 Hallucinogens	Homework 6
	15	2/18/16	Tripping 2	More Hallucinogens			
8	16	2/23/16	Synthetics 1	Synthetic Cathinones & Cannabinoids	Reading on Canvas	Buzzed Ch 3 Ecstasy	HW 7, Term Project
	17	2/25/16	Synthetics 2	Club Drugs, Bathsalts, Spice			
9	18	3/1/16	Meds	Antipsychotics & Antidepressants	Brick Ch 13 and 15	Reading on Canvas	Homework 8
	19	3/3/16	Inhalants	Inhalants	Brick Ch 11	Buzzed Ch 6 Inhalants	
10	20	3/8/16	Maybes	Forensics/ Steroids/ Herbals	Brick Ch 17	Buzzed Ch 16, 11, or 5	HW 9 + In class quiz

				+ quiz			
	21	3/10/16	Review	Categorization/Review Discussion			
11	22	3/15/16	Final	Final Exam: 12:30 - 2:30 pm			Final Exam