

Syllabus Jan/08/2018– Please check Canvas.uoregon.edu for updates to schedule

PSY 383: Psychoactive Drugs, WINTER 2018, Dr. Christina Karns ["Dr. Karns"]

Mondays and Wednesdays: 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

Dr. CHRISTINA KARNs, PH.D. ("Dr. Karns")

ckarns@uoregon.edu (Subject heading: Psych 383)

541-321-MIND **see below

Office Hours: MONDAY 9:15 – 11:15 or by appointment

LISB 179 Lewis Integrative Sciences Bldg. My office is hard to find, use these directions: Enter LISB through the main entrance. Ring the doorbell for the Neville Lab (Room 102) and ask for me.

Andrew Fridman, Lead Graduate Teaching Assistant

afridman@uoregon.edu

Office Hours: Tuesdays 11:30 am to 1:30 pm (for alternative times, email for appointment)

Adam Pettit, assistant GTF

pettitta@uoregon.edu

Office Hours: Email for appointment

****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. 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, [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. I'm here to help.

Required Texts & Materials

- Canvas policy: You are responsible for all announcements posted to Canvas. Check frequently and subscribe for updates to be sent to your email in a timely fashion.
- 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. You must register your iClicker by week 2.
- “BRICK” -- Drugs, the Brain, and Behavior: The Pharmacology of Drug Use Disorders ISBN-13: 978-0789035288 ISBN-10: 0789035286 Edition: 2nd
 - The bookstore informed me the book is late. The chapters for weeks 1 and 2 have been scanned and posted.
- “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.

Grading

Point distribution

- 10% — Homework assignments (Due Weekly)
- 10% — Attendance, Participation, iClicker
- 10% — Term Project/Paper
- 5% — Two Quizzes*
- 30% — Midterm Exam*
- 35% — Cumulative Final Exam*

*multiple choice, fill-in, and short answer

Letter Grades

- A+ \geq 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%

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

Homework (10%): Due by NOON, 12:00 p.m. every WEDNESDAY unless noted otherwise. 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, except for exceptional circumstances with reasonable documentation. I will drop your one 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 beginning Week 1. 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. You must register your Clicker to your UO Canvas account by week 2 (not through the iClicker company website). Points accrued before you register your clicker can still count toward your grade. 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. Participating in class and on the Canvas discussion board can also boost your participation grade.

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. If you do the reading before lecture, you will get most questions correct.
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 Wednesday of Week 8 (2/28). 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, Wednesday of Week 5 (2/7/18).

Final (35%) The final will cover the material from the entire course. The scheduled exam time is 2:45 on Thursday, December 8.

Schedule: The lecture content is subject to change and this list may 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.

This is a draft of the schedule: Updates will be posted to Canvas

Week	Day	Date	Nickname	Topic	Brick	Buzzed	HW Due @ noon
1	1	1/8/18	Intro	Course Overview	Book delayed. Ch 1-5 on Canvas		Read syllabus, get books, register your iclicker
	2	1/10/18	Body	Drug Overview, Pharmacokinetics	Brick Ch's 1-3	Buzzed Ch 14 Drug Basics	Homework 0 DUE.
2	3	1/15/18	MLK DAY: No class	Watch video -see canvas			Make sure you registered your iClicker
	4	1/17/18	Brain	Brain Basics	Brick Ch's 4 & 5	Buzzed Ch 13, Brain Basics	Homework 1 DUE
3	5	1/22/18	Downers	Alcohol, Anxiolytics	Brick Ch 6 & 14	Buzzed Ch. 1 Alcohol & Ch 10 Sedatives	
	6	1/24/18		Alcohol, Anxiolytics			Homework 2 DUE
4	7	1/29/18	Uppers 1	Stimulants	Brick Ch 7	Buzzed Ch. 12 Stimulants	Quiz 1 DUE
	8	1/31/18	Uppers 2	Stimulants			Homework 3 DUE
5	9	2/5/18	Uppers 3	Coffee and Cigarettes	Brick Ch 9 Nicotine	Buzzed Ch. 2 Caffeine & Ch 8 Nicotine	
	10	2/7/18	Midterm	Midterm (everything through week 5)			In class Midterm
6	11	2/12/18	Painkillers	Opiates and Addiction	Brick Ch's 8 & 16	Buzzed Ch 9 Opiates	
	12	2/14/18	MJ 1	Marijuana	Brick Ch 10 (MJ)	Buzzed Ch 7 (MJ), Ch 16 (Legal)	Homework 4 DUE
7	13	2/19/18	MJ 2	More Marijuana	Brick Ch 16 (Addiction)	Ch 15 (Addiction)	Thesis DUE for peer review
	14	2/21/18	Tripping 1	Hallucinogens: LSD intro	Brick Ch 12 (Hallucinogens)	Buzzed Ch 4 Hallucinogens	Homework 5 & Peer Reviews Due
8	15	2/26/18	Tripping 2	Hallucinogens: More Indole & Catechol Psychedelics			QUIZ 2 Due Mon Noon.
	16	2/28/18	Tripping 3	Hallucinogens: MDMA + + guest researcher		Buzzed Ch 3 Ecstasy	Term Project DUE
9	17	3/5/18	Synthetics	Modern Synthetics: Bathsalts (Cathinones), Spice (Cannabinoids)		Readings on Canvas	
	18	3/7/18	Meds	Antipsychotics & Antidepressants	Brick Ch 13 and 15		Homework 7 DUE
10	19	3/12/18	Inhalants	Meds continued + Inhalants	Brick Ch 11	Buzzed Ch 6 Inhalants	Quiz 3 Due Mon noon
	20	3/14/18	Wrapping up	Legalization debate & discussion, Review Discussion	read Brick Ch 17 (skip the equations)	Read Buzzed: "Just Say Know" and "Test Your Drug Knowledge"	Homework 8 DUE
11	21	12/8/16	Final**	Final Exam: (2:45 pm, Tuesday, March 20)			Final Exam

** Finals week is considered part of the term. I am not able to offer early exams to accommodate travel.

Course Policies

Short version

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

Course Policies – 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.
- Laptop policy: Instructors and students vary in how disruptive they find electronic devices in large lectures. 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. If you are distracted by the behavior of others in the course, talk to them or come talk to me.
- 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.
- 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 \(uoregon.edu\)](#) at the UO? — they have great [instructional resources and writing help for students](#).
- Posting slides: The lecture slides will be posted online (Canvas) just before or soon 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. Note that finals week is considered part of the term and I am not able to administer early exams to accommodate your travel schedule without exceptional circumstances.
- 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 \(http://aec.uoregon.edu, formerly Disability Services\)](#) 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>

Workload

There aren't prerequisites for this course, but 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. Credits = 4 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. 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.

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 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.

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

I hope this is a helpful list, but we can't assume any responsibility for the quality of services offered by the organizations listed.