

## **PSYCHOLOGY 470: Drugs and Behavior Spring 2020 Syllabus**

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Office Hours: Wednesday 2:00pm – 4:00pm (or by appointment)

Day: T/TR 9:30am – 10:50am

Class Location: ISC, Room 0248

### **Course Overview**

This course is designed to provide you with an overview of theoretical models, research, and clinical techniques related to the understanding, assessment, diagnosis, and treatment of addictive behavior, with a focus on alcohol and psychoactive drugs. Specifically, you will be introduced to the field of substance use and misuse including the development and maintenance of use, effects of use, and prevention and treatment of substance use problems.

### **Course Objectives**

- Develop comprehensive familiarity of the biological, psychological and social nature and impact of various substances of misuse.
- Demonstrate understanding of the history of substance use problems and impact on our society.
- Understand legal, social, psychological, and political aspects of substance use behavior.
- Appreciate various methods of preventing and treating substance use problems.
- Improve awareness about the nature of addiction.
- Gain a deeper understanding of the multifaceted influence that culture has on drug-related beliefs and behaviors, incidence of substance misuse, and treatment.

### **Required Text**

No textbook is required. Required readings will be made available on the course website. I am always happy to recommend additional readings, videos, etc. for any topic in which you are particularly interested, so please let me know if that is the case.

### **Course Website**

The course website is available through Blackboard (<http://blackboard.wm.edu>). Grades and any additional materials (e.g., supplemental readings) will be made available there.

### **Important Academic Deadlines**

*Add/Drop Deadline:* January 31, 2020

*Withdrawal Period Deadline:* March 20, 2020

*Fina Exam:* Wednesday, May 13, 2020 between 9:00 am – 12:00 pm

Final Exam Policies:

<https://www.wm.edu/offices/registrar/calendarsandexams/examschedules/spring20exam/index.php>

## Course Requirements/Grading Overview

There will be 2 tests (15% each), the second exam will **not** be cumulative. You will also be required to complete a case Conceptualization Paper (15%) and a Cultural Considerations Paper (15%). Furthermore, you will lead one article discussion during the semester (10%), along with participating in in-class discussions (5%). Finally, you will also be required to complete a Literature Review Final Paper on a topic of your choice (25%). Please note that if you miss a test or submit your work late, you will receive a zero unless I receive documentation of an illness or an extenuating circumstance. If you have an extenuating circumstance, you are expected to contact the Dean of Students *before* the test or deadline.

<b>Grading Standards</b>				
A (94 – 100)	B+ (88 – 89)	C+ (78 – 79)	D+ (68 – 69)	F ( $\leq$ 59)
A- (90 – 93)	B (83 – 87)	C (73 – 77)	D (63 – 67)	
	B- (80 – 82)	C- (70 – 72)	D- (60 – 62)	

### Class Activities and Participation (5%)

Although I will not take formal attendance, it is recommended that you attend each class to ensure your success. Material will be covered in lecture that is not in the text. Exams will draw from both readings and lectures, and new material will be covered in lectures. Discussion materials will be provided in class or ahead of time for larger activities as relevant. It is important to complete readings before class so that you can contribute to class discussion and engage with your classmates and me. As you are reading to prepare for each class, note any questions you have about the material, or any times that you disagree with the author(s). Although laptops and tablets are technically permitted in the classroom for pedagogical purposes, it is important to remember that your eye contact and engagement with class discussion will factor heavily into your class participation grade. If you miss a class, it is your responsibility to approach me or another student about the material that you missed.

### Tests (15% each)

There will be two closed-book, non-cumulative exams, with questions drawn equally from the readings and lecture presentations. Tests will consist of a combination of multiple choice, true-false, and long answer questions that assess your knowledge and understanding of the material. The two tests will be administered during class time. Exams may not be rescheduled except when approved by the Office of the Dean of Students. If a scheduled, sanctioned absence coincides with an exam date, please inform me immediately after the first class so that we can make arrangements. If you believe I made a grading error, please submit a written appeal by email to me within one week of receiving the graded exam.

### Case Conceptualization (15%)

Students will choose one character from a movie, television show, or work of literature that struggles with substance use misuse (does not necessarily need to be diagnosed with a substance use disorder). The paper should be **2-3 pages long (12pt font, double-spaced)**. Draw from the readings in class, as well as lectures, and cite the source of your information. You may use outside sources of information, but this is not required. The assignment is due **Thursday, April**

**9<sup>th</sup> by beginning of class (uploaded on Blackboard).** Grades will be based on how well the paper covers the following components, as well as the clarity and organization of your writing:

- Provide a *brief* (1 paragraph) overview of the substance use problem and the success or struggles of the character in coping with their substance use misuse. If possible, include some information about the demographic characteristics of the character (e.g., age, gender, race/ethnicity).
- Describe the factors that contribute to the individual's risk and/or coping, based on what you have learned in class. Factors to comment on (as relevant) include personality factors (e.g., impulsivity), specific life stressors, genetic or biological factors, availability of social support, and life stress.
- Discuss a psychosocial treatment or treatment technique (e.g., cognitive re-structuring, CRAFT, mindfulness) that could be helpful for the character, given their substance use problem and risk factors. Be sure to support your suggestion with research evidence (and cite this evidence).

### **Cultural Considerations Paper (15%)**

Students will choose one concept from the class that they think is influenced by an individual's cultural background. You may choose any class concept that interests you, and you may examine any aspect of an individual's cultural identity (e.g., ethnic or racial identity, socio-economic background, sexual orientation, gender). Example topics include, "How does the effectiveness of social support groups for individuals diagnosed with alcohol use disorder compare for males for versus females?" or "Does the link between stress and development of a substance use disorder vary by ethnic background?" or "How does racial identity influence rates of adolescent alcohol use within the United States?".

Investigate the literature about your chosen topic, and write **3-4 pages (12 pt font, double-spaced)**, citing empirical work to support your argument. This should include one or two articles that we have *not* previously discussed in class. In some cases, it will be difficult to find literature on the exact topic chosen—you should support your argument with the most relevant evidence possible. Please see me for guidance in your literature search if you are struggling to find relevant papers. Alexandra Flores, a psychology research and instruction librarian at Swem, is also available to answer questions and assist with literature searches. The assignment is due **Thursday, April 30<sup>th</sup> by beginning of class (uploaded on Blackboard).**

Alexandra Flores

Make a research appointment online: <https://libraries.wm.edu/libraries/departments/research-services>

Email: [adflores@wm.edu](mailto:adflores@wm.edu)

Phone: 757-221-3107

### **Article Discussions (10%)**

In the second half of the semester you will pick a day to present a peer-reviewed journal article to the class. This should be an article that you are citing in your final paper. You will identify the article you're presenting at least one week in advance so I have time to post it to the Blackboard page. The rest of the class is expected to come to class that day ready to discuss the article.

Rather than just summarizing the article for the class, you should come with questions and discussion points for the class. You should prepare to be leading discussion for around 20 minutes. You are expected to participate on the days you are not presenting. Poor participation will result in a reduction of your Article Discussion grade. More details will be posted on Blackboard.

### **Literature Review Final Paper (25%)**

At the end of the semester, you will individually submit a Literature Review Paper based on the topic of your choice. A detailed description and rubric for the final paper will be available on Blackboard.

## **Course/Academic Policies and Resources**

### **Academic Integrity**

The full honor code can be found in the Student Handbook. If you have any questions about academic integrity, please ask. I will assume that all students enrolled in the course know and understand what constitutes academic misconduct and agree to be bound by these rules.

### **Diversity Statement**

Diversity encompasses differences in age, ability, cultural identity, race, ethnicity, gender, sexuality, faith, neurological make up (neurodiversity), geographic, social, military, marital, and economic backgrounds, and political and ideological perspectives. I value inclusiveness in this classroom and am committed to an environment that fosters, cultivates, and supports the diversity of our learning environment as inclusiveness is necessary to attain our goals for academic and research excellence. I expect and will uphold expectations for respectful communication, support for self-expression, and cooperation among all members of the class. Class members who fail to show respect in language and attitude/behavior towards others in this learning community (be this in class, in written work, or communication) will meet with me to discuss sanctions and possible review of events/behaviors with additional William & Mary faculty/staff.

### **Americans with Disabilities Act**

It is the policy of The College of William & Mary to accommodate students with disabilities and qualifying diagnosed conditions in accordance with federal and state laws. Any student who feels s/he may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at 757-221-2512 or at sas@wm.edu to determine if accommodations are warranted and to obtain an official letter of accommodation. For more information, please see [www.wm.edu/sas](http://www.wm.edu/sas).

### **Resources**

Students may find that a topic in class is personally relevant. All regularly enrolled students at the College of William & Mary are eligible for free confidential counseling services from the William & Mary Counseling Center. They can be reached at 757-221-3620 or on the second floor of the McLeod Tyler Integrated Wellness Center. They also have a website:

<https://www.wm.edu/offices/wellness/counselingcenter/>

## Tentative Course Schedule

### **Thursday, January 23**

*Introduction and Review of Course Guidelines*

### **Tuesday, January 28** – *Drug Use and Abuse*

#### *Required Readings*

1. US Department of Health and Human Services. (2016). Facing addiction in America: The Surgeon General's report on alcohol, drugs, and health - Executive Summary. *Washington, DC: HHS*, 6. (pgs ES1-ES13).

#### *Supplemental Readings*

1. US Department of Health and Human Services. (2016). Facing addiction in America: The Surgeon General's report on alcohol, drugs, and health. *Washington, DC: HHS*, 6.
2. Musto, D. F. (1996). Drug abuse research in historical perspective. *Committee on Opportunities in Drug Abuse Research, Editor. Pathways of Addiction: Opportunities in Drug Abuse Research*, 284-294.

### **Thursday, January 30** – *Neurobiology of Addiction*

#### *Required Readings*

1. Koob, G. F., & Simon E. J. (2009). The neurobiology of addiction: Where we have been and where we are going. *Journal of Drug Issues*, 35, 115-132.
2. Ray, L. A. (2012). Clinical neuroscience of addiction: Applications to psychological science and practice. *Clinical Psychology: Science and Practice*, 19, 154-166.

#### *Supplemental Readings*

1. Koob, G. F., & Volkow, N. D. (2016). Neurobiology of addiction: A neurocircuitry analysis. *The Lancet Psychiatry*, 3(8), 760-773.
2. Volkow, N. D., & Boyle, M. (2018). Neuroscience of addiction: Relevance to prevention and treatment. *American Journal of Psychiatry*, 175(8), 729-740

### **Tuesday, February 4** – *Behavioral Models of Addiction*

#### *Required Readings*

1. Sloboda, Z., Glantz, M. D., & Tarter, R. E. (2012). Revisiting the concepts of risk and protective factors for understanding the etiology and development of substance use and substance use disorders: Implications for prevention. *Substance Use & Misuse*, 47(8-9), 944-962.
2. Bechara, A., Berridge, K. C., Bickel, W. K., Morón, J. A., Williams, S. B., & Stein, J. S. (2019). A neurobehavioral approach to addiction: Implications for the opioid epidemic and the psychology of addiction. *Psychological Science in the Public Interest*, 20(2), 96-100.

### *Supplemental Readings*

1. Edalati, H., & Krank, M. D. (2016). Childhood maltreatment and development of substance use disorders: A review and a model of cognitive pathways. *Trauma, Violence, & Abuse, 17*(5), 454-467.
2. Baker, T. B., Piper, M. E., McCarthy, D. E., Majeskie, M. R., & Fiore, M. C. (2004). Addiction motivation reformulated: An affective processing model of negative reinforcement. *Psychological Review, 111*(1), 33-51.

### **Thursday, February 6 – Substance Use - Alcohol**

#### *Required Readings*

1. Sher, K. J., Grekin, E. R., & Williams, N. A. (2005). The development of alcohol use disorders. *Annual Review. Clinical Psychology, 1*, 493-523.
2. Mallett, K. A., Varvil-Weld, L., Borsari, B., Read, J. P., Neighbors, C., & White, H. R. (2013). An update of research examining college student alcohol-related consequences: new perspectives and implications for interventions. *Alcoholism: Clinical and Experimental Research, 37*(5), 709-716.

#### *Supplemental Readings*

1. Connor, J. P., Haber, P. S., & Hall, W. D. (2016). Alcohol use disorders. *The Lancet, 387*(10022), 988-998.
2. Mezquita, L., Bravo, A. J., Ortet, G., Pilatti, A., Pearson, M. R., & Ibáñez, M. I. (2018). Cross-cultural examination of different personality pathways to alcohol use and misuse in emerging adulthood. *Drug and alcohol dependence, 192*, 193-200.

### **Tuesday, February 11 - Substance Use – Marijuana**

#### *Required Readings*

1. Volkow, N. D., Baler, R. D., Compton, W. M., & Weiss, S. R. (2014). Adverse health effects of marijuana use. *New England Journal of Medicine, 370*(23), 2219-2227.
2. Bravo, A. J., Prince, M. A., Pearson, M. R., & Marijuana Outcomes Study Team. (2017). Can I use marijuana safely? An examination of distal antecedents, marijuana protective behavioral strategies, and marijuana outcomes. *Journal of Studies on Alcohol and Drugs, 78*(2), 203-212.

#### *Supplemental Readings*

1. Hall, W. D., & Lynskey, M. (2005). Is cannabis a gateway drug? Testing hypotheses about the relationship between cannabis use and the use of other illicit drugs. *Drug and Alcohol Review, 24*(1), 39-48.
2. Hall, W., & Lynskey, M. (2016). Evaluating the public health impacts of legalizing recreational cannabis use in the United States. *Addiction, 111*(10), 1764-1773.

### **Thursday, February 13 - Substance Use – Other Drugs**

#### *Required Readings*

1. Reuter, P., & Pardo, B. (2017). New psychoactive substances: Are there any good options

for regulating new psychoactive substances?. *International Journal of Drug Policy*, 40, 117-122.

2. Faraone, S. V., Rostain, A. L., Montano, C. B., Mason, O., Antshel, K. M., & Newcorn, J. H. (2019). Systematic Review: Nonmedical Use of Prescription Stimulants: Risk Factors, Outcomes, and Risk Reduction Strategies. *Journal of the American Academy of Child & Adolescent Psychiatry*, 59, 100-112.

#### *Supplemental Readings*

1. Schneider, K. E., Krawczyk, N., Xuan, Z., & Johnson, R. M. (2018). Past 15-year trends in lifetime cocaine use among US high school students. *Drug and alcohol dependence*, 183, 69-72.
2. Peck, K. R., Parker, M. A., & Sigmon, S. C. (2019). Reasons for non-medical use of prescription opioids among young adults: Role of educational status. *Preventive Medicine*, 128, 105684.

### **Tuesday, February 18**

#### *Catch-up and Review*

### **Thursday, February 20**

#### *Exam 1*

### **Tuesday, February 25 – Substance Use Prevention**

#### *Required Readings*

1. Paquette, K. L., Winn, L. A. P., Wilkey, C. M., Ferreira, K. N., & Donegan, L. R. W. (2019). A framework for integrating young peers in recovery into adolescent substance use prevention and early intervention. *Addictive behaviors*, 99, 1-6.
2. Carpenter, C. S., Bruckner, T. A., Domina, T., Gerlinger, J., & Wakefield, S. (2019). Effects of state education requirements for substance use prevention. *Health Economics*, 28(1), 78-86.

#### *Supplemental Readings*

1. Zhao, S., Chen, F., Feng, A., Han, W., & Zhang, Y. (2019). Risk factors and prevention strategies for postoperative opioid abuse. *Pain Research and Management*, 1-12.
2. Werb, D., Bluthenthal, R. N., Kolla, G., Strike, C., Kral, A. H., Uusküla, A., & Des Jarlais, D. (2018). Preventing injection drug use initiation: State of the evidence and opportunities for the future. *Journal of Urban Health*, 95, 91-98.

### **Thursday, February 27 – Substance Use Treatment - Overview**

#### *Required Readings*

1. Witkiewitz, K., & Marlatt, G. A. (2004). Relapse prevention for alcohol and drug problems: That was Zen, this is Tao. *American Psychologist*, 59(4), 224-235.
2. Pearson, M. R., Kirouac, M., Witkiewitz, K. (2016). Questioning the validity of the

4+/5+ binge or heavy drinking criterion in college and clinical populations. *Addiction*, *111*, 1720-1726.

### *Supplemental Readings*

1. McLellan, A. T., McKay, J. R., Forman, R., Cacciola, J., & Kemp, J. (2005). Reconsidering the evaluation of addiction treatment: from retrospective follow-up to concurrent recovery monitoring. *Addiction*, *100*(4), 447-458.
2. Marlatt, G. A., Blume, A. W., & Parks, G. A. (2001). Integrating harm reduction therapy and traditional substance abuse treatment. *Journal of Psychoactive Drugs*, *33*(1), 13-21.

## **Tuesday, March 3 – Substance Use Treatment – Support Groups and CRAFT**

### *Required Readings*

1. Kelly, J. F., Magill, M., & Stout, R. L. (2009). How do people recover from alcohol dependence? A systematic review of the research on mechanisms of behavior change in Alcoholics Anonymous. *Addiction Research & Theory*, *17*(3), 236-259.
2. Meyers, R. J., Roozen, H. G., & Smith, J. E. (2011). The community reinforcement approach: An update of the evidence. *Alcohol Research & Health*, *33*(4), 380-388.

### *Supplemental Readings*

1. Roozen, H. G., De Waart, R., & Van Der Kroft, P. (2010). Community reinforcement and family training: An effective option to engage treatment-resistant substance-abusing individuals in treatment. *Addiction*, *105*(10), 1729-1738.
2. Coco, G. L., Melchiori, F., Oieni, V., Infurna, M. R., Strauss, B., Schwartze, D., ... & Gullo, S. (2019). Group treatment for substance use disorder in adults: A systematic review and meta-analysis of randomized-controlled trials. *Journal of Substance Abuse Treatment*, *99*, 104-116.

## **Thursday, March 5 – Substance Use Treatment – CBT and Mindfulness**

### *Required Readings*

1. McHugh, R. K., Hearon, B. A., & Otto, M. W. (2010). Cognitive behavioral therapy for substance use disorders. *Psychiatric Clinics*, *33*(3), 511-525.
2. Witkiewitz, K., Marlatt, G. A., & Walker, D. (2005). Mindfulness-based relapse prevention for alcohol and substance use disorders. *Journal of Cognitive Psychotherapy*, *19*(3), 211-228.

### *Supplemental Readings*

1. Witkiewitz, K., Bowen, S., Douglas, H., & Hsu, S. H. (2013). Mindfulness-based relapse prevention for substance craving. *Addictive Behaviors*, *38*(2), 1563-1571.
2. DeMarce, J. M., Gnys, M., Raffa, S. D., Kumpula, M., & Karlin, B. E. (2019). Dissemination of cognitive behavioral therapy for substance use disorders in the Department of Veterans Affairs Health Care System: Description and evaluation of Veteran outcomes. *Substance Abuse*, 1-7.



## **Tuesday, March 10**

*No Class – Spring Break*

## **Thursday, March 12**

*No Class – Spring Break*

## **Tuesday, March 17 – Substance Use Treatment – Motivational Interviewing**

### *Required Readings*

1. Rollnick, S., & Allison (2004). What is motivational interviewing?. *Chapter 7 of The Essential Handbook Of Treatment and Prevention of Alcohol Problems*. (pgs. 104-115).
2. Madson, M. B., Villarosa, M. C., Schumacher, J. A., & Mohn, R. S. (2016). Evaluating the validity of the client evaluation of motivational interviewing scale in a brief motivational intervention for college student drinkers. *Journal of Substance Abuse Treatment, 65*, 51-57.

### *Supplemental Readings*

1. Barnett, E., Sussman, S., Smith, C., Rohrbach, L. A., & Spruijt-Metz, D. (2012). Motivational interviewing for adolescent substance use: A review of the literature. *Addictive Behaviors, 37*(12), 1325-1334.
2. Romano, M., & Peters, L. (2016). Understanding the process of motivational interviewing: A review of the relational and technical hypotheses. *Psychotherapy Research, 26*(2), 220-240.

## **Thursday, March 19 – College Student Interventions**

### *Required Readings*

1. Lewis, M. A., & Neighbors, C. (2006). Social norms approaches using descriptive norms education: A review of the research on personalized normative feedback. *Journal of American College Health, 54*, 213-218.
2. Carey, K. B., Scott-Sheldon, L. A., Carey, M. P., & DeMartini, K. S. (2007). Individual-level interventions to reduce college student drinking: A meta-analytic review. *Addictive Behaviors, 32*(11), 2469-2494.

### *Supplemental Readings*

1. Carey, K. B., Scott-Sheldon, L. A., Elliott, J. C., Bolles, J. R., & Carey, M. P. (2009). Computer-delivered interventions to reduce college student drinking: A meta-analysis. *Addiction, 104*(11), 1807-1819.
2. Riggs, N. R., Conner, B. T., Parnes, J. E., Prince, M. A., Shillington, A. M., & George, M. W. (2018). Marijuana eCHECKUPTO GO: Effects of a personalized feedback plus protective behavioral strategies intervention for heavy marijuana-using college students. *Drug and alcohol dependence, 190*, 13-19.

## **Tuesday, March 24**

*Catch-up and Review*

## **Thursday, March 26**

*Exam 2*

## **Tuesday, March 31 – Substance Use & Culture**

### *Required Readings*

1. Bravo, A. J., Pearson, M. R., Pilatti, A., Read, J. P., Mezquita, L., Ibáñez, M. I., & Ortet, G. (2017). Cross-cultural examination of college drinking culture in Spain, Argentina, and USA: Measurement invariance testing of the College Life Alcohol Salience Scale. *Drug and Alcohol Dependence, 180*, 349-355.
2. Bravo, A. J., Pearson, M. R., Pilatti, A., Mezquita, L., & Cross-Cultural Addictions Study Team. (2019). Negative marijuana-related consequences among college students in five countries: measurement invariance of the Brief Marijuana Consequences Questionnaire. *Addiction, 114*(10), 1854-1865.

### *Supplemental Readings*

1. Resnicow, K., Soler, R., Braithwaite, R. L., Ahluwalia, J. S., & Butler, J. (2000). Cultural sensitivity in substance use prevention. *Journal of Community Psychology, 28*(3), 271-290
2. Schwartz, S., Des Rosiers, S. E., Unger, J. B., & Szapocznik, J. (2018). Adolescent cultural contexts for substance use: intergroup dynamics, family processes, and neighborhood risks. *Handbook of Adolescent Substance Abuse Oxford, NY*.

## **Thursday, April 2**

*Alexandra Flores (adflores@wm.edu)*

*Research Session in Class*

## **Tuesday, April 7 – Motivational Models of Substance Use**

### *Required Readings*

1. Cooper, M. L., Kuntsche, E., Levitt, A., Barber, L. L., & Wolf, S. (2016). Motivational models of substance use: A review of theory and research on motives for using alcohol, marijuana, and tobacco.

### *Supplemental Readings*

1. Villarosa-Hurlocker, M. C., Bravo, A. J., Pearson, M. R., & Protective Strategies Study (2019). The relationship between social anxiety and alcohol and marijuana use outcomes among concurrent users: a motivational model of substance use. *Alcoholism: Clinical and Experimental Research, 43*(4), 732-740.
2. Bravo, A. J., Pearson, M. R., Baumgardner, S. F., & Protective Strategies Study Team.

(2019). The Relationship between Negative Affect and Alcohol and Marijuana Use Outcomes among Dual Users. *Substance Use & Misuse*, 1-8.

**Thursday, April 9 – Assessment of Substance Use**

*Required Readings*

1. Prince, M. A., Conner, B. T., & Pearson, M. R. (2018). Quantifying cannabis: A field study of marijuana quantity estimation. *Psychology of Addictive Behaviors*, 32(4), 426-433.
2. Wray, T. B., Merrill, J. E., & Monti, P. M. (2014). Using ecological momentary assessment (EMA) to assess situation-level predictors of alcohol use and alcohol-related consequences. *Alcohol research: current reviews*, 36(1), 19-27.

*Supplemental Readings*

1. Gmel, G., & Daeppen, J. B. (2007). Recall bias for seven-day recall measurement of alcohol consumption among emergency department patients: implications for case-crossover designs. *Journal of Studies on Alcohol and Drugs*, 68(2), 303-310.

*Case Conceptualizations Paper Assignments Due*

**Tuesday, April 14**

*Article Discussion - TBD*

**Thursday, April 16**

*Article Discussion - TBD*

**Tuesday, April 21**

*Article Discussion - TBD*

**Thursday, April 23**

*Article Discussion - TBD*

**Tuesday, April 28**

*Article Discussion - TBD*

**Thursday, April 30 (Last Day of Classes May 1)**

*Final Paper Consultation*

*Cultural Considerations Paper Due*

***Wednesday, May 13: FINAL EXAM 9:00 am - 12:00 pm***