

PSY 435 – H001: Drugs and Behavior

The University of Southern Mississippi
Fall 2020 – ONLINE

Location: Online (Canvas)
Instructor: Hallie Jordan, M.A.
Email: hallie.jordan@usm.edu
Office Hours: Wednesdays from 6:00 – 8:00 PM & by appointment (all via Zoom)

Course Description

This online course introduces students to the field of substance use and addiction. Throughout the course, you will learn the language of addiction, as well as the impacts of stigmatizing terms on the provision of addiction treatment. The first portion of the course will be devoted to understanding the international history of drugs and drug-taking behaviors, how drugs work in the body, and factors which contribute to the development and maintenance of substance use. The middle portion of the course will focus on specific drugs, including an exploration of drug-specific effects, addiction experiences, and cultural issues. Finally, we will conclude the course with a review of prevention and treatment efforts specific to substance use disorders. PSY 435 is worth three credit hours.

Required Text and Materials

- Drug Use and Abuse (8th edition, 2015) by S. A. Maisto, M. Galizio, & G. J. Connors
 - You **do not** need the Mindtap code, but if you have other textbooks this term or year through Cengage, purchasing the Cengage Unlimited subscription may be the most economical option as you can access this textbook online via Cengage Unlimited
- Daily computer access

Semester Objectives

1. To understand the history of substance use and the impacts of substance use behaviors on our society
2. To develop comprehensive familiarity with the biological, psychological, and social factors influencing the initiation, development, and maintenance of substance use behaviors for various substances
3. To meaningfully describe legal-political, sociocultural, and psychological implications of substance use behavior
4. To appreciate various methods of preventing and treating substance use problems
5. To critically analyze information provided about substance use on the internet
6. To improve awareness about the nature of addiction
7. To contribute to the de-stigmatization of addiction through increased awareness and use of person-first language

Communicating with Your Instructor

Given this is a fully online course coupled with continuing coronavirus-related restrictions, all communication will occur virtually. The best way to reach me is via email (hallie.jordan@usm.edu) using your official @usm.edu email account – this is the only way for me to verify you are a student in the course. I hope to speak with you all via email and through Zoom office hours at some point during the semester.

Course Requirements

Lecture Reviews (13 × 1 point each): There are narrated lectures for each module which you are responsible for viewing. For each lecture, you are to generate three points of information you learned and identify one question/discussion point from the lecture you would like to learn more about. I will answer or discuss at least one question from each submission. You will complete one lecture review (i.e. three points of information learned + one question/discussion point) per lecture, and compile these into one document for submission (see page 14 for assignment format).

Article Reviews (3 × 4 points each): The field of drugs and behavior is well-informed by science – including psychological science. There are three research articles you are required to read in this class (all are available on Canvas). After reading each article, you are to provide a written summary of the article following the outline and discussion questions located on pages 15-16 of the syllabus. Summaries should be 2 pages (double-spaced, 1-inch margins, Times New Roman 12-point font). Points will be deducted for not following this format, as it is an important translatable life skill to closely follow instructions – this will serve you well in the workforce!

Video Reviews (11 × 1 point each): For each video, you will submit a 1 page (double-spaced, 1-inch margins, Times New Roman 12-point font) summary of interesting points you learned from the video.

Webpage Reviews (2 × 6 points each): The internet contains a wealth of information regarding alcohol and drugs. However, not all of this information is accurate or rooted in sound science. Thus, it is important to develop discernment skills to critically evaluate information (regardless of source, but especially when found on the internet). The purpose of this assignment is to facilitate the development of these critical evaluation skills related to internet-based information. For the first webpage review, you will review the College Drinking Prevention website (link available on Canvas and page 17 of the syllabus) and for the second webpage review, you will review the National Association of Addiction Professionals website (link available on Canvas and page 18 of the syllabus). After thoroughly reviewing these webpages, you will answer the corresponding questions on pages 17-18 of the syllabus (double-spaced, 1-inch margins, Times New Roman 12-point font) in as many pages as you need to completely answer the questions. **Do not simply copy and paste from the webpage** – this is considered plagiarism and will result in a “0” on the assignment as well as potential consequences through the university for academic misconduct.

Addiction Experience (1 x 12 points): You will select one of four options for the addiction experience activity (described below). After completing the selected activity, you will write a 3-5 page paper (double-spaced, 1-inch margins, Times New Roman 12-point font) following the instructions on page 19 of the syllabus.

- **Option 1: Addiction Simulation Exercise.** This is an active learning exercise aimed at simulating the biopsychosocial dynamics of addiction (though nowhere near the reality of addiction). Additional information about the guidelines for this activity are located on pages 19-20 of the syllabus. Following the completion of this activity, you will write a 3-5 page paper following the instructions on page 19 of the syllabus.
- **Option 2: Self-Help Meetings.** You will attend **two, open** 12-step meetings (this can be in-person or virtually via Zoom – use your best judgement when determining safety of in-person gatherings given coronavirus-related policies). Make sure you go to an open meeting. There is a

link in Canvas in the “Course Introduction” module to search for meetings in your area (these meetings do not have to be in Hattiesburg). After attending the meetings, you will write a 3-5 page paper following the instructions on page 19 of the syllabus.

- **Option 3: Eagle-Check Up.** The Moffitt Health Center on the Hattiesburg Campus offers a confidential program called **Eagle Check-Up** focused on alcohol and marijuana use among traditional age college students. Eligible students are between 18 and 25 years old, use alcohol and/or marijuana, and have questions about how their substance use may affect their life. The confidential program consists of meeting with a counselor for 2-3 individual sessions (I will not receive any information about your participation or session content). To arrange your online screening for participation, contact Dr. Michael Madson at michael.madson@usm.edu before **October 9, 2020**. After attending these sessions, you will write a 3-5 page paper following the instructions on page 19 of the syllabus. Additionally, email me a picture of your completion slip.
- **Option 4: The Pharmacist.** You will watch the 4-episode Netflix documentary called **The Pharmacist** which discusses topics relevant to this course, including crack cocaine addiction and the opioid epidemic. After watching all 4 episodes, you will write a 3-5 page paper following the instructions on page 19 of the syllabus.

Quizzes (4 × 15 points): There will be 4, 15-question (multiple choice) online quizzes in this course corresponding with Modules 1-4 and covering the material presented in its respective module (e.g., readings, lectures, videos). You will take the quizzes online in Canvas on the designated dates in the syllabus. Quizzes will be open for access for 24 hours (12:01 AM – 11:59 PM) on the days they are scheduled, but will close within 20 minutes of opening.

If it comes to my attention that an individual cheated on a quiz, a grade of 0 will be given for the quiz. More than one instance of cheating is likely to result in receiving a final grade of “XF” (i.e. failing the course due to academic misconduct).

Class Expectations

It is my goal to promote and maintain a comfortable, collaborative, and respectful learning environment. In this course, all students are expected to:

- Communicate respectfully and professionally with all in the course – other students and me.
- Review materials (e.g., syllabus) before asking questions that have already been answered.
- Watch all class lectures and associated content (e.g., videos).
- Submit all assignments and quizzes on time.
- Ask questions and actively participate in class – this includes taking notes when reading as well as when watching narrated lectures and videos. In our online format, being actively engaged can manifest in numerous ways: emailing the instructor, completing all assignments, virtually chatting with peers about class content and questions, participating in Zoom office hours, etc.

As I have high expectations for all my students, it is only fair you should have high expectations for me! In this course, I commit to:

- Communicating respectfully and professionally with all students.
- Putting my best effort into explaining topics through recorded lectures.
- Providing thoughtful, timely feedback on your assignments.
- Responding to all email messages within 48 business hours (not including weekends ☺).

Course Workload Statement

Students are expected to invest considerable time outside of class in learning the material for this course. The expectation of the University of Southern Mississippi is that each week students should spend approximately 2-3 hours outside of class for every hour in class working on reading, assignments, studying, and other work for the course. For online classes, the average amount spent on a three-credit-course is roughly ten hours per week, including all assignments and interactions.

We realize that most students work and have family or other obligations. Time management is thus critical for student success. All students should assess their personal circumstances and talk with their advisors about the appropriate number of credit hours to take each term, keeping in mind that 30 credit hours each year are needed to graduate in four years. Resources for academic support can be found at on our Advisement Center's [Resources page](#) or at the virtual [Student Success Library](#) in our Center for Student Success.

Technical Information

This section of PSY 435 is a fully online course that utilizes the Canvas Learning Management System. For information on using Canvas, students should refer to USM's Student Support page via <https://www.usm.edu/online-learning/technical-assistance.php> or use the help system within Canvas.

Students are expected to check their Canvas account and email every business day for course updates. To be successful in this course, you must be comfortable communicating by email, using word processing software, and working in an online environment.

Technical Expectations and Requirements

This course requires a computer (DO NOT attempt to complete this course using only a tablet or smart phone) and reliable internet access. In addition to a regular, reliable internet source, make plans for a back-up internet source. Given the potential variability in internet connectivity, do not wait until the last minute to begin an assignment or exam. If your computer crashes or your regular internet source is unavailable when completing an assignment or quiz, you may need to access your back up internet source, which can require time to coordinate.

If you experience a technological problem that prevents you from submitting an assignment or exam, **email me with a description and screenshot of the problem in advance of the due date to avoid penalty.** You must send this email exactly as specified in the previous sentence (i.e. problem description, screenshot of the problem, sent in advance of the due date) in order to receive accommodations. Notifying me of technical difficulties after the due date or with incomplete information (e.g., did not include a screenshot) will not be accepted as an excuse for incomplete, late, or missed assignments and quizzes.

Technical Support

I am not a technical support specialist, and it is very unlikely that I will be able to help you with any technical difficulties you may experience during the course. Fortunately, USM provides support for various issues via Canvas support (<https://online-learning.usm.edu/canvas-technical-assistance/>) and USM iTech support (<http://www.usm.edu/itech>).

If you utilize these support services, please CC me on any email correspondence to keep me posted so I can take this information into consideration if we need to discuss any course accommodations.

Using Canvas

It is likely that many of you have already taken online courses in Canvas, especially in this era of coronavirus. If so, you probably already know how the system works. However, if you are not familiar with Canvas or if this is your first online course, here is what you need to know to get started:

Accessing Your Course

- To find your online course, go to USM's Canvas page at <https://usm.instructure.com/login/canvas> and login using your SOAR username and password.
 - If you do not know your username or password, contact iTech immediately via <http://www.usm.edu/itech>.
- Once logged in to Canvas, go to your course dashboard located on the left-hand side bar and select this course (PSY 435 H001).
- Upon arriving to the course homepage, you should see the course modules (i.e. Maisto text, Course Introduction, Modules 1-5, Extra Credit). All course resources (e.g., narrated lectures, video links, assignment portals, quizzes) can be accessed through the respective module. For example, all Module 1 lectures, readings, videos, assignments, and quizzes will be found in the Module 1 block.
 - If you do not see these modules on the homepage, click the "Modules" tab in the left-hand menu to access the course modules.
 - Note: Module quizzes will not be visible or available until the quiz date.

Taking Online Quizzes

- **Don't wait until the last hour to take your quiz.** The system may be busy during testing time.
 - If you do choose to wait until the last minute to take the quiz, be sure that you begin at least 20 minutes prior to the quiz closing. Regardless of how long you have been in the quiz, the quiz will close at 11:59pm. So, if you access the quiz beginning at 11:50pm, even though the quiz is set to be open for 20 minutes, it will close 9 minutes later at 11:59pm. I will not reopen quizzes for people if this happens because students have an entire day to access the quiz.
- Be conscious of who is using your internet connection as you are taking your test.
 - The more people accessing the wireless system the slower the Internet connection.
 - Generally speaking, the more secluded you are during the test, the better your outcome.

Success in PSY 435

Watch all lectures. Success in this course is directly related to keeping up with the content. As an adult, it is your decision whether to participate class; however, it is particularly unwise to skip material in this class because subsequent topics will build off the one before. So, if you skip chapter 2, you will likely be very confused when we are using information learned in chapter 2 to learn new information in chapter 3. You are responsible for all information presented in this class – this includes the recorded lecture content, readings, videos, announcements, and any additional materials.

Study and practice concepts regularly throughout the semester. If you were running a marathon, would you practice running 26.2 miles the day before your race? You could try, but it probably would result in significant injury and less-than-stellar race day performance! Instead, you would probably start training months in advance, beginning with shorter, easier runs, and steadily increasing your training as you built a running foundation for your body. You would also probably do different kinds of activities

(e.g., sprints, long runs, hills, weight lifting) to ensure well-rounded training. Similarly, research shows we learn more effectively with regular, spaced out practice. In other words, studying in small doses consistently throughout the semester leads to better understanding concepts as well as longer-lasting learning. You'll most likely do better on quizzes if you study a little bit consistently, using different methods (e.g., practice problems, flashcards, explaining to a friend) compared to if you study all at once using only one or two methods right before the exam.

Check Canvas and email daily. Assignment due dates, recorded lectures, class announcements, supplemental materials, and more will be communicated via Canvas and email. Set up your Canvas notification settings to send text alerts of announcements. Checking Canvas and email regularly will ensure you are in the loop with class happenings.

Complete all assignments ON TIME. Assignment deadlines are final. Per the late policy discussed later in this syllabus, late assignments will incur a 20% point deduction per day late.

Ask for help! Learning online can feel intimidating. Then, add a pandemic on top of things! I really am here to help you in any way I possibly can – I want you to be successful in this course, and more importantly, in your future endeavors.

As soon as you notice you may be struggling, reach out. Even if you are happy with your grades throughout the semester, please reach out if you have questions about the content, become worried about certain assignments or exams, or if you simply want to talk more about psychology! I look forward to, and am happy to have, conversations with each and every one of you this semester. I am passionate about your success and learning, and strive to help in any way I can. However, I cannot know if you need help unless you reach out to me. I would love to help you – whether it's to develop better study skills, learn confusing material, or review content you feel less confident about. As much as I seek to help each of you, I CANNOT help after you fail the class – thus, ask for help early and often. I strongly encourage you to make ample use of virtual office hours, ESPECIALLY given the online course format.

Important Policies

Students are responsible for reviewing and implementing the below course and university policies.

Make-Up Assignments and Quizzes: Make-up quizzes will only be given in the case of an emergency if accompanied with documentation verified by the Office of Student Ombudsman Services (see <https://www.usm.edu/student-affairs/office-student-ombudsman-services>). *You must contact me via email within 24 hours of the missed assignment or quizzes.* Excuses provided after 24 hours will only be accepted in extreme circumstances at the instructor's discretion. All approved make-up quizzes will be taken within one week of the original exam date. Failure to make-up a quiz will result in a score of 0 on the exam. If you have a schedule conflict that prevents you from taking a quiz, it is your responsibility to schedule a make-up quiz prior to the date of the quiz.

Late Assignments and Quizzes: Late assignments and quizzes will incur a 20% point deduction per day late. Exceptions will only be made in emergency situations and at the instructor's discretion (see above section for more information).

If you experience a technological problem with Canvas that prevents you from submitting an assignment or quiz, **email me with a description and screenshot of the problem in advance of the due date to avoid penalty.** You must send this email exactly as specified in the previous sentence (i.e. problem description, screenshot of the problem, sent in advance of the due date) in order to receive accommodations. Notifying me of technical difficulties after the due date or with incomplete information (e.g., did not include a screenshot) will not be accepted as an excuse for incomplete, late, or missed assignments and quizzes.

Copyright Statement: My lectures and course materials, including PowerPoint presentations, tests, outlines, syllabus, handouts, recordings of my lectures, and similar materials, are protected by copyright. That means that I am the exclusive owner of those materials I create, and no one but me can edit them, give them to others, post them anywhere online, or copy them to distribute in any way. You may take notes and make copies of course materials for your own personal use, and you and other students in the class may share notes and materials when studying. Any other sharing of lecture notes or any course materials cannot be done unless you have my permission in writing, whether you are paid for the materials or not. Similarly, I will not share anything you submit to me unless I have your written permission. If you upload your notes or any materials from this class to any website or give them to anyone, this act is a violation of copyright and is considered academic misconduct. If you do that, you will be subject to the penalties outlined in the University's Academic Integrity Policy. If you have any questions at all about copyright or academic integrity, please let me know.

Academic Integrity & Plagiarism: All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

1. Cheating (including copying from others' work)
2. Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
3. Falsification of documents
4. Disclosure of test or other assignment content to another student
5. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
6. Unauthorized academic collaboration with others
7. Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated USM's Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct." For more details, please see the [University's Academic Integrity Policy](#). Note that repeated acts of academic misconduct will lead to expulsion from the University.

Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. Specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism. Intent does not have to be proven for an act to be judged as plagiarism.

Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.

Plagiarism is committed in a number of ways, including:

1. Reproducing another author's writings as if it were one's own
2. Paraphrasing another author's work without citing the original
3. Borrowing from another author's ideas, even though those ideas are reworded, without giving credit
4. Copying another author's organization without giving credit

Plagiarism is a serious offense. Please refer to the Academic Integrity policy above for information about possible sanctions.

Students With Disabilities: If a student believes that they have a disability which is covered by the Americans with Disabilities Act (ADA) and makes them eligible to receive classroom or housing accommodations, they should contact the Office for Disability Accommodations (ODA) for information regarding the registration process. Disabilities covered by the ADA may include but are not limited to ADHD, learning disabilities, psychiatric disabilities, physical disabilities, chronic health disorders, temporary illnesses or injuries and pregnancies. Students should contact ODA if they are not certain whether their documented medical condition qualifies for ODA services. Students are only required to disclose their disability to the Office for Disability Accommodations. All information submitted to ODA by the student is held with strict confidentiality.

Address: The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3232

Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the **Mississippi Relay Service** at 1.800.582.2233 (TTY) or emailing ODA at oda@usm.edu.

Withdrawing/Dropping: The Fall 2020 academic calendar can be found at <https://www.usm.edu/registrar/fall-2020-academic-calendar.php>. Note that August 24 is the last day to withdraw from this class without academic or financial penalty and without instructor permission. Instructor permission to withdraw must be obtained between August 25 and October 23. October 23 is the last day to withdraw from this class with a grade of W.

Minimum Grade for Psychology Majors/Minors: Psychology majors must earn a grade of "C" or better in required psychology courses and psychology electives. Psychology minors must also earn a grade of "C" or better in the 18 hours of psychology courses they take.

Email: You are required to use your USM email account for this class. I strongly encourage you to contact me with questions and concerns that arise outside of class or office hours via email. Before emailing me your question, be sure it cannot be answered elsewhere (e.g., syllabus, Canvas).

Mental Well-Being: I, and USM, recognize that students sometimes experience challenges that make learning difficult. If you find that life stressors such as anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems, or other stressful experiences are interfering with your academic or personal success, consider contacting Student Counseling Services (SCS) on campus at 601-266-4829. More information is also available at <https://www.usm.edu/student-counseling-services/index.php>. All students are eligible for free, confidential individual or group counseling services. *In the event of emergency, please call 911 or contact the counselor on call at 601-606-HELP (4357).*

Nondiscrimination: The University of Southern Mississippi offers to all persons equal access to educational, programmatic and employment opportunities without regard to age, sex, sexual orientation, disability, pregnancy, gender identity, genetic information, religion, race, color, national origin, and/or veteran status pursuant to applicable state and federal law.

Confidentiality and Mandatory Reporting: As an instructor, one of my responsibilities is to help create and maintain a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USM's campus with certain University officials responsible for the investigation and remediation of sexual misconduct. The information will remain private and will only be shared with those officials necessary to resolve the matter. If you would like to speak in confidence, resources available to students include Confidential Advisors with the Shafer Center for Crisis Intervention, the Counseling Center, Student Health Services, and Clergy. More information on these resources and University Policies is available at <https://www.usm.edu/sexual-misconduct>.

Evaluation and Grading

I am willing to discuss your assignment or grade with you but am unlikely to change a grade.

Assignments are due at the time and date indicated in the Course Calendar. Difficulty with technology will not be accepted as an excuse for a late assignment after the due date has passed unless you have followed the procedure set forth on page 4.

Points will be deducted at the instructors discretion for the use of stigmatizing language. Refer to class resources (e.g., the “Language Matters” handout) for appropriate, de-stigmatizing, person-first language related to addictions. Additionally, while this is not an English course, effective written communication skills are important regardless of discipline. Thus, points will be deducted for significant spelling or grammar errors.

Lecture Reviews (13 × 1 points)	13	(11% of grade)
Article Reviews (3 × 4 points)	12	(10% of grade)
Video Reviews (11 × 1 point)	11	(9% of grade)
Webpage Reviews (2 × 6 points)	12	(10% of grade)
Addiction Experience (1 × 12 points)	12	(10% of grade)
Quizzes (4 × 15 points)	60	(50% of grade)

120

Grading Scale:

A (90-100%) = 108-120 points

B (80-89%) = 96-107 points

C (70-79%) = 84-95 points

D (60-69%) = 72-83 points

F (below 60%) = 0-71 points

Extra Credit Options

Course Evaluation: You can earn up to 5 percentage points of extra credit (i.e. up to 5% on top of your final grade) by completing a series of questionnaires and activities at the beginning and end of the semester. More details (including due dates for this extra credit option) will be sent via course emails.

Article Reviews. You can earn up to 5 percentage points of extra credit (i.e. up to 5% on top of your final grade) by selecting two articles from the options in the “Extra Credit” Canvas module and completing reviews of the article following the format on page 13 of the syllabus. If you complete only one article review, you will earn 2.5 percentage points of extra credit (i.e. 2.5% on top of your final grade). Extra credit article reviews are **due to me via email (hallie.jordan@usm.edu) by 11:59 PM on Monday, November 23.**

Course Schedule

NOTE ON FIRST DAY: As this is an online course, we will not have any in-person meetings. However, it is important that we all touch base at the start of the semester for attendance purposes. Thus, by 5:00 PM on Tuesday, August 18, you are responsible for completing the following tasks:

1. Review the syllabus in its entirety.
2. View & listen to the “Course Introduction” narrated PowerPoint located in the “Course Introduction” module.
3. Read the “Attending Class” discussion board announcement (in “Course Introduction” module).
4. Follow the instructions in the “Attending Class” discussion board (e.g., read the “Language Matters” document) and post your response with the required information outlined in the initial announcement in that discussion board.

Completion of that discussion post is required to document that you are attending PSY 435. Failure to submit the post on time will result in being marked absent from the class in SOAR and may affect course registration. Please email me at hallie.jordan@usm.edu with any questions you have about the start of class.

Week	Topic	Readings, Videos, & Lectures	Assignment Due Dates (by 11:59 PM)
MODULE 1			
Week 1: 8/17/20 – 8/21/20	Course Introduction	<ul style="list-style-type: none"> • Syllabus • Welcome Lecture • Ashford et al., 2018 (article) 	<ul style="list-style-type: none"> • “Attending Class” post due 8/18 • Article Review #1 (Ashford et al., 2018) due 8/21
Week 2: 8/24/20 – 8/28/20	Drug Use & Misuse	<ul style="list-style-type: none"> • Chapter 1 • Lecture 1 • History of Drugs: The Stoned Ages 	<ul style="list-style-type: none"> • Lecture Review due 8/25 • Video Review due 8/27
Week 3: 8/31/20 – 9/4/20	The History of Drug Use	<ul style="list-style-type: none"> • Chapter 2 • Lecture 2 • Reward Pathway in the Brain 	<ul style="list-style-type: none"> • Lecture Review due 9/1 • Video Review due 9/3
Week 4: 9/8/20 – 9/11/20	Drugs & the Brain	<ul style="list-style-type: none"> • Chapter 3 • Lecture 3 • The Science of Addiction 	<ul style="list-style-type: none"> • Lecture Review due 9/8 • Video Review due 9/10 • Module 1 Quiz due 9/11

MODULE 2			
Week 5: 9/14/20 – 9/18/20	Pharmacology	<ul style="list-style-type: none"> • Chapter 4 • Lecture 4 • The Development of Substance Use • Kelly & Westerhoff, 2010 (article) 	<ul style="list-style-type: none"> • Lecture Review due 9/15 • Video Review due 9/17 • Article Review #2 (Kelly & Westerhoff, 2010) due 9/18
Week 6: 9/21/20 – 9/25/20	Psychopharmacology	<ul style="list-style-type: none"> • Chapter 5 • Lecture 5 • Drugged: High on Cocaine 	<ul style="list-style-type: none"> • Lecture Review due 9/22 • Video Review due 9/24
Week 7: 9/28/20 – 10/2/20	Stimulants	<ul style="list-style-type: none"> • Chapter 6 • Lecture 6 • Planet Rock 	<ul style="list-style-type: none"> • Lecture Review due 9/29 • Video Review due 10/1 • Module 2 Quiz due 10/2
MODULE 3			
Week 8: 10/5/20 – 10/9/20	Alcohol	<ul style="list-style-type: none"> • Chapter 9 • Lecture 7 • The Truth About Alcohol 	<ul style="list-style-type: none"> • Lecture Review due 10/6 • Video Review due 10/8 • Webpage Review #1 due 10/9
Week 9: 10/12/20 – 10/16/20	Opioids	<ul style="list-style-type: none"> • Chapter 10 • Lecture 8 • Understanding the Opioid Epidemic • Marlatt et al., 2001 (article) 	<ul style="list-style-type: none"> • Lecture Review due 10/13 • Video Review due 10/15 • Article Review #3 (Marlatt et al., 2001) due 10/16
Week 10: 10/19/20 – 10/23/20	Marijuana	<ul style="list-style-type: none"> • Chapter 11 • Lecture 9 • The Culture High 	<ul style="list-style-type: none"> • Lecture Review due 10/20 • Video Review due 10/22 • Module 3 Quiz due 10/23
MODULE 4			
Week 11: 10/26/20 – 10/30/20	Hallucinogens	<ul style="list-style-type: none"> • Chapter 12 • Lecture 10 • The Mind, Explained “Psychedelics” episode OR Mind-Altering Drugs: The Magical History of LSD & Mushrooms 	<ul style="list-style-type: none"> • Lecture Review due 10/27 • Video Review due 10/29

Week 12: 11/2/20 – 11/6/20	Treatment	<ul style="list-style-type: none"> • Chapter 15 • Lecture 11 • Thriving After 15 Years of Heroin Addiction (Minds & Mics podcast episode) 	<ul style="list-style-type: none"> • Lecture Review due 11/3 • Video Review due 11/5
Week 13: 11/9/20 – 11/13/20	Prevention	<ul style="list-style-type: none"> • Chapter 16 • Lecture 12 	<ul style="list-style-type: none"> • Lecture Review due 11/10 • Addiction Experience due 11/12 • Module 4 Quiz due 11/13
MODULE 5			
Week 14: 11/16/20 – 11/23/20	Addiction-Related Careers	<ul style="list-style-type: none"> • Lecture 13 	<ul style="list-style-type: none"> • Lecture Review due 11/17 • Webpage Review #2 due 11/19 • Extra Credit Article Reviews due 11/23 via email

Should it be necessary, I reserve the right to change this syllabus during the semester and to share changes with you.

Lecture Review Assignment

Complete a lecture review (3 points learned and 1 question/discussion point) for the lecture you viewed and submit in 1 document. Refer to the template below as a guide. Update this outline for each module and the corresponding lectures.

LECTURE REVIEW TEMPLATE –

Name:

Module #:

Lecture 1, Module 1 – Introduction: Drug Use & Misuse

3 Points I Learned:

- 1.
- 2.
- 3.

Questions/Discussion Points:

- 1.

Article Review Guidelines

For each Article Review assignment, read the corresponding article (found on Canvas) and write a brief 2 page summary (double-spaced, 1-inch margins, Times New Roman 12-point font) that includes the appropriate APA reference of the article at the top of the page. Your summaries should answer the following questions, using the associated headings as headings in your summary:

Article Reviews #1 & #2

1. **Study purpose (1 point):** What were the researchers studying? What specifically were the research questions? What were the researchers' hypotheses?
2. **Study method (1 point):** How did the researchers try to answer these questions? What were the methods used (e.g., online questionnaire, experimental design)?
3. **Study conclusions (1 point):** What were the researchers' conclusions? How do their findings fit with material presented in this course (including textbook readings, narrated lectures, videos)?
4. **Study implications (1 point):** How does this research advance what we know about addiction? What suggestions are provided to enhance addiction treatment and/or combat stigma?

Article Review #3

1. **Article purpose (1 point):** What was the authors' purpose for writing this article? What was their main thesis point? How would you succinctly describe the principles of harm reduction therapy to someone unfamiliar with the topic?
2. **Article conclusions (1 point):** What were the authors' conclusions? How does their argument fit with material presented in this course (including textbook readings, narrated lectures, videos)?
3. **Article implications (1 point):** How does this article advance what we know about addiction? What suggestions are provided to enhance addiction treatment and/or combat stigma?
4. **Article reactions (1 point):** What were your reactions to this article? Do you agree with the authors? What specifically do you agree/disagree with? Why?

NOTE: do not plagiarize! In other words, do not simply copy and paste content from the articles to answer these questions. You must answer the questions in your own words. Copying from the article will result in a "0" on the assignment and may result in further university-related consequences (e.g., failing PSY 435 with a grade of "XF") related to academic misconduct.

Article Review #1:

Ashford, R. D., Brown, A. M., & Curtis, B. (2018). Substance use, recovery, and linguistics: The impact of word choice on explicit and implicit bias. *Drug and Alcohol Dependence, 189*, 131–13.

Article Review #2:

Kelly, J. F., & Westerhoff, C. M. (2010). Does it matter how we refer to individuals with substance-related conditions? A randomized study of two commonly used terms. *International Journal of Drug Policy, 21*, 202-207.

Article Review #3:

Marlatt, A. G., Blume, A. W., & Parks, G. A. (2001). Integrating harm reduction therapy and traditional substance abuse treatment. *Journal of Psychoactive Drugs, 33*, 13-21.

ARTICLE REVIEW TEMPLATE –

Name:

Article Review #1

Ashford, R. D., Brown, A. M., & Curtis, B. (2018). Substance use, recovery, and linguistics: The impact of word choice on explicit and implicit bias. *Drug and Alcohol Dependence, 189*, 131–13.

Study purpose:

Text here in paragraph form (double-spaced).

Study method:

Text here in paragraph form (double-spaced).

Study conclusions:

Text here in paragraph form (double-spaced).

Study implications:

Text here in paragraph form (double-spaced).

Webpage Review #1 (NIAAA College Drinking Prevention) Guidelines

Visit and explore the NIAAA's College Drinking Prevention webpage:

<https://www.collegedrinkingprevention.gov/>. After thoroughly reviewing this webpage, answer the below questions in a typed document (double-spaced, 1-inch margins, Times New Roman 12-point font). There is no page requirement; simply write as much or as little as you need to concisely yet completely answer the questions. Some of the questions will require you to click on additional links on the original webpage to gain further information.

NOTE: do not plagiarize! In other words, do not simply copy and paste content from the webpage to answer these questions. You must answer the questions in your own words. Copying from the webpage will result in a "0" on the assignment and may result in further university-related consequences (e.g., failing PSY 435 with a grade of "XF") related to academic misconduct.

1. Summarize and discuss the statistics about the prevalence and consequences of alcohol use by college students in the U.S. (2 points)
 - a. What do these statistics mean to you?
 - b. How consistent/inconsistent do you think these statistics are with USM students' drinking? PSY 435 students' drinking?
2. Complete the interactive body activity at <https://www.collegedrinkingprevention.gov/SpecialFeatures/interactiveBody.aspx> (2 points)
 - a. What did you learn from this activity?
 - b. Briefly describe important points related to the effects of alcohol on the lungs, heart, stomach, kidneys, and pancreas.
3. Pretend you were charged with the task of better educating USM students about drinking alcohol as a college student. Based on your review of the NIAAA's College Drinking Prevention webpage, what would you say to these students? Include at least 3 points or facts that you learned during your review of this webpage (2 points)

Webpage Review #2 (National Association for Addiction Professionals) Guidelines

Visit and explore the National Association for Addiction Professionals webpage: <https://www.naadac.org/>. After thoroughly reviewing this webpage, answer the below questions in a typed document (double-spaced, 1-inch margins, Times New Roman 12-point font). There is no page requirement; simply write as much or as little as you need to concisely yet completely answer the questions. Some of the questions will require you to click on additional links on the original webpage to gain further information.

NOTE: do not plagiarize! In other words, do not simply copy and paste content from the webpage to answer these questions. You must answer the questions in your own words. Copying from the webpage will result in a “0” on the assignment and may result in further university-related consequences (e.g., failing PSY 435 with a grade of “XF”) related to academic misconduct.

1. What types of activities might an addiction counselor do in their day-to-day work? (1 point)
2. What might one be able to do as an addiction counselor with a bachelor’s degree in psychology? Be specific in terms of what types of activities their day-to-day work might include. (1 point)
3. What are the requirements to become an addiction counselor at various credentialing levels (e.g., NCAC I, NCAC II, MAC)? (1 point)
4. Describe your current education level and path. Given your current education status, what steps would you specifically need to follow to become an addiction counselor? (1 point)
5. What are your professional goals? How do addiction-related issues and/or addiction treatment fit (or not fit) within these professional goals? (2 points)

Addiction Experience Guidelines

Select one of the four options below. Answer the corresponding prompt for your selected option in a 3-5 page paper (double-spaced, 1-inch margins, Times New Roman 12-point font). Points will be deducted for spelling and grammar errors as well as inconsistent formatting.

Option 1: Addiction Simulation Exercise. This is an active learning exercise aimed at simulating the biopsychosocial dynamics of addiction (though nowhere near the reality of addiction). Instructions for this exercise are located on page 20.

In your paper, provide a brief summary of the experience. Discuss your reactions to the exercise. What were your thoughts entering the exercise? What were your thoughts during the exercise? How did your perception of the addiction experience change (or stay the same) as a result of this simulation? What was easy about the exercise? What was hard about the exercise? Summarize what you learned about substance use disorders and addiction.

Option 2: Self-Help Meetings. You will attend **two, open** 12-step meetings (in-person or virtually via Zoom). Make sure you go to an open meeting. There is a link in the “Course Introduction” module on Canvas to search for meetings in your area (these meetings do not have to be in Hattiesburg).

In your paper, provide an overview of the meetings (e.g., what were the topics? How was it structured? What were the stories shared?). Discuss your reaction to the meeting and experience attending the meeting. What were your expectations? Assumptions? How did these change (or not change) as a result of attending the meetings? Summarize what you learned from this experience of attending the meetings.

Option 3: Eagle Check-Up. You will attend two to three Eagle Check-Up sessions through the Moffitt Health Center (either virtually or in-person). To be eligible to participate in this option, you must be 18-25 years of age, use alcohol and/or marijuana, and have questions about how your substance use may affect your life. You must email Dr. Michael Madson at michael.madson@usm.edu to arrange your online screening prior to **October 9, 2020** in order to participate.

In your paper, provide an overview of the sessions (e.g., what were the topics? How were they structured?). Discuss your reactions to the sessions and experiences attending the sessions. What were your expectations? Assumptions? How did these change (or not change) as a result of attending the sessions? Summarize what you learned from this experience of attending the sessions.

Option 4: The Pharmacist. You will watch the 4-episode Netflix documentary called **The Pharmacist** which discusses topics relevant to this course (e.g., crack cocaine addiction, the opioid epidemic).

In your paper, provide a brief overview of what you learned from the documentary. Then, address the following questions: What surprised you? What was consistent with what you have learned in this course? Inconsistent? What assumptions did you have about the opioid epidemic prior to watching the series? How did these change (or stay the same) over the course of watching the series? Summarize what you learned about the intersection of addiction and society from the documentary. **This paper should demonstrate critical thinking about the documentary content, rather than simply retell the documentary story.**

Addiction Simulation Exercise: Instructions

Adapted from Campbell (1999)

Rationale: This exercise will allow you to experience (though nowhere near the same extent as an actual addiction) some of the physical (with thirst being analogous to the cravings for drugs), behavioral, social, cognitive, and emotional experiences of a person who is actually addicted to a substance. Participation in this exercise is voluntary as you have three other options to fulfill the “Addiction Experience” activity. You may choose to end your participation at any time during the exercise, although you will likely achieve the full benefit of the exercise if you choose to follow through to the end. If you choose to terminate your participation in this exercise early, spend a portion of your paper discussing your decision to do so and how that experience contributes to your understanding of addiction.

Protocol: Engage in this exercise for 48 consecutive hours. The more strictly you adhere to the guidelines, the more effective the exercise will be in simulating an addiction experience.

1. **Drug.** Your drug of choice is ice cubes. You used to be able to “get off” simply on water, but your addiction has progressed far beyond this. Now, you need “specially processed water” (i.e. iced cubes). This is an attempt to parallel the experience of progressing from a single daily drink to many daily drinks, or from a few hits of a drug to many hits of a drug per day.
2. **Craving.** Thirst is your craving for the ice cubes drug. Every time you take a drink of *any* liquid, you must have an ice cube in the liquid. Yes – this will be difficult! It will require planning. It will make some of your drinks taste weird. *Anticipate!* Plan ahead. This will simulate the addiction experience of near-constantly thinking of how to obtain the drug, even if obtaining and using the drug will be inconvenience, interfere with an otherwise planned experience, etc. Placing an ice cube in your liquid applies to all drinking situations – coffee, water from drinking fountains, cans or bottles of beverages, and even drinks of water in the middle of the night. Make sure those ice trays are full before going to bed!
3. **Legality.** In the simulation, ice cubes are socially unacceptable and illegal. Do not let “regular people” (i.e. people you don’t think are addicted to ice cubes) see you or catch you “using” ice cubes. This applies to your friends and family. The only people with whom it is acceptable to be open about your use of ice cubes with are other people who are addicted to ice cubes. If you’re comfortable with me sharing your name with the others participating in this experience during the course for solidarity, let me know, and I will connect you with others. Trying to hide your ice cube addiction will require creative thinking, especially when at restaurants, in other public places, or with friends and family at home.
4. **Tracks.** You will wear a rubber band on your wrist at all times during this exercise. This is analogous to needle tracks of someone addicted to intravenous drug use, so it is socially unacceptable to wear the bracelet (because of stigma). Try your best to keep “regular people” from seeing the bracelet, because they might ask what it is about and this would put you in a difficult situation to try and explain it. Remember, you are trying to hide your addiction from “regular people.” The bracelet will also help serve as a reminder that you are participating in the exercise – it will be easy to forget for a few hours, so you have to be diligent in your participation. Remember, people with addictions cannot “turn off” their cravings at will.
5. **Reflection.** At the end of the 48 hours, follow the prompt on page 19 to reflect on your experience in the 3-5 page “Addiction Experience” paper.