DRUGS AND BEHAVIOR  
(PSY 4319)  
Spring 2019  
T & R: 11 – 2:15  
A 113  

Instructor:  Steve T. Brewer, PhD  
Office:  A 104D  
Office Hours:  M: (virtual): 10-1;  
T & R: 2:30 to 5;  
W: 10 to 2  
Or by appointment.  
Email: steven.brewer@angelo.edu  
Phone: (325) 486-6124  


Prerequisite: PSY 2301 (General Psychology)  

Course Description: Pick up a newspaper or news magazine and on any given day, chances are you'll see a headline like "Study: Ecstasy Drug May Dull Mind" (AP, 2000), "Drug Shows Promise for Alcoholics" (AP, 2000), “Magic mint’ triggers cosmic, and legal, high” (MSNBC, July 26, 2006), “Curbing the Drug Marketers” (Time, July 5, 2004), or “Source: Powerful sedative propofol found at Michael Jackson's mansion” (Foxnews, July 3, 2009). In the first case we are talking about the recreational use of a drug (MDMA), in the second the therapeutic use of a drug (Acamprosate), in the third about Salvia divinorum, a legal sage plant with significant hallucinogenic properties, the next refers to prescribing drugs “off label” and the last is obvious, propofol is an anesthetic sedative used ONLY in hospitals, there is no outpatient prescription available. Let's not forget other celebrities who suffered drug related deaths such as Janis Joplin, Jimi Hendrix, Jim Morrison, John Belushi, Judy Garland, and more recently Anna Nicole Smith, her son David, Heath Ledger, Amy Winehouse, and of course Bubba Smith. A recent CBS news “Eye on America” detailed the increase in use of Ketamine [special K] a compound similar to PCP and in January 2012 the following headline appeared on Foxnews.com: “Marijuana doesn't appear to harm lung function, study finds.” Thus, given the extensive coverage in the popular media, an understanding of the actions of drugs (physiological and behavioral) is essential in terms of being an informed consumer of information.  

The purpose of this course is to provide the student with the basic information regarding the effects of drugs on our physiology and behavior so that the student is able to critically evaluate popular claims made about various drugs. In addition, students of psychology or social work will often encounter drug use (licit and illicit) in their careers.
Course Objectives:
1. Gain factual knowledge (terminology, classifications, methods, trends)
2. Learn fundamental principles, generalizations, or theories
3. Learn to apply course material (to improve thinking, problem solving, and decisions)

Student Learning Outcomes:
1) The students will understand basic neuroanatomy and neurophysiology
2) The students will understand basic pharmacokinetics and pharmacodynamics
3) The students will acquire a knowledge base of common psychoactive substances
4) The students will develop an understanding of the mechanism(s) of action for commonly used psychoactive substances
5) The students will understand the mechanism(s) by which legal and illegal drugs produce physiological and psychology dependency
6) The students will be able to critically evaluate the safety and hazards of everyday drugs as well as those with abuse potential.

Course Policies, Procedures and Format:
It is expected that each student will have the required reading completed before the class during which we will discuss the material (see course schedule). Some material in the text may be challenging upon first read, but lectures will be easier to follow if you have read the chapter.

Policies/Expectations:
1. Students are expected to take responsibility for their success in class. You are encouraged to be active participants in the education process by asking questions and being alert in class.
2. Distracting or disrespectful students will be asked to leave the class (this includes use of cell phones and other electronic devices).
3. If you have any concerns related to this class, you are encouraged to speak with your instructor in a timely manner. As a general rule, you should raise any issues within one week of receiving a grade or completing a given project.
4. Students will be expected to access the Blackboard online classroom on a regular basis for announcements, course materials, assignments, and grades. See TWU Help desk or course instructor for assistance.
5. If you are having difficulty with any material in class you are encouraged to take advantage of the instructor’s office hours.
6. You are expected to keep track of your grade, do not come to the instructor during the last few days of class to ask if there is anything you can do to raise your grade. At this point there will not be anything the instructor can do. Remember, you are expected to take responsibility for your success in class.

Class Sessions
1. The majority of the class will be lecture.
2. You MUST take your own notes in class in order to pass.
3. While lecture materials will often overlap with book material, I will be expanding and clarifying book information.
4. Media presentations and demonstrations may be used to help illustrate the concepts being discussed.
5. Classes will include discussions, and may include group projects, films, and activities.
6. Questions and comments are always welcome! (Please be respectful.)

*DISCLAIMER: This class may examine ideas and material that some students may find disagreeable. If students are unable or unwilling to tolerate other perspectives or their own value systems in the context of the class, then they are encouraged to speak with the instructor regarding their concerns and may wish to reconsider their enrollment in the course. Should you have any questions, concerns, or suggestions at any time during the semester, please feel free to contact me.

Communication
1. Email is the best way to contact your instructor.
2. All emails should include “PSY 4319” in the subject line.
3. All emails should include your first and last name.
4. Emails will typically be answered within 24 hours (excluding weekends and holidays), if an email is not answered within 24 hours please verify the email address and speak with your instructor during office hours or the next class period.

METHODS OF ASSESSING LEARNING OUTCOMES:

Exams: Principles of learning and cognition have indicated that the acquisition and use of knowledge is facilitated to the degree that material is presented in a "distributed" rather than "massed" manner. Thus, you will be evaluated (tested) four (4) times this semester after each of four (4) units according to the schedule detailed below.

Exams will most likely consist of a combination of 50 multiple choice and short answer type questions. Exam material will come from class material as well as the book. Note that the 4th or final exam will not be comprehensive. Each exam will be worth 100 points for a total of 400 points.

Make up policy for exams: Make up exams will ONLY be allowed for emergency situations (in other words, a doctor’s appointment is not an emergency). It is the student’s responsibility (BY EMAIL WHEN POSSIBLE) to contact the professor within 24 hours to reschedule. Failure to do so will result in a zero on the exam. Make up exams will be scheduled at the convenience of the instructor and will be scheduled as quickly as possible and may be in a different format.

Quizzes: In addition to exams, each unit will have an online quiz associated with it. These quizzes will be available on Bb until the day before an exam. The quizzes are worth 25 points (25 questions) and each may be taken two (2) times with the high score being the one that counts. There is a ninety (90) minute time limit. The quizzes will total 100 points. There will be NO makeup quizzes.
Attendance/Participation
A role sheet will be passed around at the beginning of each class. In the event that you are 1-2 points away from a higher letter grade, attendance and participation will make a difference in determining your final grade.

When you miss class, you miss out on important information and it is up to you to find out what you missed. In the event you miss a class, do not email me to ask if you have missed anything important, every class is important. I will not respond to emails framed in such a manner.

Technology and the Problem of Divided Attention
In recent years the saturation of cell phones, text messaging, and laptops, combined with the broad availability of wireless in classrooms, has produced something called the problem of divided attention. A March 25, 2008 article in the New York Times summarized recent studies of productivity in business settings. Researchers found that after responding to email or text messages, it took people more than 15 minutes to re-focus on the “serious mental tasks” they had been performing before the interruption. Other research has shown that when people attempt to perform two tasks at once (e.g., following what’s happening in class while checking text messages), the brain literally cannot do it. The brain has got to give up on one of the tasks in order to effectively accomplish the other. Hidden behind all the hype about multi-tasking, then, is this sad truth: it makes you slower and dumber. For this reason alone you should seek to avoid the problem of divided attention when you are in class. But there’s another reason, too: technology often causes us to lose our senses when it comes to norms of polite behavior and, as a result, perfectly nice people become unbelievably rude and insulting.

For both these reasons, then, turn off your cell phones or set them on silent mode when you come to class; it is rude for our activities to be interrupted by a ringing cellphone. Similarly, text messaging will not be tolerated in class; any student found to be sending or checking text messages during class will be invited (quite publicly) to make a choice either to cease the texting or leave the classroom. Repeated violations of this policy will negatively affect your final grade. You are welcome to bring your laptop to class and use it to take notes, access readings we’re discussing, and the like. You are not welcome to surf the web, check email, or otherwise perform non-class-related activities during class. Here’s my best advice: If you aren’t using it to perform a task specifically related to what we are doing in class at that very moment, put it away.

EXTRA CREDIT: Opportunities for earning extra points may be available during the semester. No more than 15 extra points may be accumulated. Opportunities include participation in student/faculty research. To access available research opportunities and earn extra credit, students must create an account on the web at http://angelostate.sona-systems.com. Each full credit is valued at 5 points. Sona credits can be used only once. You may not use Sona credits for this class that have been previously assigned to another class in which you have received credit AND the deadline for reassigning credits will be the day after data collection ends for the semester.
**Course Point Distribution:**
Exams (4): 400 pts. (100 pts. Each)
Quizzes (4): 100 pts. (25 pts. each)

**Final Grades:**
A: 450-500
B: 400-449
C: 350-399
D: 300-349
F: ≤ 299

**Total Possible Points:** 500

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**Tentative Schedule***

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
<th>Quiz</th>
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<tbody>
<tr>
<td>1-15</td>
<td>Syllabus/Introduction</td>
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<tr>
<td>1-17</td>
<td>Drugs and Behavior Today</td>
<td>1</td>
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<tr>
<td>1-22</td>
<td>Drug-Taking Behavior: Personal and Social Issues</td>
<td>2</td>
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<tr>
<td>1-24</td>
<td>Drug-Taking Behavior: Personal and Social Issues</td>
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<td>1-29</td>
<td>How Drugs Work in the Body and on the Mind</td>
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<tr>
<td>1-31</td>
<td>How Drugs Work in the Body and on the Mind</td>
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<td>1 Due</td>
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<tr>
<td>2-5</td>
<td><strong>Exam 1</strong></td>
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<tr>
<td>2-7</td>
<td>The Major Stimulants: Cocaine and Amphetamines</td>
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<td>2-12</td>
<td>The Major Stimulants: Cocaine and Amphetamines</td>
<td>4</td>
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<tr>
<td>2-14</td>
<td>Opioids: Opium, Heroin, and Opioid Pain Medicine</td>
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<tr>
<td>2-19</td>
<td>Opioids: Opium, Heroin, and Opioid Pain Medicine</td>
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<td>2-21</td>
<td>LSD and Other Hallucinogens</td>
<td>6</td>
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<td>2-26</td>
<td>Marijuana</td>
<td>7</td>
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<td>2-28</td>
<td>Marijuana</td>
<td>7</td>
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<td>3-5</td>
<td>Marijuana</td>
<td>7</td>
<td>2 Due</td>
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<tr>
<td>3-7</td>
<td><strong>Exam 2</strong></td>
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<tr>
<td>3-12</td>
<td><strong>Spring break</strong></td>
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<tr>
<td>Date</td>
<td>Lecture Topic</td>
<td>Credits</td>
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<td>3-14</td>
<td>Spring break</td>
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<tr>
<td>3-18</td>
<td>Alcohol: Social Beverage/Social Drug</td>
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<td>3-21</td>
<td>Alcohol: Social Beverage/Social Drug</td>
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<td>3-26</td>
<td>Chronic Alcohol Abuse and Alcoholism</td>
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<td>4-2</td>
<td>Chronic Alcohol Abuse and Alcoholism</td>
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<td>4-4</td>
<td>Conference</td>
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<td>4-9</td>
<td>Nicotine and Tobacco Use</td>
<td>10</td>
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<td>4-11</td>
<td>Nicotine and Tobacco Use</td>
<td>10</td>
<td>3 Due</td>
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<td>4-16</td>
<td>Exam 3</td>
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<td>4-18</td>
<td>Prescription Drugs, Over-the-Counter Drugs, and Dietary Supplements</td>
<td>14</td>
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<td>4-23</td>
<td>Substance-Abuse Prevention</td>
<td>16</td>
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<td>4-25</td>
<td>Substance-Abuse Prevention</td>
<td>16</td>
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<tr>
<td>4-30</td>
<td>Substance-Abuse Treatment: Strategies for Change</td>
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<tr>
<td>5-2</td>
<td>Substance-Abuse Treatment: Strategies for Change</td>
<td>17</td>
<td>4 Due</td>
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<tr>
<td>5-7</td>
<td>Final Exam (10:30 to 12:30)</td>
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* Syllabus is subject to change at the discretion of the instructor*

**ACADEMIC INTEGRITY:** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at http://www.angelo.edu/forms/pdf/honorcode5.pdf. Any violation of academic honesty may result in course failure.

**Tutoring:**
The ASU Tutor Center is located in the Library C301 (3rd floor). Tutoring is free to all ASU students.

**Disabilities:**
Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center (325-942-2191), in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.
Final Note:
To ensure a high quality learning environment, please turn off all cell phones prior to the start of class and exams. I reserve the right to ask a student to leave class if his or her behavior is interfering with the learning process of other students. Examples of behaviors that are disruptive include but are not limited to:

- Tardiness is not accepted, especially for exams. Please do not disrupt the lecture/exam by coming in late.
- Talking during lectures. I will not talk over you and may ask you to leave the class if you persist in talking during a lecture.
- Listening to music or watching videos during a lecture. Even if I don’t notice this behavior it is disruptive to your fellow students.
- If there are perpetual disruptions by student(s) I will create seating assignments that minimize disruptions.
- Lastly, many people have strong opinions/beliefs about drugs/drug use and we are exploring that topic. That said, keep in mind to be respectful to others, especially when their ideas do not coincide with yours. This can be difficult to do when emotions are elevated, however, I expect courteous behavior no matter how challenging it might be in the moment.