

Psychopharmacology

PSY-6336-010

Spring 2022

Academic-007



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Office Hours: M: 10 to 12 p.m.

W: 10 to 2 p.m.

F: 10 to 12 p.m. (Virtual)

Or by appointment

Course Information

Course Description

In this course we will examine the ways in which drugs act on the brain to alter behavior. We will review basic principles of brain function and mechanisms of drug action in the brain. We will discuss a variety of legal and illegal recreational drugs as well as the use of psychotherapeutic drugs to treat mental illness. In addition, we will discuss a wide variety of issues regarding chemical dependency including gender differences, drug use among children, adolescents, and college students, co-dependency and enabling, family involvement, explanatory models of SUDs (Substance Use Disorders), assessment and interventions. Finally, we will look at the relationship between drug use and crime as well as the issue of legalization.

Course Credits

3 credits

Prerequisite and Co-requisite Courses

none

Prerequisite Skills

Accessing Internet websites (including Blackboard), use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations for Psychopharmacology.

Student Learning Outcomes

Student Learning Outcomes By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:
understand basic pharmacokinetics and pharmacodynamics	Quizzes and graded forum discussions
understanding of the mechanism(s) of action for commonly used psychoactive substances	Quizzes and graded forum discussions
understand the difficulty in defining a substance use disorder.	Quizzes and graded forum discussions
understand the mechanism(s) by which legal and illegal drugs produce physiological and psychology dependency	Quizzes and graded forum discussions

Course Delivery

This is a face to face course offering. Supplemental material will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU's Blackboard Learning Management System](#)

Required Texts and Materials

Doweiko, H.E. (2019) Concepts of Chemical Dependency (10e). Cengage publishers, Boston/MA. (ISBN-13: 978-1—337-56345-1)

Recommended Texts and Materials

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University's Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

(syllabus is subject to change at the discretion of instructor)

Week/Date	Chapter Assignments
MODULE 1	
Week 1: 1-18	Chapter 1 Discussion/definition of "the problem"
Week 2: 1-25	Chapters 2 & 3 Continued from week 1/ biology/ history
Week 3: 2-1	Chapters 4, 5, 6 Alcohol and it's chemical relatives
Week 4: 2-8	Chapters 7, 8, 9 Stimulants (Take home exam)
MODULE 2	
Week 5: 2-15	Chapters 10, 11, 12 Marijuana and opioids
Week 6: 2-22	Chapters 13, 14, 15, 16 Potpourri + tobacco
Week 7: 3-1	Chapters 17, 18, 19 Neonates, gender, and hidden faces Take home exam
MODULE 3	
Week 8: 3-8	Chapters 20, 21, 22 Children, college and general dubiousness
Week 9: 3-15	Spring Break
Week 10: 3-22	Chapters 23, 24, 25 Family, duality and biopsychosocial
Week 11: 3-29	Chapters 27, 28, 29 Assessment, treatment

Week/Date	Chapter Assignments
	Take home Exam
MODULE 4	
Week 12: 4-5	Chapters 30, 31, 32 Treatment and more treatment
Week 13: 4-12	Chapters 33, 34, 35 Relapse, support, disease
Week 14: 4-19	Chapters 36, 37 The debate, the problem revisited
Week 15: 4-26	Continued discussion from week 14
Week 16: 5-3	Concluding discussion
Final: 5-12	Final Due by 3 p.m.

Exams

- 1) At the end of each module an exam with four to five essay questions/statements covering the information from that module will be given as a “take home” exam via Bb. You will have until the next class session to take the exam. The questions or statement may occasionally describe a hypothetical situation and ask for a hypothetical response. Hypothetical does not mean you should abandon reason and throw thoughtful responses out of the window to just say what comes to mind. These questions should be treated like mini research papers rather than a casual written essay. The guidelines for what will be expected include:
 - Every exam will consist of two essay responses.
 - One essay response will be to a question/statement that is assigned to the class.
 - One essay response will be a **chosen** question/statement from a pool of 3-4 questions/statements.
 - You will only be turning in essays for one (1) questions/statement. **Do not answer all of them.**
 - I will give you the word length (minimum/maximum) for each question on the exam. You should expect a minimum of 750 to 1000 words and a maximum of 1000 to 1250.

- This is not an exercise in opinion wielding. In other words, treat your response like you would a research paper. Every claim/assertion **MUST** be supported by evidence (e.g. peer review) and cited appropriately.
- Personal (anecdotal) experience **is not evidence**. You may use personal experience to highlight or emphasize a point. Try to remember that **your experience is not everyone's experience** so it cannot be the main point of your essay. Unsupported claims/assertions will result in point deductions.
- How do you avoid making an unsupported claim?

“I think...”, “I believe...”, “I feel...”, “My cousin Jack...”

If you start a sentence/explanation with any of these (or similar), an alarm should start going off in your head. The examples given are most often precursors to an unsupported claim. You *can* use precursors like these if the author clearly follows with the necessary support. An example of a supported emotional claim would sound something like “I think-(fill in the blank)-which is consistent with the observations of Johnson & Johnson (2017), Barney and Mikey (2016)....”

- You will discover, during this course, that the field of psychopharmacology is rife with opinions, emotion, denial, and personal agenda. When the consequences of faulty information costs so much in so many ways. An effort to reduce error is especially crucial and therefore expected in this class.
- This is not a creative writing course, so remember that every claim/assertion made in your essay must have a citation or it will be considered unsupported conjecture.
- Avoid one-sided answers, particularly with a controversial topic. If a topic is controversial, by definition, it has two sides. Presenting only one side of an argument looks like confirmation bias, which is also important to avoid. This is not to say that both sides of an argument are equal/valid and can certainly be criticized/discussed. Just make sure that you do not cherry pick your answer.
- Every answer must logically reflect the evidence supporting it (e.g. talking about neuroscience but citing unrelated physics).

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and number (Psychopharmacology, 6336) in the subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc. Additionally, there may be virtual “lecture” sessions through Collaborate. This would be exploratory for feasibility. You will receive additional information regarding virtual lecture possibilities.

“Netiquette”: Forum posts should be professional in nature. You will be expected to engage in forum activities with your classmates. The topic of this course can be very polarizing and impassioned, which can result in vigorous conversation which is perfectly acceptable in the context of this class. However, there is no tolerance for hate speech, name calling or ad-hominem attacks. We will engage in respectful conversation at all times.

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Participation and engagement	100
Exams	400
Total	500 points (100%)

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 90.00-100

B = 80.00-89.99

C = 70.00-79.99

D = 60.00-69.99

F = 0-59.99

Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers. This is especially true of a graduate class.

Assignment and Activity Descriptions

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time

to time. If a technology issue does occur regarding an assignment submission, email me at **steven.brewer@angelo.edu** and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

Late Work Policy

The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)¹
- [Angelo State University Catalog](#)²

Student Responsibility and Attendance

Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average. Graduate classes should be engaging and thought provoking. I hope that each of you engage the material and my lectures with earnest curiosity.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).³

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as

provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#).⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁶ in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).⁷

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)⁸ for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Title IX at Attnangelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

End of Syllabus

¹ <https://www.angelo.edu/student-handbook/>

² <https://www.angelo.edu/catalogs/>

³ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁴ <https://www.angelo.edu/services/disability-services/>

⁵ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

⁶ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁷ https://www.angelo.edu/dept/writing_center/academic_honesty.php

⁸ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>