Semester/Year: Spring 2016

Lecture Hours: 3                  Lab Hours: 0                  Credit Hours: 3

Class Time: 2-5:50 pm             Days: T

Instructor’s Name: Diana Quealy-Berge, Ph.D. WY LAT / WY LPC

Instructor's Contact Information:
Office Phone: 307 268 2590       Email: dquealyberge@caspercollege.edu
Primary contact Moodle Email

Office Hours:

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<th>TIME</th>
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<td>ADDN 1050 Crime and Drugs LH 167</td>
<td>ADDN 2015 H1 Ethics &amp; Professional Issues LH 167</td>
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<td>ON LINE COURSES</td>
<td>ADDN 2970 N1 ADDICTIONOLOGY PRACTICUM</td>
<td>PSYC 2260 N1 Alcoholism</td>
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Course Description: A survey of the drugs which affect behavior, emphasizing both psychotherapeutic agents and drugs with abuse potential. Includes a brief introduction to the chemistry of the brain and pharmacological aspects of each major class of psychoactive drugs will be discussed.

Statement of Prerequisites: PSYC 1000 and three to four hours of 1000 level psychology or biology courses.
Goal: The goal of this course is to provide foundation knowledge of substance abuse/dependence; prepare students for the NAADAC Exam Levels I or II; provide an experiential understanding the Addicted Brain.
Casper College PSYC 2210 - Drugs and Behavior (3CR)
Course Description: PSYC 2210 - Drugs and Behavior

(3L)(3CR) [E] A survey of the drugs which affect behavior, emphasizing both psychotherapeutic agents and drugs with abuse potential. Includes a brief introduction to the chemistry of the brain and pharmacological aspects of each major class of psychoactive drugs will be discussed.

Prerequisites: PSYC 1000 and three to four hours of 1000 level psychology or biology courses.

Provides learning opportunities that meet or exceed the State of Wyoming Mental Health Professions Practice Act, W.S. 33-38-101 through W.S. 33-38-113. [June 2015] CAPA and CAP Educational Requirement regarding knowledge of:
- Alcoholism: To include biochemical, socio-cultural, and psychological factors.
- Drugs and Behavior: A survey of drugs with abuse potential in addition to alcohol that affect behavior including psychopharmacological information.

PSYC 2210 Drugs and Behavior is guided by NASAC Standards:

NASAC Standard 5: Pharmacology and Physiology
The curriculum shall provide knowledge, theory, and skills concerning pharmacology and physiology. Students in the field of addiction studies need to have an appropriate level of understanding of pharmacology as it relates to the physical, emotional, social and intellectual dynamics of the whole system.

Minimum Associate Specifications for Standard 5
Demonstrate how the knowledge, theory and skill utilization related to pharmacology is integrated into the curriculum.
- Basic understanding of how drugs effect and affect the physical, emotional, social and spiritual aspects of the person.
- Basic knowledge of symptoms of intoxication and withdrawal.
- Basic knowledge of the physical effects of drugs on the human physiology.
- Difference between licit and illicit drug use.

NASAC Standard 9: Interpersonal Communication
Learning experiences shall be provided for the student to develop his or her interpersonal skills.
- The ability to create genuine and empathetic relationships with others is central to the addictions disorder professional.
- These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.

NASAC Standard 11: Personal Growth
All levels of education and training shall include knowledge, theory and skills necessary to develop, and implement, a personal growth plan for themselves that transcends their professional life.
The curriculum shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, life styles, personal/professional balance, interpersonal styles and limitations.

Associates, Bachelors, Masters, and Doctoral Specifications for Standard 11
Demonstrate how the following are included in the curriculum.

- Conscious use of self.
- Reflection on professional self [e.g. journaling, development of a portfolio or project demonstrating competency].
- Clarification on values.
- Awareness of diversity.
- Strategies for self care.


NASAC Standard 12: Healthy Drug Use
All Students will understand the difference between:

- Healthy and unhealthy drug use.
- Drug use, misuse, and dependency.
- Prescribed medications and self medication activities.
- Proper use of legitimately prescribed medication for specific diagnoses, including both physical and mental health problems.
- Official “12 Step” policy on the use of legitimately prescribed medications.
- Healthy decision making about over the counter medications, herbal remedies, and folk remedies.

Minimum Associate and Bachelor Specifications for Standard 12
Demonstrate the basic knowledge and skills to:

a. Identify the above listed concepts and distinctions.

b. Be able to utilize the above concepts in providing client education.


NASAC Standard 13: Critical Thinking
All Students shall be exposed to the value of critical thinking as a learned skill. Examples shall include how to use critical thinking in the development of prevention programs, treatment and recovery plans and evaluation of individual, families, and programs.

Minimum Associates and Bachelors Specifications for Standard 13

- Students will be exposed to principles associated with critical thinking.
- Students will be able to identify shortcomings, in “standardized” [one size fits all] approaches to prevention and treatment.

Course Outcomes
NASAC Accreditation and Blooms Taxonomy of TAPS 21

- Knowledge (Memorization of pertinent facts)
- Comprehension (Students can explain and discuss vital facts)
- Application (Students can utilize learning in either real world or case scenarios)
- Analysis (Students can generate questions about material and seek their own answers)
- Synthesis (Students can reassemble their knowledge into new forms which are unique and useful)
- Evaluation (Students can read and evaluate research properly)

Casper College General Education Outcomes

- Demonstrate effective oral and written communication
- Use the scientific method
- Solve problems using critical thinking and creativity
- Demonstrate knowledge of diverse cultures and historical perspectives
- Appreciate aesthetic and creative activities
- Use appropriate technology and information to conduct research
- Describe the value of personal, civic, and social responsibilities
- Use quantitative analytical skills to evaluate and process numerical data

Goal 1 Knowledge Base
Goal 2 Scientific Inquiry and Critical Thinking
Goal 3 Ethical and Social Responsibility in a Diverse World
Goal 4 Communication
Goal 5 Professional Development

Casper College Graduates with an Associates Psychology degree will demonstrate competency in the following Foundation Areas. Goals, Outcomes and Foundation Indicators are quoted directly from The American Psychology Association [APA] Guidelines for the Undergraduate Psychology Major Version 2.0 published August 2013.

Goal 1 Knowledge Base
A. Outcome - Describe key concepts, principals and overarching themes in psychology.
   Foundation Indicators
   - Use basic terminology, concepts, and theories to explain behavioral and mental processes.
   - Explain why Psychology is a science with primary objectives of describing, understanding, predicking and controlling behavior and mental processes.
   - Identify fields other than psychology that address behavioral concerns.
B. Outcome – Develop a working knowledge of psychology’s content domains.
   Foundation Indicators
   - Identify key characteristics of major content domains in Psychology (e.g. cognition, learning, developmental, biological, and sociocultural).
   - Recognize major historical events, theoretical perspectives, and figures in psychology and their link to trends in contemporary research.
C. Outcome - Describe applications of psychology.
Foundation Indicators

- Describe examples of relevant and practical applications of psychological principals to everyday life.
- Summarize psychological factors that can influence pursuit of a healthy lifestyle.

Goal 2 Scientific Inquiry and Critical Thinking

A. Outcome – Demonstrate Psychological information literacy.

Foundation Indicators

- Read and summarize general ideas and conclusions from psychological sources accurately.
- Identify and navigate psychological databases.
- Interpret simple graphs and statistical findings.

B. Outcome – Use scientific reasoning to interpret psychological phenomena.

Foundation Indicators

- Describe how individual and sociocultural differences can influence the applicability / generalizability of research findings.
- Identify under what conditions research findings can be appropriately generalized.

Goal 3 Ethical and Social Responsibility in a Diverse World

A. Outcome – Apply ethical standards to evaluate psychological science and practice.

Foundational Indicators

- Describe key regulations in the APA Ethics Code for protection of human or nonhuman research participants.
- Identify obvious violations of ethical standards in psychological context.
- Define the role of IRB [Institutional Review Board].

B. Outcome - Build and enhance interpersonal relationships.

Foundational Indicators

- Describe the need for personal values [e.g. integrity, benevolence, honesty, and respect for human dignity] in building strong relationships with others.
- Explain how individual differences, social identity, and world view may influence beliefs, values, and interactions with others and vice versa.

C. Outcome - Adopt values that build community at local, national and global levels.

Foundational Indicators

- Recognize the potential for prejudice and discrimination in self and others.
- Accept opportunity to serve others through civic engagement, including volunteer service.

Goal 4 Communication

A. Outcome – Demonstrate effective writing for different purposes.

Foundational Indicators

- Use Standard English, including generally recognized grammar.
- Recognize and develop overall organization [e.g. beginning, development, ending] that fits the purpose.
- Use expert feedback to revise writing of a single draft.

B. Outcome – Exhibit effective presentation skills for different purposes.

Foundational Indicators

- Construct plausible oral argument based on a psychological study.
- Deliver brief presentations within appropriate constraints [e.g. time limit, appropriate for the audience
- Attend to language and nonverbal cues to interpret meaning.
• Ask questions to capture additional detail.

Goal 5 Professional Development

1. Outcome – Develop meaningful professional direction for life after graduation.

Foundational Indicator

• Describe the types of academic experiences and advanced course choices that will best shape career readiness.
• Describe how a curriculum vitae or resume is used to document the skills expected by employers.

Methodology: PSYC 2210 Drugs and Behavior is a hybrid course developed to provide online instruction, with both face to face lectures on the Casper College Campus; live web streaming of lectures and archived video of lecture. Students will meet these outcomes by participation in experiential learning; lecture, reading, objective quizzes and exams, extensive use of the internet, extensive use of Moodle, research, videos, guest speakers and active participation. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

Evaluation Criteria:

Students are evaluated upon participation and completions of Moodle activities in a timely professional manner; professionalism [arrive on time, in class participation, preparedness, verbal and non-verbal behavior, etc]. Points may be deducted for any Assignments, Quizzes, Exams, and Forum posts in discussions submitted late.

Mid Term Grades will be based upon 800 points, attendance and participation from week 1-8. Final Grades are based upon 1760 points. 90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; Below 60%=F

Points may be earned through the following activity:

Portfolio Assignment

• 50 points possible - Drug Policy - THC research assignment
• 100 points possible - THC Research Says...

Attendance and Participation

• 375 points possible – points are earned weekly by participation in face to face lectures or live on line through WIZ IQ. Or by viewing the recorded WIZ IQ session within 5 days of the time the recording is uploaded into Moodle.

Forums and Discussions

• 650 points possible – points are earned through active professional posts showing evidence of critical thinking and by responding to colleague posts in a timely fashion.

Quizzes and Exams 510 points possible –

• Chapter quizzes are open book open resource with 2 attempts on each quiz no time limit.
• Final exam is closed book closed resources with 1 attempt which is timed.

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.
Required Text, Readings, and Materials:
Internet Access (If you are using dial up internet access please inform the instructor ASAP)
- Moodle Competency
- Additional materials as assigned by the instructor.
- Alcoholics Anonymous. AA Big Book
- Narcotics Anonymous. NA Book
- Red Road to Wellbriety
- The Truth about the Lie: Alcohol Problems in Native America

Class Policies: Casper College policies regarding Last Date to Change to Audit Status or to Withdraw with a W Grade are followed in this course. For specific withdrawal deadline; see: “Admission and Registration – Schedule Changes” in the catalog and the academic calendar. Students are expected to log into Moodle and participate in weekly activities. Attendance will be monitored through Moodle reports. Students are responsible to ensure they have reliable consistent access to the internet and Moodle for this course.

ASSUMPTIONS ABOUT STUDENTS’ ENTRY LEVEL SKILLS
This is a basic course in which students will demonstrate competencies and skills learned from the knowledge and application taught in this course. It is the belief that students will have basic life skills that they can apply to the field of addictions and in particular, drug use and behaviors. The student’s competencies and skills will include:
1) A basic knowledge of life and its trials and tribulations;
2) Ability to grasp the complexity of individuals’ lives;
3) Basic concept and understanding of life issues;
4) Reading and writing skills;
5) Willingness to contribute and participate in classroom and on line discussions.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student’s assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.
ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Calendar or schedule indicating course content: Refer to Moodle for exact due dates.
**The course calendar and syllabus are subject to change at the discretion of the instructor. Any changes shall be announced in class. You are responsible for obtaining the changes made during a class period you miss.