CASPER COLLEGE COURSE SYLLABUS
Drugs and Behavior
PSYC 2210-NI

Semester/Year: Summer 2016
Lecture Hours: 3               Lab Hours: 0               Credit Hours: 3
Class Time: NET               Days: NET               Room: NET
Instructor’s Name: John Ordiway, MS, LPC, LAT
Instructor's Contact Information:
Office Phone: 307-268-2281   Email: jordiway@caspercollege.edu
Office Hours: Please contact me via email with any questions or concerns.

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.

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:
- Identify the above listed concepts and distinctions.
- 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.
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, predicating 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.

Foundation 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.

Foundation 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.

Foundation 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.

Foundation 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.

Foundation 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.

Course Objectives: This course is designed to give student an introduction to various substances and their impact on the body. By the end of this course students will have an understanding of various drugs’ impact on the body, potential for abuse and treatment options and concepts for addiction recovery.

   Methodology: Discussion, video, lecture slides Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

Evaluation Criteria: **No materials will be accepted after 5:00 pm on Friday July 29th.**

Discussion Posts – In the discussion posts you are required to submit your original post to the board by Thursday at 11:55 pm, and reply to at least 2 of your classmate’s original posts by Sunday at 11:55 pm. Original posts are worth 10 points and responses to peers are worth 5 points each. **NO CREDIT WILL BE GIVEN FOR POSTS AFTER Sunday at 11:55 pm the week they are due.**

Quizzes – 8 quizzes, one each week over the reading material. Each quiz is 20 questions and you will have 40 minutes to complete each quiz. You may use your book and other resources. You can take each quiz only once. **They will close at the end of each week.**

Chart of Drugs – This assignment will have you exploring various factors related to specific drugs. You will build on this chart throughout the semester. Each week you will be given different drugs to base your chart responses to. Each submission will be worth 30 points. **All submissions are due the Sunday (with the exception of the final week of class) of the week assigned by 11:55 pm.**

Final paper – For this class you will complete a 3-5 page paper making your argument about drug policy. Your position can be anywhere from the extremes of legalize all drugs to significant criminal penalties for using. You can distinguish between what you feel should be legal and/or illegal drugs. You will need to substantiate your position with appropriate scholarly references. In order to help each other out, we will have a page set up in Moodle that allows you to submit references for your peers to use in their papers. **You will get 2 point of extra credit for each original reference (scholarly or peer reviewed) up to a total of 20 points extra credit that can be earned. Your final paper will be worth 200 points and is due Thursday July 28th by 5:00 pm.**

All late assignments are subject to a 10% reduction.

730 points are possible for class
657-730 – A
584-656 – B
511-583 – C
438-510 – D
437 and below - F
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:**
Drugs, Society and Human Behavior 16th Ed.
Hart and Ksir
ISBN: 978-0078028649

Other Reading assigned by instructor.

**Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade:** Last day to withdrawal from class is July 6, 2016.

**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: Schedule is subject to change due to class need.

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<td>Drugs in society</td>
<td>Syllabus review and introductions</td>
<td>Syllabus, Chap. 1-3</td>
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<td>Discussion post (20 pts)</td>
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<td>Quiz 1 (20 pts)</td>
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