

Psychoactive Drugs and Behavior Syllabus
Psyc Fall 2019
Section 1, T & Th 12:30-1:45, Rm D217 Sci Bldg

Instructor: Dr. Heather Molenda-Figueira

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Office Hours: M-W from 9-10 AM and by appointment (email or phone), D241 Science Building

Teaching Philosophy: What I enjoy most about teaching is sharing my knowledge and excitement about topics in Neuroscience and Bio/Physiological Psychology and encouraging students to want to learn more about these subjects. Ultimately, I hope to inspire students to consider this field for their future career. To achieve this goal, there are several criteria that I deem essential to successful teaching, and these objectives drive my teaching method: 1) creating an environment for optimal learning, 2) establishing supportive personal interactions and availability, and 3) fostering critical thinking skills. My role is to guide students through the material, while at the same time making sure that they are active participants in the learning process. My class will be structured as a combination of lectures, active learning activities, and group work. My intention is to make the course material enjoyable, and easy to understand. It is my hope that you will find the material covered in this course interesting, and that you will be inspired to learn more about how drugs, both therapeutic and illicit, function in our bodies to regulate behavior in additional courses.

Social Sciences GEP Learning Outcomes:

- Define the major concepts and methods used by social scientists to investigate, to analyze, or to predict human or group behavior.
- Explain the major principles, models, and issues under investigation by the social sciences.
- Examine how the individual or groups of individuals are influenced by social, cultural, or political institutions both in their own culture and in other cultures.

Course Learning Outcomes:

- Define current drug policies and laws.
- Understand drug category classification.
- Identify neural structures and neurotransmitters that play a role in drugs' regulation of behavior.
- Describe mechanism of action, physiological and behavioral effects of drugs including stimulants, depressants, hallucinogens, opioids, etc.
- Explain appropriate drug treatments for psychological disorders.
- Recognize factors that influence addiction and treatments for addiction.

Course Resources:

Textbook: *Drugs: Mind, Body, and Society*, Martha S. Rosenthal, 1st Edition, Oxford University Press, 2018.

Useful Websites:

www.drugabuse.gov (National Institute on Drug Abuse (NIDA))

www.nimh.nih.gov (National Institutes of Mental Health)

Class Preparation: Please come to class having read the assigned chapters. This will provide you with some background on the material that will be covered in lecture and class activities, and also gives you an opportunity to make a list of concepts that you might find challenging. For exams, you will not be required to know material that was not covered during lectures or class activities.

CANVAS: Please regularly check Canvas for course materials. I will be posting the syllabus, exam study guides, lecture slides, and other activities and instructions on the site.

Exams: There are 5 exams, including the final. Exams will not be cumulative, and will be structured as a combination of multiple choice, fill-in and short answer questions covering lecture and activity material. Exam study guides will be posted to Canvas approximately 1 week before the exam, and we will go over the answers to study guide questions during the class prior to the exam. Each exam is worth 75 points. You may only make up exams if you provide evidence of personal or medical emergencies. If this occurs, you must contact me prior to the exam, and you will have 5 days in which to complete the exam.

Reflection Papers: For each of the 5 “units” of the course, you will write a 2 page reflection paper which will require you to think a bit more deeply about some of the topics covered in lecture. You will receive a list of questions to choose from and will answer 1 of the questions for each unit. This is an opportunity to share your beliefs/opinions while thinking critically about what you have learned in class. Each reflection paper will be worth 20 points.

Grading: Grades will be based on your performance on 5 exams, 5 Reflection Papers and Class Participation. You will not be graded on in-class activities which will be used to solidify your understanding of course materials and encourage deeper thinking about class topics. You must arrive on time to class and also actively participate in class discussions to receive full credit for Class Participation. Remember, other students in class may have the same questions/ideas as you, so share them!

Exam 1	16%	75 pts
Exam 2	16%	75 pts
Exam 3	16%	75 pts
Exam 4	16%	75 pts
Exam 5 Final	16%	75 pts
Reflection Papers	4% each	20 pts each

Class Participation	5%	25 pts
Total	100%	500 pts

Grading Scale:	Pts	Percentage
A	465 – 500	93%-100%
A-	450 – 464	90%-92%
B+	435 – 449	87%-89%
B	415 – 434	83%-86%
B-	400 – 414	80%-82%
C+	385 – 399	77%-79%
C	365 – 384	73%-76%
C-	350 – 364	70%-72%
D+	335 – 349	67%-69%
D	300 – 334	60%-66%
F	≤ 299	≤ 59%

Class Operation: It is essential that my classroom environment provide students with a level of comfort in which they feel free and are encouraged to ask questions and offer their individual perspectives on the topics at hand. I will use a variety of teaching techniques including standard lectures, videos, and hands-on activities where lecture knowledge is applied to group activity problems or scientific questions.

As an instructor, it is imperative that I get to know the students both as a population and individually. I will collect demographic information from each student and I encourage you to visit office hours during the course of the semester so that I can provide a comfortable atmosphere in which we can address any issues you may have with the class. These meetings will give me the opportunity to provide you with feedback on your progress and aid me in devising ways to assist you in areas in which they are struggling with class material. I will have an open door policy for further discussions of class material. I am committed to your success in this course.

It is also imperative that as a member of my class, you treat others with respect. We all come from different backgrounds, and hold different points of view. There may be topics within this course that many feel controversial. We must be open to all points of view as every individual has something important to contribute to our discussions. When working in groups, you each need to participate equally. Groups can only work successfully when all contribute.

UW-Stevens Point Classroom Policies

Using Electronic Devices: To maintain the integrity of in-class exams, the use of electronic devices will not be permitted during exams without prior documented approval from the Disability Services office or other pertinent offices on campus. This includes, but is not limited to, requests to use cellular or wireless network-enabled mobile devices for foreign language translation assistance. Students who are found using these devices will be dismissed and receive a zero for their exams. Other penalties will be considered under the misconduct policy.

Moreover, students who arrive late to an exam will only be allowed to take it if they arrive before the first student finishes and leaves the room. After that point, requests to take exams will be declined unless they are consistent with the makeups policy.

Likewise, recording of lectures and taking of photos during class is not permitted without permission of the instructor.

UWSP Attendance Policy: Attend all your classes regularly. We do not have a system of permitted "cuts."

Students are expected to attend the first meeting of class, or have permission from the instructor or chair of the department to be absent. Those who do not attend the first one or two days of class may be required to drop the course if there are others who wish to add the course. **If required to drop the course, it is the student's responsibility to officially drop the course through the Registration & Records Office or on the web.**

If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.

Your instructors will explain their specific attendance policies to you at the beginning of each course. Be sure to follow them. If you must be absent, tell your instructor why. If you can't reach your instructors in an emergency, visit the [Student Academic Advising Center](#), Room 103, SSC, or call them at 715-346-3361.

UWSP Rights and Responsibilities- Student Academic Standards and Disciplinary Procedures: UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations can be found in the Student Handbook. Click here/visit the site for more:
<https://www.uwsp.edu/dos/Pages/handbook.aspx>

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. So don't do it!! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities document*, Chapter 14, and can be accessed at the following site:
<https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Accommodations for Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for student with disabilities. For more information about UWSP's policies, check here:
<https://www.uwsp.edu/datc/Pages/law-regent-policy.aspx>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (in the Library). You can also find more information on services provided at: <http://www4.uwsp.edu/special/disability/>

Title IX: Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.

Emergency Preparedness: In the event of a medical emergency, call 911 or use the red emergency phone located outside of room D230. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure or any of the hallways in the Science Building. Avoid wide-span rooms and buildings. For floor plans showing severe weather shelters, see www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.

In the event of a fire alarm, evacuate the building in a calm manner. Meet across the street in front of the Health Education Center (HEC). Notify instructor or emergency command personnel of any missing individuals.

Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.

For details on all emergency response plans at UW-Stevens Point See UW-Stevens Point, please view the Emergency Management Plan at www.uwsp.edu/rmgt.

Course Schedule

Week	Date	Topic	Readings	Activities/Discussion
1	9/3	Introduction to Course & Expectations	None	
	9/5	Ch. 1: Drugs, Mind, Body and Society	Ch. 1	
2	9/10	Ch. 2: Drug Laws and Policies	Ch. 2	Disc: Should we legalize it?
	9/12	Ch. 3: The Nervous System	Ch. 3	Brain Catch-phrase game
3	9/17	Ch. 4: Pharmacology-How Drugs Work	Ch. 4	Disc: What drugs should pregnant

				women be allowed to take?
	9/19	Exam 1 Review	Exam 1 Study Guide	Bring your questions!
4	9/24	Exam 1: Ch. 1-4		
	9/26	Ch. 5: Stimulants-Cocaine and Amphetamines	Ch. 5	
5	10/1	Ch. 6: Hallucinogens	Ch. 6	Unit 1 Reflection Due!
	10/3	Ch. 7: Opioids	Ch. 7	Disc: Should heroin be used for medical treatments?
6	10/8	Catch-Up Day		
	10/10	Exam 2 Review	Exam 2 Study Guide	Bring your questions!
7	10/15	Exam 2: Ch. 5-7		
	10/17	Ch. 8: Sedatives & Hypnotics	Ch. 8, p.170-189	Disc: Are anti-anxiety meds a crutch or necessity?
8	10/22	Ch. 9: Marijuana	Ch. 9	Unit 2 Reflection Due!
	10/24	Ch. 10: Tobacco	Ch. 10	Disc: Who's responsible for the consequences of tobacco use?
9	10/29	Exam 3 Review	Exam 3 Study Guide	Bring your questions!
	10/31	Exam 3: Ch. 8-10		
10	11/5	Ch. 11: Caffeine	Ch. 11	Disc: Should caffeine be regulated as a food or drug?
	11/7	Ch. 12: Alcohol	Ch. 12	Unit 3 Reflection Due! Disc: How would you decrease alcohol consumption on campus?
11	11/12	Ch. 13: Drugs for Treating Psych Disorders	Ch. 13	
	11/14	Exam 4 Review	Exam 4 Study Guide	Bring your questions!
12	11/19	Exam 4: Ch. 8-10		
	11/21	Ch. 14: Performance-Enhancing Drugs	Ch. 14	Performance-Enhancing Drug Bingo
13	11/26	Ch. 16: Sex and Reproductive Drugs	Ch. 16	Unit 4 Reflection Due!

	11/28	THANKSGIVING BREAK		
14	12/3	Ch. 17: Problematic Drug Use and Addiction	Ch. 17	Disc: Can the term "addiction" be applied to things other than drugs?
	12/5	Ch. 18: Prevention and Treatment of Drug Use and Abuse	Ch. 18	Disc: Should drug prevention programs be started in school?
15	12/10	Catch-up Day		
	12/12	Exam 5 Review	Final Exam Study Guide	Bring your questions! Unit 5 Reflection Due!
16	12/16	FINAL EXAM: Ch. 14, 16-18 2:45-4:45 PM Rm D217 Sci		