

PSY 260: Drugs and Behavior

Course Syllabus

Section U

Spring 2021

M-F 12:30-2:45pm

Science Center 112

COURSE INSTRUCTOR INFORMATION

Mary Saczawa

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Office Hours: TWTh 11:00am-12:15pm or by appointment

COURSE DESCRIPTION

Why does alcohol make some people aggressive and others sleepy? Why do antidepressants take two weeks to work? How can some people take drugs regularly with no ill effects while others get addicted after one use? This course will attempt to address these questions and many others in the field of psychopharmacology. We will take a deep dive into the actions of various drugs including how they affect neural activity, which brain pathways they activate, and how their biological actions affect conscious experience and behavior. We will also attempt to understand the biopsychosocial mechanisms of addiction and how to treat and prevent substance abuse. This course is designed with an assumption that the student has a basic understanding of neural transmission and the central nervous system. You don't need to remember everything from PSY162 or PSY164, but we will hit the ground running, so some familiarity will be vital.

TEXTBOOK

Advokat, C. D., Comaty, J. E., & Julien, R. M. (2019) *Julien's primer of drug action*, 14th edition. Worth Publishers.

COURSE WEBPAGE

This course will rely heavily on material posted in Moodle (<https://moodle.hanover.edu>) including written assignments, supplemental readings, and lecture slides. There is also a Q&A board where you can ask questions about concepts, assignments, or the course in general. You are also expected to check your **Hanover email account** regularly. Regardless of whether or not you read the emails, you are responsible for their content.

GRADING

EXAMS (30%)

There will be two exams, each worth 15% of your final grade. Exams will cover the text and lectures and will take place on Moodle. Exams will be primarily short answer/essay but may include some multiple choice or fill-in-the-blank. The exams are open-book and open-notes but must be completed individually.

ATTENDANCE/PARTICIPATION (25%)

For most class days, the first half of each class period will include an overview of the topic and specific neurobiological actions of the drugs, and the second half will be a discussion about the psychological effects or a controversy regarding one of the drugs or the class of drugs. It is vital that you participate in the in-class discussions, even if you read straight from your discussion board posts. You are welcome to bring in concepts or theories from other courses if they are relevant or could add to the current topic. If discussions are weak or if it appears that several people have not read the articles, in-class quizzes will be added.

DISCUSSION BOARD POSTS (20%)

For each day with assigned readings (Weeks 2-4), you should post two questions or comments per article in the discussion board on Moodle. This helps to facilitate in-class discussions and to identify aspects in the readings that need clarification in-class. **All questions or comments should be posted before class by 9am.** Responses posted between 9:00am – 12:30pm will receive partial credit. Responses posted after the start of class will not receive credit. You can miss one days' response without penalty.

LEADING DISCUSSION (5%)

You and one or two classmates will be responsible for leading discussion twice during the semester. You will facilitate discussion based on your classmates' responses and your own thoughts/questions from the readings. If you have a specific drug you want me to make sure I include in the first-half lecture, you should let me know the drug at least two days before you lead class.

CRITICAL REACTION PAPER (10%)

The purpose of this paper is to get you thinking critically about controversial topics in psychopharmacology and to help you learn to apply scholarly research to these questions. You will be provided with a list of potential topics, or you can write on another controversy of your choosing. You will take a position on the topic, using scholarly research articles to support your argument. Detailed instructions as well as possible topics will be posted in Moodle.

DOCUMENTARY/PODCAST RESPONSES (10%)

You will be assigned several documentaries or podcast episodes related to topics in class. You should watch/listen to the content and write a brief reflection (*not summary*) integrating content we discussed in class. Each assignment has a few sample questions you may want to address in your reflection, but you are welcome to address other topics.

GRADING SCALE

A = 100 – 94%; A- = 90 – 93.9%; B+ = 87 – 89.9%; B = 83 – 86.9%; B- = 80 – 82.9%; C+ = 77 – 79.9%; C = 73– 76.9%; C- = 70 – 72.9%; D+ = 67 – 69.9%; D = 63 – 66.9%; D- = 60 – 62.9%; F = <60.0%

COURSE SCHEDULE

Week 1: May 3-7

Monday	Course introduction
Tuesday	History of drugs and psychopharmacology
Wednesday	Neurons and the nervous system
Thursday	Drug actions
Friday	Research methods and drug development

Week 2: May 10-14

Monday	Psychostimulants
Tuesday	More psychostimulants
Wednesday	Depressants
Thursday	Alcohol
Friday	Opiates

Week 3: May 17-21

Monday	Cannabis
Tuesday	Psychedelic drugs
Wednesday	Drugs for depression
Thursday	Drugs for treating anxiety disorders
Friday	Drugs for treating schizophrenia and bipolar disorders

Week 4: May 24-28

Monday	Sex and reproductive drugs
Tuesday	Developmental psychopharmacology
Wednesday	Addiction
Thursday	Drug use prevention
Friday	<i>No class</i>

COURSE POLICIES

AUTHORIZED MATERIALS FOR EXAMS AND ASSIGNMENTS

Because the exams and assignments for this course will be completed outside of the classroom, I want to make it crystal clear what materials are allowed.

- **Exams:** you may use your textbook, the lecture slides, and your notes. You may not consult the internet or get assistance from another person (either in person or online)
- **Assignments:** you may use any resources available, but your work must be your own. For instance, if you are working on a Critical Reaction Paper assignment, you may ask the librarians to help you find an appropriate article or the Learning Center tutors to help you format the paper. You may watch/listen to the documentaries/podcasts with other students and discuss them, but your response papers must be written independently.

NOTE: this list is not exhaustive. If I missed a potential resource, you must consult me before using it or assume that it is not allowed.

LATE ASSIGNMENTS

Extensions may be granted for College-approved reasons that include proper documentation. Extension requests should be made before the deadline or within 24 hours (for unexpected emergencies). Late assignments without an approved extension will be penalized 10% for each day late. Assignments submitted more than one week after the deadline but before the last day of class will receive a 75% penalty.

RESUBMISSION AND GRADE DISPUTES

I have found that the best way to get students to read the feedback I give them on assignments is to give them the chance to get some of the points back. For that reason, all written assignments can be resubmitted for a higher grade. They must be resubmitted within three days of the grade being posted, but they can be resubmitted an unlimited number of times until you get a perfect score (as long as it is returned within three days of each updated grade being posted). All resubmissions must be received before May 28. This means that if you want a chance to resubmit your final paper, you will need to submit it at least two days (to give me time to grade it) before the actual deadline.

If you want to dispute an exam question, you should write a short paragraph explaining the dispute and why your answer was correct, including page numbers and/or lecture slides that support your answer.

MOVING ONLINE

If this course has to pivot to being entirely online, the grading scale and course requirements will stay the same. Lectures will be conducted via Microsoft Teams, and you will be encouraged (but not required) to use your webcam. If you have remote learning accommodations or other extenuating circumstances, you will be permitted to attend the class online instead of in-person without penalty.

REFERENCE FORMAT

Since this is a psychology class, you will be required to use APA format for all of your papers. APA format is frequently used outside of psychology, so even if you are not going to be a psychology major, this is unlikely to be the last time you will use it. The APA format assignment will provide an introduction to the style, and you should continue to use it in all of the other papers for this course. For tips on APA format, please see <https://tinyurl.com/saczawa>. You can always get help with your research at the library. Reference librarians will help you find information on a topic, develop search strategies for papers and projects, search library catalogs and databases, and provide assistance at every step. Drop-ins and appointments are both welcome. Visit <http://libguides.hanover.edu/psychology> for information specific to psychology.

STUDENTS IN DISTRESS

College can be tough, whether it's your first semester, your last, or somewhere in between. I understand. If you are struggling, please let me know, and we can see what we can do to get you back on track. But you must talk to me early! There's only so much I can do to help once most or all of the grades are in. Big problems often don't surface until later in the semester, so feel free to talk to me even if you're just feeling a little overwhelmed. If you would rather talk to someone else, the counseling center can also help you out. You can make appointments with Health Services by calling x-6102. Appointments for Counseling Services can be made online at any time through [MyHanover](#).

HANOVER COLLEGE POLICIES

HONOR CODE

As stated in the Hanover College Principles, students, faculty, staff, and trustees of Hanover College seek to promote academic, personal, and moral growth within a safe, challenging, and responsive community. This includes a commitment to academic integrity. Violations of academic integrity have a broad impact on the College and will result in College review and action.

Academic dishonesty includes any action with the intent to deceive in order to obtain an unfair advantage, as well as any act of aiding and abetting academic dishonesty. The Hanover College statement on academic dishonesty may be found in the Catalog and in the Student Handbook. Any given instance of academic dishonesty is dealt with by the instructor of the course in which it occurs. All instances of academic dishonesty are reported to the chair of the Student Academic Assistance Committee, and repeated instances of academic dishonesty will subject a student to additional penalties up to and including dismissal from the College as outlined in the College Catalog.

DISABILITIES

Hanover College offers accessibility services to students with documented physical, visual, hearing, learning, or psychiatric disabilities. Any Hanover student is eligible for special services or accommodations if: 1) The student self-identifies that he or she has a disability and needs accommodation; 2) The student provides appropriate and verifiable documentation of the disability; and 3) The student provides notification in a timely fashion. For accessibility services, [Email Accessibility Services](#) or call 812-866-6836. The Accessibility Services (AS) office is in the Gladish Center for Teaching and Learning on the first floor of Duggan Library.

NONDISCRIMINATION

Hanover College is committed to providing equal access to its educational programs, activities, and facilities to all otherwise qualified students without discrimination on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or any other category protected by applicable state or federal law. An Equal Opportunity employer, the College also affirms its commitment to nondiscrimination in its employment policies and practices. In compliance with Title IX (20 U.S.C Sec. 1681 et seq.) Hanover College prohibits sex discrimination, including sexual harassment. For student related disability discrimination concerns, contact the Disability Services Coordinator at 812-866-7215. Student concerns, including any arising under Title IX, contact the Title IX Coordinator at 812-866-6740.

HEALTH AND SAFETY REQUIREMENTS

All students, faculty and staff must adhere to the safety protocols set forth in the [Back to Hanover Guide](#). In classrooms, these requirements include and are not limited to:

- **Face coverings** are required in all classrooms. Students arriving without a face covering are required to retrieve one or go to one of several designated locations to obtain a disposable mask before returning to class. There will be signs and messaging student about those locations, which are SCC101, NEW6, CLA109, FOB101, Horner Center Front Desk, Library Main Desk and Campus Safety after hours.
- **Six-foot social distancing** should be maintained wherever possible. Classroom furniture has been arranged to provide this social distancing.
- In addition to daily professional cleaning, students and faculty are asked to **wipe down frequently touched surfaces**, such as desktops, computer equipment, and whiteboard markers, using cleaning supplies available in each classroom.
- **Frequent hand washing**, using either soap and water or hand sanitizing stations provided throughout buildings across campus. Is highly encouraged.
- If you develop COVID-19 symptoms and/or if you have been exposed to illness by contact with someone who has tested positive or been presumed positive, **do not come to class**. Contact **Health Services** (812-866-7082) or **PantherHealth** via phone or email. As in any situation that keeps you from attending class, contact your instructor as soon as possible about your absence.

For complete and updated information about all health and safety requirements, consult the [Back to Hanover Guide](#).