

SYLLABUS
Psychology 61
First year Seminar Course
Drug Addiction: Fact and Fiction
Fall 2018

Class Time: MWF 10:10-11:00 am

Class Location: Davie Hall, 0301

Instructor: Assistant Professor Dr. Kathryn (Kate) Reissner, PhD

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Office Hours: Mon 2-3 & Thurs 11:30-12:30 in 121 Davie, or by advance appointment via email

Course Description: Illicit and legal drugs make the user feel good but also promote the development of dependence and long-lasting changes in brain physiology. In this biological psychology seminar, we will take a multi-disciplinary approach to learn about the neurobiology of drug addiction with a focus on the following questions: How do we define addiction? What are the beneficial and harmful psychological effects of abused drugs? What has scientific research revealed about the neurobiology of the “brain on drugs”? Do most users become addicts? What level of personal responsibility does an addict have? What are the complex social attitudes about drug use and addiction? We will tackle these questions through classroom discussions/debates, lectures, movies, and writing assignments. In this communication intensive seminar, critical analysis of information about the neurobiology of addiction will be used to separate fact from fiction.

Goals & Objectives: My objective for this course is to familiarize you with scientific knowledge about the psychological and physiological effects of drugs of abuse, the characteristics of drug abuse and dependence, and history and current trends in the treatment of drug addiction. We will discuss medical identification and treatment of a substance use disorder (“addiction”), as well as drug laws and attitudes toward addiction in society. Many scientific, medical, and ethical issues related to drug abuse and addiction are complex, and hence “correct” answers may not exist; thus, informed discussions and guided debate will aid our exploration of these issues. Importantly, this will also provide a way to help you practice thinking and discussing complex issues. Developing the skill of considering complex topics from different points of view is an important goal of PSYC61. Thus, the overall objectives of this course are to teach you information about drugs and addiction, as well as to help you develop skills in considering, discussing, and writing about complex ideas related to substance abuse and addiction.

Course Structure: Class sessions will be a blend of informal lectures (questions are encouraged!), activities, student presentations, writing assignments (3), and class discussion. For the lectures, I will be using a mix of Power Point presentations and videos. Lecture slides will be posted on **Sakai** (see **Resources** folder @ <http://sakai.unc.edu>) by 9 am on each lecture day. You are welcome to take notes on a laptop if you like, but this is generally not recommended as an effective learning approach. More effective is to take handwritten notes.

Slide printouts will be made available to you in class. If you have any difficulties with the course or would like to discuss in more detail questions about the material, please come and see me at office hours or by appointment. I look forward to working with you throughout the semester and will appreciate your feedback in making this the best course possible.

How will I evaluate your performance?

1). Quizzes (40%): Material covered in lectures and videos will be covered in quizzes, in an in-class written test format with multiple choice, T and F, and fill-in-the-blank questions. While quizzes are non-cumulative, approx. 2-3 questions from previous quizzes will reappear verbatim on quizzes given later in this course. This is designed to encourage you to learn the answers to questions you may have missed on previous quizzes, and to reinforce important principles. If you miss a quiz for any reason (illness, family complications, sports competitions, travel, etc), you will be given the opportunity to schedule a time within one week to take a make up quiz in my office. You must take the make-up quiz in my presence within one week. Doctor's notes are not required for make-up quizzes or missed classes. An extension longer than one week for the make up quiz will require extenuating circumstances with documentation.

2). Discussion Presentations (10%): Discussion presentations will happen in pairs of students, each pair assigned to one side of a complex and/or controversial issue (so, 4 students per discussion topic; two on one side, and two on the other). Issue topics and point of view will be assigned, and may not align with your actual point of view (and that's ok!). Each discussion topic will receive 25 min per class (2 discussion topics per session). During that 25 min, each pair of students on either side of the issue will be given 6-7 min to present an argument. This will leave ~10-12 min for questions and discussion from the class, as well as response of each team to the argument from the other side. *Please budget your presentation time!* It is important to note, there are no right and wrong answers to these points. What is important is the exercise of logical thinking, and using scientific fact to support points of view. Each student will give one presentation throughout the term (see assignment schedule). While attendance is expected and required, it will not be recorded. It is in your best interest to attend every class.

3). Assignments (20%): (a) Sakai survey due Thurs, Aug 23 at 5 pm (5%) (b) Pubmed homework research assignment due Fri, Sept 7 (5%) (c) selected special topic paper due Mon 11/26 (10%).

(a) Sakai survey: Your first assignment will be the completion of a student survey, to tell me at least 5 topics that you would like to see covered or that you would like to learn about, relating to drugs and addiction. I ask you to submit this on Sakai, just so that you can familiarize yourself with the system. I have added a folder titled "Topics of Interest" into the Assignments tab of our Sakai site. This assignment is due on **Thursday, August 23 by 5:00 PM.** Ten percent of your class participation score will come from submitting this assignment. Ten percent of your class participation score will also come from the peer review in-class writing exercises (Oct 22), but will be excused with advanced athletic meet notification or a doctor's or dean's note.

(b) Pubmed assignment: Pubmed is an online biomedical literature database which provides extensive access to primary research articles and review articles which can be searched by author, topic, journal, within restricted windows, etc. Familiarity with

Pubmed will be extremely helpful to you as you investigate research papers for any science-related topics. Pubmed can be accessed here: <https://www.ncbi.nlm.nih.gov/pubmed/>. In addition, an online training tutorial for Pubmed can be found here: <https://learn.nlm.nih.gov/documentation/training-packets/T0042010P/>

For your Pubmed assignment, I would like you to perform literature searches on a topic of interest to you from within our 3 lectures on The Brain on Drugs. Please structure your Pubmed assignment report (to be uploaded by 5 pm 9/7) as follows:

i). What is the topic that you would like to learn about from your Pubmed research assignment? Select a topic that is within the topics discussed in our lectures on The Brain on Drugs I-III (for example, you could select, how does marijuana affect cannabinoid receptors? How does cocaine affect dopamine transporters? What are components of the brain's reward circuitry?). *Note that you are not actually preparing a paper on this topic*, just performing an initial Pubmed search, as if you were going to. The goal for this assignment is the exercise in using Pubmed.

ii). Put in 3 search terms and pull out *review* articles only for those 3 search terms relevant to your topic of interest (be sure you find how to select review articles only!). Please give me the 3 search terms you put in, and 3 of the most interesting hits that you found.

iii). Who is a scientist who has performed work in this area? (you will learn that from your review search above!). Now please do a search for research articles by this scientist. Please give me their name and affiliation, and citation information for 3 articles they have published on this topic.

iv). If you were actually going to begin research for a paper on this topic, give me some search terms and 5 resulting primary research articles that you think would be helpful getting started.

(c) selected special topic paper: For this assignment, you may choose from within 3 options. The first option is to attend a tour of a residential drug treatment facility in Durham (TROSA) on one of 2 schedule days (option 1 – Thurs, Oct 25 2:00-4:00 pm; option 2 – Mon, Nov 19 3:00-5:00 pm) and prepare a 2-3 page paper with your reflections of what you saw and learned that day. If you attend, you must rsvp by email to me at least one week in advance of the date you would like to go. Transportation will be provided, and the time windows include travel time. The second option is to interview an expert in the clinical treatment of substance use disorders, either a substance abuse counselor, PhD clinical psychologist with expertise in substance use disorders, or MD with expertise in addiction medicine, and prepare a 2-3 page paper on your interview with them. If you select this topic, I will be glad to meet with you and discuss good candidates on campus to contact, and the types of questions you might want to ask them. The third option is to prepare a 2-3 page Pubmed research paper on a topic for which you did your Pubmed assignment earlier in the semester. A reference section with at least 5 articles from Pubmed must be included. Selected special topic papers are due by midnight Mon Nov 26.

4). Reaction Papers (30%): For each discussion session, you will be asked to write a 3-4 page paper on one of the topics discussed that day (you may select which topic, and your points of view). The goal of these papers is to practice and develop skills in effectively researching, writing and defending a point of view. The topic of each paper will be your opinion on the presentation topic. There will be three of these papers throughout the semester. You will *not* be evaluated based on your position, but you will be evaluated on your ability to effectively state and defend your position, using facts and cited resources from Pubmed. Again, besides learning about drugs and addiction, the major goals of this course are to develop analytical thinking and effective communication skills. Papers are due through Sakai by midnight seven days after the class presentation. Late papers will be docked 2 points (out of 25 points per paper) each day they are late.

Topics have been assigned based on alphabetical order; however if there is a topic that you are highly interested in, you are welcome to ask your classmate to switch topics. (However, they are also welcome to decline to switch.) This persuasive opinion paper is to be based on research and fact. Accordingly, each paper is to have a minimum of 4 citations, listed in a bibliography at the end of the paper.

A first draft of your first paper will be returned seven days after it is submitted, with feedback and suggestions on how to make your paper better. A revised draft is due within seven days of receiving your returned paper. Your second paper submitted later in the term on your second topic will be revised by a classmate during an in-class writing exercise on 10/22, and the revised paper will be evaluated and graded based on the same criteria as the first (and those are: effective presentation of the problem, effective presentation of your point of view, presentation of data, statistics, facts, and credible citations to support your point of view, and acknowledgement of opposing point(s) of view). Note: only the revised drafts will be evaluated and graded.

To clarify, the goals of the writing assignment are two-fold:

- 1). To write an effective and persuasive opinion piece supported by research and facts
- 2). To gain experience researching material relevant to topics in substance abuse and addiction

Course Resources: There are no formal resources required for this course. Lecture slides will be available on Sakai, and I will also bring print outs to class. Also, books available for checkout from my office are listed on the resources page of the syllabus.

Final grades will be determined as follows:

Quizzes (40%)	} 100 %
Reaction Papers (30%)	
Discussion Presentations (10%)	
Assignments (20%)	

Use the table below to calculate your course grade. Grades will not be rounded up.

A	= 93.1-100
A-	= 90.0-93.0
B+	= 87.0-89.9
B	= 83.1-86.9
B-	= 80.0-83.0
C+	= 77.0-79.9
C	= 73.1-76.9
C-	= 70.0-73.0
D+	= 67.0-69.9
D	= 60.0-66.9

Honor Code: “It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to, the following: 1. Plagiarism. 2. Falsification, fabrication, or misrepresentation of data. 3. Unauthorized assistance or unauthorized collaboration. 4. Cheating on examinations or other academic assignments by a. Using unauthorized materials and methods; b. Violating or subverting requirements governing administration of examinations; c. Compromising the security of examinations; d. Representing another’s work as one’s own; or e. Engaging in other actions that compromise the integrity of the grading or evaluation process.”

In addition to observing the honor code, I ask you to treat me as well as your fellow classmates with respect at all times. Your honesty, respect and trust will be reciprocated.

Statement on Inclusivity: As described above, the goals of this course are to teach you facts about addiction, from the points of view of biology, the legal system, social attitudes, media depictions, and medicine. This will include discussion and debate of many complex topics. I encourage everyone to be their most sincere and authentic selves in this course and in these discussions, regardless of gender, race, sexual orientation, economic background, personal experiences, etc, and most importantly to be respectful of opposing perspectives and points of view. Diversity will enrich our discussions, and my goal is for this class to provide a place of open and considerate discourse, where all are welcome.

A starter on research resources for your papers/presentations

- **Books available for check-out from Dr. Reissner:**

Buzzed: The most used and abused drugs from alcohol to ecstasy

Kuhn, Swartzwelder, and Wilson

1st (1998) and 4th (2014) editions available

Slaying the Dragon: The History of Addiction Treatment and Recovery in America

2nd edition (2014)

William L. White

Forces of Habit: Drugs and the Making of the Modern World

David T. Courtwright (2001)

The Narcotic Farm: The Rise and Fall of America's First Prison for Drug Addicts

Campbell, Olsen, Walden (2008)

DSM-5: Diagnostic and Statistical Manual of Mental Disorders, 5th Edition

American Psychiatric Association (2013)

Drugs, Society, and Human Behavior

Carl Hart and Charles Ksir (2014)

- **Other resources which may be useful for your presentations and papers:**

SAMHSA

Substance Abuse and Mental Health Services Administration

www.samhsa.gov

PubMed

PubMed is a database of research and review papers on virtually all topics in biology and psychology, as well as many other fields in the sciences and humanities.

<https://www.ncbi.nlm.nih.gov/pubmed/>

PubMed is an extremely useful resource that may well be of use to you in future courses or independent study. In addition to the guides for using Pubmed provided above, I would be happy to go over it with you during office hours.

National Institute of Drug Abuse

www.drugabuse.gov

This is a great website to peruse, but in particular check out the publications tab.

Drug Enforcement Administration

www.dea.gov

Again, there are great available resources here, in particular publications and videos under the Prevention tab.

Course Schedule
Psychology 61
Drug Addiction: Fact and Fiction
Fall 2018

Please note that the schedule below may change pending university closure due to inclement weather, etc. Any changes to the course syllabus will be announced as soon as possible.

- Wed 8/22 Course introduction & goals
What is addiction? What behaviors are addictive?
Introduction to drug schedules and categories, DSM-V
Class topic interest survey due to Sakai by 5 pm on Thurs 8/23!
- Fri 8/24 Discuss student survey results
The history of drug abuse in America
- Mon 8/27 The Brain on Drugs: Part I
- Wed 8/29 The Brain on Drugs: Part II
- Fri 8/31 The Brain on Drugs: Part III
- Mon 9/3 No class, Labor Day
- Wed 9/5 THC lecture
- Fri 9/7 *Reefer Madness*
Pubmed homework assignments are due by 5 pm!
- Mon 9/10 Psychostimulants lecture I
- Wed 9/12 Psychostimulants lecture II
- Fri 9/14 Discussion I: Is marijuana addictive?
Discussion II: Should recreational marijuana be legal?
- Mon 9/17 *The Meth Epidemic*
- Wed 9/19 Addiction Jeopardy (quiz review)
- Fri 9/21 **Quiz 1**
Marijuana paper due by midnight!
- Mon 9/24 Nicotine lecture I
- Wed 9/26 Nicotine lecture II

- Fri 9/28 *Nicotine video*
Your marijuana paper will be returned today
- Mon 10/1 Opiates
- Wed 10/3 Prescription Opiates: The paradox of pain management
- Fri 10/5 *Case of the Frozen Addict*
Revised marijuana paper due by midnight!
- Mon 10/8 Discussion I: Opiates for pain treatment
Discussion II: Opiate replacement therapy to treat addiction
- Wed 10/10 Benzodiazepines lecture
- Fri 10/12 No class, University Day
- Mon 10/15 Addiction Jeopardy (quiz review)
- Wed 10/17 Quiz 2
Opiate paper due by midnight!
- Fri 10/19 No class, Fall Break
- Mon 10/22 In class writing exercise
- Wed 10/24 Synthetic and Designer Drugs
- Fri 10/26 Hallucinogens & “club drugs” lecture
Peer review comments on your opiate paper will be returned
- Mon 10/29 *Synthetic & Designer drug video*
- Wed 10/31 Discussion I: Therapeutic hallucinogens
Discussion II: Benzodiazepines for anxiety treatment
- Fri 11/2 Alcohol I
Revised opiate paper due by midnight!
- Mon 11/5 Alcohol II
Opiate paper will be returned today
- Wed 11/7 *Alcohol topic video*
Hallucinogen or benzo paper due by midnight!
- Fri 11/9 Addiction Jeopardy (quiz review)
- Mon 11/12 Quiz 3
- Wed 11/14 The War on Drugs

- Fri 11/16 Clinical treatment of addiction (including comorbidities)
- Mon 11/19 Why are some people more vulnerable to addiction than others?
- Wed 11/21 No class, Thanksgiving break
- Fri 11/23 No class, Thanksgiving break
- Mon 11/26 Addiction Jeopardy (quiz review)
Selected special topic papers due by midnight!
- Wed 11/28 Quiz 4
- Fri 11/30 Neurotransmitter/receptor match game
- Mon 12/3 guest speaker: Jesse Battle
Director of Men's Program
TROSA residential substance abuse recovery program, Durham, NC
- Wed 12/5 Film: *Narcotic Farm*
Last day of class

No final exam for this course