

# Drugs and Behavior

PSY435: Online (Fall 2021)  
**August 23, 2021 – December 2, 2021**

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## Course Description

This course is designed to introduce students to the field of substance use and addiction including the development and maintenance of use, effects of using various substances, as well as prevention, and treatment of substance use problems.

## Objectives

By the end of this course, students should be able to:

1. Improve awareness about the nature of addiction and associated stigmas.
2. Demonstrate understanding of the history of substance use problems and impact on our society.
3. Develop comprehensive familiarity of the biological, psychological, and social impact of various substances.
4. Identify and critically evaluate legal, social, psychological, and political aspects of substance and substance use behavior.
5. Appreciate various methods of preventing and treating substance use problems.

## Textbook & Required Materials

Maisto, S. A., Galizio, M., & Connors, G. J. (2019). *Drug use and abuse (8<sup>th</sup> ed)*. Belmont, CA: Thomson Wadsworth/

Your textbook and course materials are offered through a program called Eagle Direct. You can easily access all the required materials for PSY 435 by logging into your Canvas shell for this class and USM will bill you at a discounted price. Your book and all assignments are loaded into Canvas and these materials are required to complete the course. You do not need to go to the bookstore – we have linked your materials automatically to the Canvas course! You have the option to Opt-Out (see details here: <https://www.usm.edu/procurement-contract-services/eagle-direct-textbooks.php>) – however, you will need to then purchase the textbook and access code at full retail price from Barnes & Noble. For more information and FAQs go to [customer-care.bncollege.com](http://customer-care.bncollege.com). After logging into Canvas, select the Cengage menu link and complete the registration instructions. This allows you access to the textbook and materials needed to complete assignments for this course. You can find additional information on accessing your materials here: <https://startstrong.cengage.com/mindtap-canvas-ia-yes/>

Please email the course instructor ([michael.madson@usm.edu](mailto:michael.madson@usm.edu)), Dr. Nicholson, Associate Director, School of Psychology ([bonnie.nicholson@usm.edu](mailto:bonnie.nicholson@usm.edu)), or Sarah Easterling ([sarah.easterling@cengage.com](mailto:sarah.easterling@cengage.com)) with questions regarding the Eagle Direct program. Welcome to class!

## RESUME BUILDER: Transferrable Skills



The School of Psychology is dedicated to helping you identify how your education as a psychology major exposes you to a variety of skills that are valued by employers across many professions. Below is a chart with the [specific skills](#), identified by the American Psychological Association, that are covered in this class by completing the assignments and obtaining a final grade of B or above. These are great skills to note on your resume. The skills you are exposed to are listed below.

### Cognitive

**Analytical thinking:** Solve complex problems, attend to details, plan proactively, and display comfort with ambiguity.

**Information management:** Be adept at locating, organizing, evaluating, and distributing information from multiple sources.

### Personal

**Self-regulation:** Manage time and stress by completing assigned tasks with little or no supervision; display initiative and persistence by accepting and completing additional duties in a careful, thorough, and dependable manner.

### Social

**Inclusivity:** Demonstrate sensitivity to cultural and individual differences and similarities by working effectively with diverse people, respecting and considering divergent opinions, and showing respect for others.

**Service orientation:** Seek ways to help people by displaying empathy; maintaining a customer, patient, or client focus; and engaging in the community.

### Technological

**Familiarity with hardware and software:** Demonstrate competency in using various operating systems, programs, and/or coding protocols; troubleshoot technical errors; and use software applications to build and maintain websites, create web-based applications, and perform statistical analyses.

## Format

This section of PSY 435 is a **fully online asynchronous course** that utilizes the Canvas Learning Management System. Students should refer to the university's Student Support page at <https://online-learning.usm.edu/canvas-technical-assistance/> or utilize the help system from within Canvas. **Students enrolled in this course will need regular Internet access for Canvas and should plan to check for updates every business day.** As an asynchronous course there are no LIVE aspects to the class and direct interaction with the instructor is minimal. It is this instructor's belief that students should be a junior or senior and have a 2.75 or higher GPA to be enrolled and succeed in this class. Additionally, those who are not juniors or seniors tend to struggle in the class.

## Communicating with Your Instructor

1. **Online Office Hours:** As this is a fully on-line class most of our interactions will be through email. If an in person meeting is necessary, we will arrange a mutually agreed upon time to meet. You should e-mail me at [Michael.madson@usm.edu](mailto:Michael.madson@usm.edu) to arrange a time and method to communicate. **PLEASE CONTACT ME THROUGH YOUR USM EMAIL VS PHONE.** Requests for a meeting should be made at least 48 hours prior to a wanting meeting. In other words, do not e-mail me in the morning and expect to meet the same day.

2. **E-mail:** The best way to email me is through Canvas. For email communication with me ([Michael.madson@usm.edu](mailto:Michael.madson@usm.edu)) outside of Canvas, please use your official @usm.edu account. This is the only way I can ensure you are who you say you are. Also, be sure to include the class name in the subject line (e.g., PSY 435 or Drugs & Behavior). I will do my best to answer emails within 2 business days. If you do not receive a response within two business days, please re-send your message (I probably did not receive it). I may not answer emails during university breaks or holidays nor from non-USM email accounts.

## **Technical Information**

As this is a fully online course, a certain level of technical ability and equipment will be necessary.

### **Student Computer Skills**

To be successful in this course, you must be comfortable communicating by email, using word processing software, and working in an online environment.

### **Technical Expectations and Requirements**

This course is fully on-line and requires a computer (DO NOT attempt to complete this course using only a tablet or smart phone) and reliable Internet access. You should have a regular, reliable Internet source AND plans for a back-up Internet source. If you do not have high-speed Internet access at home, I suggest that you take the course from another location where high-speed Internet access is available. It will be difficult to take this course using a dial-up connection since many pages are large and would take a very long time to load.

For those in the local area, the university has computers available for student use. For those who live elsewhere, most public libraries have free Internet access.

**I cannot accept lack of Internet access as an excuse for missing course due dates or quizzes, unless there is a natural disaster that causes widespread power outages in your area.**

Do not wait until the last minute to begin an assignment or exam. If your computer crashes or your regular Internet source is unavailable, you may need to travel to your back up Internet source. Remember technical difficulties is not an excuse for incomplete/late/missed assignments quizzes.

**If you must travel for family or work responsibilities, remember that course assignments may be submitted from any computer with Internet access and any time prior to the due date.**

### **Technical Support**

I am not a technical support specialist, and it is very unlikely that I will be able to help you with any technical difficulties you may experience during the course. Fortunately, the university provides support for various issues.

- Canvas support: <https://online-learning.usm.edu/canvas-technical-assistance/>
- University support: <http://www.usm.edu/itech>

## Using Canvas

Some of you may have taken online courses in Canvas in prior semesters. If so, you'll probably already know how the system works. If you are not familiar with Canvas or if this is your first online course, here is what you need to know to get started:

### Finding Your Course

To find your online course, go to USM's Canvas page at <https://usm.instructure.com/login/canvas> and login using your SOAR username and password. If you do not know your username or password, contact iTech right away (<http://www.usm.edu/itech>). Once you have logged in to Canvas, you should go to your course dashboard – located on the left side bar. On your dashboard page you should see PSY 435 Drugs and Behavior H001.

### Accessing Course Material

Once you have logged in to Canvas and found this course, you should see the modules from the home page. If not click the modules tab on the left of your screen. On this page you will see a listing of weeks (e.g., 1,2,3,4). All narrated lectures, video links, and submission portals are available in each week module. All assignments, including Module Quizzes, can also be found at the Assignments tab. Quizzes are also available at the Quiz tab. Please note: Quizzes will not be available/visible until the quiz date.

### **Best practices for students when taking an exam/quizzes online.**

- Don't wait until the last hour to take your quiz. The Internet is busy during testing time.
  - If you have been given 30 minutes for the quiz, but you log on to take it within 15 minutes of the time the quiz will be available, you will only get 15 minutes to take the test.
- If you are being proctored, the sooner you schedule your appointment the better your experience will be.
- Be conscious of who is using the Internet as you are taking your test.
  - The more people accessing the wireless system the slower the Internet connection.
  - If possible, plug your computer into the hard-wire connection.
  - The more secluded you are during the test, the better your outcome.
- Check your computer setup Links to an external site. The day before and within 15 to 20 minutes of your exam.

### Course Requirements

Keep up with your reading. You are responsible for all information presented in class including lecture notes, video clips, PowerPoint slides, and announcements!

**Quizzes:** There will be 4 TIMED online quizzes in this class. Each quiz is non-cumulative and will cover the material presented during the class module (e.g., reading, lecture, videos). Individually you will complete 25 multiple choice questions on the material worth 25 points each for a total of 100 points (4 quizzes x 25 points). You will have 30 minutes to complete the quiz. The quiz portal will be open from 7AM on the assigned day to 7 AM that next day. The quiz window is open for 24 hours (see schedule).

**Lecture reviews:** For each week there are narrated lectures – turn your sound up when reviewing slides! There are 7 lecture reviews assigned during the course, and each will be worth up to 5 points. For each assigned lecture review you are to complete the review using the format located on pg. 10. I will answer/discuss 1 question each submission and you are expected to reply to my response for full credit! All lecture reviews are **due at 11:59 PM on Wednesday** of the assigned week. See grading rubric on pg. 11 for more details and examples.

**Video/Podcast/Interview reviews:** For each module there are several videos/interviews/podcasts related to class materials. You are expected to watch each in its entirety and to submit a 1-page summary that answers the questions located on pg. 11 of interesting facts/things you learned from the video that you didn't know previously. Each review is worth 5 points. Your reviews will be **due on Thursday by 11:59 PM** on the week assigned. See pg 11 for grading rubric and pg 12 for an example review.

**Discussion Posts:** There will be **4 discussion posts** required throughout the semester. They can be found by clicking the “Discussions” in the Canvas course menu, and links to each discussion will be included within each course module in which one is assigned. Each discussion post is worth 5 points. The due dates for all discussion posts are listed in the Course Schedule, and all posts (your reply to the discussion topic AND reply to classmates – all 3 posts) are **due Thursday before 11:59 PM** on the date listed but can be submitted before then. See pg. 13 for grading rubric.

#### **Discussion Post 1: Introduce Yourself to the Class**

As a fully online course, we have fewer opportunities to get to know each other and learn from one another's experiences. This assignment is designed to help overcome that limitation. Write a short post introducing yourself to the class. There are multiple steps for this introduction see week 1 in canvas.

- First, read the syllabus completely!
- Second, watch the MESSAGE FROM DR. MADSON.
- Third, read the language of addiction document.
- Finally write your introduction post. In your introduction, please address the following:
  1. Your name and what you prefer to be called (i.e., nickname).
  2. Your academic major and year in school.
  3. The reason(s) you are taking Drugs & Behavior.
  4. One thing you want to learn about or better understand about drugs & behavior during this course.
  5. Your plans after graduation (e.g., your future career goals).
  6. State that: I have thoroughly reviewed the syllabus and what is expected of me in this class and understand that Dr. Madson will refer me to the syllabus as a first step in answering syllabus related questions.
  7. State that: I have read the language matters document, will use the appropriate language in this class to help reduce the stigma associated with addictions and recognize points will be deducted from my work for using stigmatizing language.
  8. Something that stood out to you in the Dr. Madson welcome video.

Please feel free to post a video instead of a text reply if you would like to do so.

### **Group Discussion 2-4**

For each discussion, you will be randomly assigned to a discussion group with 5-7 students per group. Group discussion assignments will take place with the members of your group. For each group discussion assignment, you will:

Post a response in relation to the broad discussion topic listed for that week. You should provide thoughtful answers to at least two of your classmates' responses. Thus, you should have 3 posts for each discussion.

Your posts should be thoughtful, open-ended, and designed to facilitate meaningful discussion among your group. They should be at least 2-3 sentences and demonstrate that you read the material and attended to the lectures, are able to think critically about course content, and spur thought among your classmates. Posts do not have to be about the meaning of the material, although those kinds of questions are acceptable; they can also be about how the material in that module connects with previously covered content, how some aspect of the content might be relevant to current events, etc. Be creative and remember that the goal is to stimulate thought and discussion in your group but should avoid only discussing your opinion – back up your points with class info!

Your answers to others' questions should be at least 2-3 sentences and refer to relevant course material (e.g., assigned readings, lectures, videos). Good answers will also appropriately incorporate your interests, views, class materials and/or life experiences along with facts from the course material. However, your answers **SHOULD NOT** be entirely about personal experiences/opinions and neglect class facts. In other words, an answer that just discusses your opinions or experiences ignoring class information would receive no points.

Everyone's involvement in the discussions is important because it allows us to be connected to each other as a class. I strive to maintain an inclusive environment, which requires that we all respect each other and treat everyone involved in the course with civility, regardless of whether we understand or agree with others' views.

You will see that each group discussion is due on a Thursday. Because other students in your discussion group depend on you to post questions so they can post their responses, please post your question in each group discussion by **11:59 PM of Tuesday** of the week the discussion assignment is due. Since late discussion posts do not benefit anybody, the Late Assignments and Verified Excuses policy does not apply to group discussion posts. Late group discussion posts will receive 0 points.

### **Important Policies**

#### **Make-up Assignments:**

Students need to attend every class session. We recognize that situations can arise affecting class attendance or submission of an assignment by its due date. It is the student's responsibility to provide an explanation to the course instructor relative to an absence(s). Course instructors state attendance policies and course requirements on the course syllabus. Course instructors (at their discretion) determine whether they will excuse an absence, allow make-up work, change grades, or reschedule an

exam. It is my policy that you receive an official university excused absence in order to make up any quiz or assignment regardless of situation. I hold this policy to create a fair and consistent learning environment for all students. You can do so by completing a [Request for Academic Notification](#).

### **DROP DATE**

New university-wide policies related to withdrawing/dropping take effect this semester (see <https://www.usm.edu/registrar/fall-2021-academic-calendar.php>). Students now have until August 30, 2021) to add/drop classes without penalty. After August 30, students wanting to drop a class must formally withdraw. Between August 30 and November 2, 2021, withdrawing from a class will result in a grade of W. After November 2, 2021, all students will receive a letter grade (i.e., the grades of WP and WF are no longer available).

### **Academic Honesty & Plagiarism:**

All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

- Cheating (including copying from others' work)
- Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
- Falsification of documents
- Disclosure of test or other assignment content to another student
- Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
- Unauthorized academic collaboration with others
- Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct." For more details, please see the University's Academic Integrity Policy: <https://www.usm.edu/institutional-policies/policy-acaf-pro-012>. Note that repeated acts of academic misconduct will lead to expulsion from the University.

### **Students with Disabilities**

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi  
Office for Disability Accommodations  
118 College Drive # 8586  
Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3232 Fax: 601.266.6035  
 Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1.800.582.2233 (TTY) or email ODA at [oda@usm.edu](mailto:oda@usm.edu)

## Course Grading

There will be a total of 200 points for the class. Grades will be assigned on a point system.

Class Quiz 4 x 25 points	100
Lecture reviews 6 x 5 points	30
Discussion Posts 4 x 5	20
<u>Video reviews</u>	<u>50</u>
	200 points

Percent of Points Required	Letter Grade	Course Points
90%	A	180 -200
80%	B	160 -179
70%	C	140 -159
60%	D	120 - 139
<60%	F	<120

**For psychology majors (and minors), you must earn a grade of “C” or better in order for the class to count toward the psychology major.**

**Determining your grade: Look at your TOTAL points in Canvas and compare it to this grading scale.**

### **NOTE ABOUT GRADING**

Late assignments will receive reduced points for each business day it is late. If not turned in on the due date and time points will be deducted.

1. Assignments worth 1.5 points or lower will be reduced by .25 points for each day late.
2. Assignments worth 1.5 – 5 points will be reduced by 1 point for each day late.
3. Assignments worth more than 5 points will be reduced by 2 point for each day late.

Keep on top of your grade during the class – you can track it on Canvas. **Final grades are final.** I will not provide extra opportunities at the end of class that are not outlined in this syllabus and available to all students in the class. You are welcome to come see your grade at the end of the semester, but it will not change unless I made a mistake.

### **MY PHILOSOPHY OF TEACHING**

I believe students learn best when actively engaged. This means that I believe that we all have important aspects to add to class discussions to develop our understanding of the topic. However, this does not mean that material should not be critically analyzed. As a result, much of the course will involve group discussion, facilitation, video, lecture, and experiential exercises.

*Should it be necessary, I reserve the right to change this syllabus during the semester and to share changes with you.*

## Course Schedule

<b>Date</b>	<b>Topic/ Activity</b>	<b>Reading/Videos</b>	<b>Assignment/Activity</b>
Week 1: 8/23	Intro/syllabus, APA Transferable skills	Dr. Madson Welcome Video <i>Interview with John Harrington</i>	<b>Discussion 1 Post Introduction Due 8/25</b> Video Review
Week 2: 8/30	Drugs & Behavior	Chapter 1 <i>Dr. DiClemente Interview</i>	Lecture Review 1 Video Review
Week 3: 9/6	Drugs Historically & Today	Chapter 2 <i>Interview with Dr. Kelly</i>	Video Review
Week 4: 9/13	Drugs & the Brain	Chapter 3	<b>Quiz 1 opens 9/16 (Wks 1,2,3,4)</b>
Week 5: 9/20	Pharmacology	Chapter 4 <i>Why do our Brains Get Addicted</i>	Video Review
Week 6: 9/27	Psychopharmacology	Chapter 5	Lecture Review 2 <b>Discussion 2 Due 9/30</b>
Week 7: 10/4	Stimulants	Chapter 6 <i>Planet Rock</i>	Video Review
Week 8: 10/11	Alcohol	Chapter 9	Lecture Review 3 <b>Quiz 2 opens 10/14 (Wks 5,6,7,8)</b>
Week 9: 10/18	Marijuana	Chapter 11	Lecture Review 4
Week 10: 10/25	Alcohol& Marijuana use by College Students	Hultgren et al., 2018; Kilmer 2018 <i>Interview with Dr. Hurlocker</i>	Lecture Review 5 Video Review <b>Discussion 3 Due 10/28</b>
Week 11: 11/1	Opiates	Chapter 10 <i>The Agony of Opioid Withdrawal</i>	Video Review <b>Quiz 3 11/4 (WKS 9,10,11)</b>
Week 12: 11/8	Hallucinogens	Chapter 12 <i>Psilocybin and its use to relieve suffering</i>	Video Review
Week 13: 11/15	Prevention	Chapter 16 <i>Interview with Dr. Witkiewitz</i>	Lecture Review 6 Video Review <b>Discussion 4</b>
Week 14: 11/22	Treatment Careers in addiction APA Skills Review	Chapter 15 <i>Relapse Prevention</i>	Video Review
Week 15: 11/29			<b>Quiz 4 11/30 (Wks 12, 13,14,15)</b>

**NOTE: All assignment portals, except quizzes, are open and you can submit before the due date!**

## Lecture Review Format and Grading Rubric

Lecture review #1

3 Points I Learned:

- 1.
- 2.
- 3.

Questions/Points for further discussion/learning:

- 1.

How does the information in this chapter help combat the stigma associated with addiction?

Lecture Review Grading Rubric			
Criteria	Outstanding	Satisfactory	Unsatisfactory
<b>Three things I learned in this lecture</b>	<p><b>2 pts</b> Clearly identified two facts learned and offers details. Presented concisely.</p> <p>Example: <i>I learned that classical conditioning (association learning) and operant conditioning (consequence learning) help to explain how addiction develops (through learning) and how it is maintained.</i></p>	<p><b>1 pts</b> Ambiguous what was learned. No details.</p> <p>Example: <i>I learned about the behavioral model of addiction.</i></p>	<p><b>0 pts</b> Could not tell what was learned. Provides less than 3 things. Not related to lecture or no evidence lecture was reviewed. Used stigmatizing language</p> <p>Example: <i>Addiction has different models.</i></p>
<b>Question/something I'd like to learn more about</b>	<p><b>1 pt</b> Clearly relates question/learning point directly to lecture information.</p> <p>Example: <i>You mentioned that the biopsychosocial model is the best model for comprehensively explaining addiction. I would like to learn more about this model, specifically how would a psychologist help other professionals like MDs think beyond their model</i></p>	<p><b>.5 pts</b> Question is vague and ambiguous. Doesn't seem to relate to lecture material or demonstrate lecture was reviewed.</p> <p>Example: <i>I'd like to learn more about the biopsychosocial model.</i></p>	<p><b>0 pts</b> Offers no questions/areas for further learning. Not related to lecture material.</p> <p>Example: <i>I have no questions.</i></p>
<b>How info addresses stigma</b>	<p><b>1 pt</b> Clearly and concisely discusses how info can address stigma. Relates to class information</p> <p>Example: <i>By understanding that addiction is a complex biopsychosocial interaction like other health problems we could combat addiction by helping others appreciate how addiction functions like other diseases such as heart disease. Perhaps this would help raise awareness among those who have addiction increasing their willingness to seek help as well as helping those who hold negative views of addiction better understand the problem.</i></p>	<p><b>.5 pts</b> Unclear how info can address stigma.</p> <p>Example: <i>The biopsychosocial model of addiction can help reduce stigma.</i></p>	<p><b>0 pts</b> No discussion of how info can address stigma. Uses stigmatizing language in review.</p> <p>Example: <i>We can help addicts understand how addiction develops using these modules.</i></p>
<b>Response to Dr. Madson's comment</b>	<p><b>1 pt</b> Well thought out response directly related to Dr. Madson's comment.</p>	<p><b>.5 pts</b> Vague response that simply acknowledges Dr. Madson's comment.</p>	<p><b>0 pts</b> Unclear response, or simple thank you. No response.</p>

## Video Review Guidelines

For each video/interview/podcast you review, you will need to write a brief summary (1-2 double-spaced pages, 12 point font, paragraph form, 1 inch margins). Your summary should follow the format below including the appropriate headings and must include responses to the following questions:

1. **Briefly** summarize the video – what were the major themes of the video.
2. Discuss two new things you learned about substances, substance use, addiction or treatment from the video/podcast.
3. Discuss how the information in this video/podcast could combat the stigma associated with addiction.

Video Review Grading Rubric			
Criteria	Outstanding	Satisfactory	Unsatisfactory
<b>Video Summary</b> Provide a descriptive but concise summary of the video – NOT a play by play	<b>2 pts</b> Provided a thorough and comprehensive summary of the video. This information is presented concisely.	<b>1 pts</b> Information was unclear. Not presented concisely.	<b>0 pts</b> Limited information was presented and superficial fashion. Too much play by play of the video. Uses stigmatizing language.
<b>Two things learned</b>	<b>1.5 pts</b> Clearly identified two facts learned. Presented concisely	<b>.75 pts</b> Ambiguous what was learned.	<b>0 pts</b> Could not tell what was learned.
<b>Address Stigma</b>	<b>1 pts</b> Clearly and concisely discusses how info can address stigma.	<b>.5 pts</b> Unclear how info can address stigma.	<b>0 pts</b> No discussion of how info can address stigma.
<b>Quality of writing</b> -proofread -appropriate language -written well	<b>.5 pts</b> Well written; No mistakes.	<b>.25 pts</b> Some grammar and spelling mistakes.	<b>0 pts</b> Several mistakes, no logical flow, hard to read and comprehend. Uses stigmatizing language.

## Example of a full points video review

Dr. Carl Hart, a professor of psychiatry and psychology at Columbia University, participated in this video, Dr. Carl Hart Debunks Drug Myths, to help stop the spread of misinformation surrounding drugs, their uses and users, and their effects.

When it comes to marijuana, Dr. Carl Hart explains that despite myths, marijuana has not been found to be a gateway drug and there is in fact scientific evidence that positively shows the medical benefits of marijuana for many ailments. Dr. Hart explains that this myth is really a confusion of correlation and causation and that many of its components (such as CBD) have also been found to treat ailments such as glaucoma, seizures, pain, and can help increase a patients food intake. Myths surrounding PCP and super-human like strength are simply not true. According to Dr. Hart, these myths have circulated for many years because of police reports that equate extreme violence with PCP. Dr. Hart explains though that any drug can cause violence in a person who is already violent, but it does not create violence in a non-violent person.

The myth of a “worsening opioid crisis” is yet another myth that Dr. Hart says cannot be substantiated. In fact, Dr. Hart states that many of the numbers surrounding deaths caused by opioids are simply false and inaccurate because many of those people also had other substances in their system at the time of death. Lastly Dr. Hart looks at alcohol and the myth that drugs are more addictive than alcohol. After reminding us all that alcohol is in fact a drug itself, he explains how alcohol is the only drug where a user can actually die from withdraw, if it is not overseen by medical professionals totally debunking the myth that alcohol is somehow less dangerous than drugs.

### Two Things Learned

1. I learned that PCP effects the brain by acting on the neurotransmitter called glutamate, the brain’s major excitatory neurotransmitter, by blocking its receptors. Blocking glutamate may interrupt pain receptors, giving users the appearance of “strength” because they can experience a higher tolerance for pain.

2. I learned that we have known the positive effects of marijuana for at least 70 years when they were published in the 1944 Laguardia Committee Report of New York. Although it has been well known knowledge that marijuana does not cause violence and has very few negative effects for some time, racist political agendas outlawed marijuana because it was being used heavily by Black and Latino populations.

### Combatting Stigma

This information can help to combat the stigma associated with SUDs by ending ignorance and stopping the spread of misinformation by people who do not or have not ever used substances before. Because of rumors, police reports, and racists agendas, misinformation surrounding drugs has been able to help create and fund ignorant policies surrounding laws, punishments, and treatments for substance users that create a negative stigmatization with the user. These policies have had disparate effects on the lives and communities of people of color and perpetuate a system of violence, high levels of incarceration, and negative stigma that could be avoided with proper education.

## Group Discussion Post Guidelines

1. Post a response that directly relates to the broad discussion topic for that week.
  - a. Your post should be thoughtful, open ended and designed to facilitate meaningful discussion.
  - b. Your post should be 2-3 sentences long and demonstrate that you read the material, viewed the lectures and are able to think critically.
  - c. You should base your post mostly on facts and class material vs personal opinion.
2. Post a response to at least 2 of your classmate's posts.
  - a. Responses should be at least 2-3 sentences.
  - b. Demonstrate/refer to relevant class material.
  - c. Should NOT simply be personal opinion or just stating I agree or disagree. Back up your response with facts.

Discussion Post Grading Rubric			
Criteria	Outstanding	Satisfactory	Unsatisfactory
<b>Timely and active participation</b>	<b>1.5 pts</b> Posts initial response before due date. Posts, replies, and asks questions more than the minimum requirement.	<b>.75 pts</b> Posts initial response by the due date. Posts, replies, and asks questions to meet the minimum requirement.	<b>0 pts</b> Posts initial response after the due date. Does not post minimum responses.
<b>Thoughtful and complete response to question</b>	<b>1.5 pts</b> Fully responds to question(s). Posts supported by connections to course materials and real-life examples.	<b>.75 pts</b> Partially responds to the question(s). Posts vague or incomplete connections to class materials and real-life,	<b>0 pts</b> Does not post a response. Response is off topic, or a repetition of ideas already stated.
<b>Thoughtful contribution to learning community</b>	<b>1.5 pts</b> Poses thoughtful responses or novel ideas that generate new ideas and group discussion.	<b>.75 pts</b> Posts minimal or vague responses to peers that do not motivate a response. Only makes a statement of agreement/disagreement.	<b>0 pts</b> No discussion of how info can address stigma.
<b>Professional communication and etiquette</b>	<b>.5 pts</b> Written interactions on show respect and sensitivity to peers. Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	<b>.25 pts</b> Some of the written interactions show respect and interest in the viewpoints of others. Written responses include some grammatical, spelling or punctuation errors that distract the reader.	<b>0 pts</b> Written interactions show disrespect for the viewpoints of others. Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.