

# Drugs and Behavior

PSY435: Online (Fall 2019)  
**August 28, 2019 – December 5, 2019**  
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Course website: <https://usm.instructure.com/login/canvas>  
TA:  
Office Hours: By appointment

## Course Description

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

## Objectives

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

- Demonstrate understanding of the history of substance use problems and impact on our society
- Develop comprehensive familiarity of the biological, psychological and social nature and impact of various substances of misuse.
- Understand legal, social, psychological, and political aspects of substance use behavior.
- Critically analyze information provided about substance use on the Internet.
- Appreciate various methods of preventing and treating substance use problems.
- Improve awareness about the nature of addiction.

## Textbook & Required Materials

Maisto, S. A., Galizio, M., & Connors, G. J. (2015). *Drug use and abuse (8<sup>th</sup> ed)*. Belmont, CA: Thomson Wadsworth/

The materials required for this course are included in [Cengage Unlimited](#), a subscription that gives you access to all your Cengage access codes and online textbooks for \$119.99 per term, \$179.99 per year or \$239.99 for two years. No matter how many Cengage products you use, they are included in Cengage Unlimited, and the price stays the same. You can purchase access to Cengage Unlimited in the bookstore, or at [cengage.com](http://cengage.com). **CENGAGE UNLIMITED IS A PURCHASE OPTION TO SAVE YOU MONEY IF YOU HAVE OTHER CENGAGE TEXTS!!**

For additional support, please visit:

- Getting started materials: [cengage.com/start-strong](http://cengage.com/start-strong)
- Training site for Cengage platforms: [cengage.com/training](http://cengage.com/training)
- FAQs: [cengage.com/faq](http://cengage.com/faq)
- Cengage Customer Support: [cengage.com/support](http://cengage.com/support)

## Format

This section of PSY 435 is a **fully online course** that utilizes the Canvas Learning Management System. For information on using Canvas, 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. 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.**

## Communicating with Your Instructor

1. **Online Office Hours**: As this is a fully on-line class the majority of our interactions will be through email. If an in-person meeting is absolutely 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 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.
3. **Fax**: If you need to send documentation for any reason, you may use the School of Psychology's fax number: 601-266-5580.

## 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 H002.

#### **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 the modules (1,2,3,4). All narrated lectures and video links are available in each module (e.g., all Module 1 info is located in the module 1 folder and so on). All assignments, including Module Quizzes, can be found at the Assignments tab. Quizzes are also available at the Quiz tab. Please note: Module 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 20 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!
- **Lecture reviews:** For each module there are narrated lectures – turn your sound up when reviewing slides! For each module lecture you are to post three points of information you learned and identify one question/point from the lecture you’d want to learn/discuss more about. I will try to answer/discuss 1 question each submission. This assignment is worth 1.25 points **for completing ALL reviews for each Module** for a total of **5 points**. See Pg. 9 for the format for submitting lecture reviews. The assignment submission portal will close at 12 PM (NOON) on the due date.
- **Video reviews:** For each module there are several videos related to class materials. You are expected to watch each video in its entirety and to submit a 1 page (double spaced, 1 inch margins, no big spaces at the top of the page, no need to add your name/class/professor) summary of interesting facts/things you learned from the video that you didn’t know previously. So if there are three videos for a module you need to submit **three separate reviews**. Your reviews should be uploaded into the appropriate assignment on Canvas. Each review is worth 1 point and you can earn a **total of 10 points**. The assignment submission portal will close at 12 PM (NOON) on the due date.
- **Quizzes:** There will be 4 TIMED on-line 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 15 multiple choice questions on the material worth 15 points each for a total of 60 points (4 quizzes x 15 points). You will have 20 minutes to complete the quiz. Quizzes will be from **7AM on the assigned day to 11:59 PM that same day. The quiz window is open for 17 hours (see schedule)**.
- **Web-page Reviews:** There is a wealth of information on the internet that exists regarding alcohol and drugs. However, many web pages related to this information are not monitored for accuracy or currency. For the first web-page review, you will review the Mississippi Association of Addiction Professionals website (available on Canvas). After thoroughly reviewing these pages, you will answer the questions listed on Pg.10. For the second webpage review, you will evaluate the National Institute on Alcohol Abuse and Alcoholism’s (NIAAA) college student drinking fact sheet (available on Canvas). After **thoroughly** reviewing these

webpages you will answer the questions listed on Pg. 10. **DO NOT SIMPLY COPY AND PASTE** – that can be considered plagiarism. Both assignments are worth 5 points each, accounting for a total of 10 possible points for your grade. See class schedule for due dates.

- **Addiction Experience:** The activity can be satisfied through participating in 1 of 3 options and writing a paper. This activity is worth **15 points**. **See appendix for paper instructions.**
  - **Option 1 Eagle Check-up:** The Moffitt Health Center on the Hattiesburg Campus offers a confidential program focused on alcohol and marijuana use among traditional age (18-25) college students. Eligible students are 18-25, use alcohol and/or marijuana, have questions about how your use may affect your life. You will meet in person with a counselor for 2-3 individual sessions. You will have the opportunity to complete a series of questionnaires about yourself and the program a month after completion. If you complete these questionnaires, you will receive a \$10 USM gift card. You must contact Dr. Madson at [Michael.madson@usm.edu](mailto:Michael.madson@usm.edu) to arrange your on-line screening before **October 31, 2019**. You should upload your completion slip into the assignment portal with your paper following the instructions on pg. 11.
  - **Option 2 Addiction Simulation Exercise:** This is an active learning exercise aimed at simulating the biopsychosocial dynamics of addiction (though nowhere near reality of addiction). More details will be provided through an orientation session (in canvas). This activity will require you to: a) review the orientation session, b) engage in the activity for 48 consecutive hours (one of the main goals is to see how and if you can adhere to the exercise for this time duration and still maintain your regular activities), and c) write a 3-5 page paper following the instructions on pg. 11.
  - **Option 3 Self-help meetings:** You will need to attend TWO open 12 step meetings. Meetings do not have to be in Hattiesburg! Please note you must go to an **open meeting**. There is a link in Canvas to search for meetings in your area. There is a search feature by city. After attending the meeting, you will need to prepare a 3-5 page paper following the instructions on pg. 11.

**EXTRA CREDIT:** There are two opportunities to receive extra credit in this class. These will be the only extra credit opportunities! You may earn up to **10 points** of extra credit through completing one of two options. You must complete either option in full and honestly to receive points. **NO PARTIAL CREDIT WILL BE GIVEN.**

**Option 1:** Participate in a course evaluation by completing a series of questionnaires and activities at the beginning and at the end of class.

**Option 2:** You can choose 2 articles from the list below and complete article reviews following the format outlined below. See pg. 12-13 for format and list of papers to choose from.

## 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. If your course instructor requires documentation to substantiate your situation, complete 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-2019-academic-calendar.php>). Students now have until September 5, 2019) to add/drop classes without penalty. After September 5, students wanting to drop a class must formally withdraw. Between September 6 and October 31, withdrawing from a class will result in a grade of W. After October 31, 2019, 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 100 points for the class. Grades will be assigned on a point system.

Class Quiz 4 x 15 points	=	60
Lecture reviews		5
Video reviews		10
Webpage review		10
Addiction Experience		15
		<hr/>
		100 points

Percent of Points Required	Letter Grade	Course Points
92%	A	90-100
82%	B	80-89
72%	C	70-79
62%	D	60-69
<62%	F	<60

**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.**

### **NOTE ABOUT GRADING**

Late assignments will be reduced by 1/2 point for each business day it is late. If not turned in on the due date and time 1/2 points will be deducted. Keep on top of your grade during the course of 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 Due</b>
<b>Module 1 8/28/19 to 9/20/19</b>	Intro/syllabus, 1. Drugs & Behavior 2. Drugs Historically & Today 3. Drugs & the Brain	Chapter 1, 2, 3 Videos: 1. <i>History of Drugs</i> 2. <i>Brain Reward</i> 3. <i>The Science of Relapse</i>	-Lecture Review Due 9/6 at 12 PM -Video Reviews Due 9/13 at 12 PM -Quiz 1 open at 7 AM Friday 9/20.
<b>Module 2 9/23/19 to 10/18/19</b>	Drug basics and drug taking behavior, major stimulants	Chapter 4, 5, 6 Videos: 1. <i>Planet Rock: The Story of Hip Hop and the Crack Generation</i> 2. <i>Drugged: High on Cocaine</i>	-Webpage Review 1 Due 9/25 at 12 PM -Lecture Review Due 10/4 at 12 PM -Video Reviews Due 10/11 at 12 PM -Quiz 2 Friday 10/18 open at 7 AM
<b>Module 3 10/21/19 To 11/8/19</b>	Alcohol, Marijuana Opiates	Chapter 9, 10, 11 Videos: 1. <i>Drugged: High on Alcohol</i> 2. <i>The Opioid Crisis</i> 3. <i>Drugged: High on Marijuana</i>	-Webpage Review 2 Due 10/23 at 12 PM -Lecture Review Due 10/25 at 12 PM -Video Reviews Due 11/1 at 12 PM -Quiz 3 Friday 11/8 open at 7 AM
<b>Module 4 11/11/19 to 12/5/19</b>	Hallucinogens, prevention, treatment	Chapter 12, 15, 16 Videos 1. <i>Drugged: High on Ecstasy</i> 2. <i>Relapse Prevention</i>	-Lecture Review Due 11/22 at 12 PM -Video Reviews Due 11/29 at 12 PM -Quiz 4 TUESDAY 12/3 open at 7 AM -Addiction experience papers due 12/4 at 12 PM. -Extra credit due 12/5 at 12 PM

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



## EXAMPLE – Lecture Review Assignment

Name:

Module #

NOTE: For Module 1, there are 3 different lectures – (1) “Drugs & Behavior”; (2) Drugs Historically & today, & (3) Drugs & the Brain – complete a Lecture Review (3 points learned & 3 questions/points of confusion) for both of the lectures and submit in 1 document. Refer to the outline below as a guide.

### **Lecture: Drugs & Behavior**

3 Points I Learned:

- 1.
- 2.
- 3.

Questions/Points for further discussion/learning:

- 1.

### **Lecture: Drugs Historically & Today**

3 Points I Learned:

- 1.
- 2.
- 3.

Questions/Points for further discussion/learning:

- 1.

### **Lecture: Drugs & the Brain**

3 Points I Learned:

- 1.
- 2.
- 3.

Questions/Points for further discussion/learning:

- 1.

## Mississippi Association of Addiction Counselors Webpage 1 Review Questions

**Please Note: There are multiple pages from which you can find information. Be sure to provide responses in your OWN words. DO NOT copy and paste!**

1. What does an addiction counselor do?
2. What are the requirements to become an addiction counselor and at ALL different credentialing levels (e.g., CADC, CADC II, etc).?
3. What might I be able to do as an addiction counselor with a bachelor's degree in psychology?
4. What do I need to do beyond my psychology (bachelors) degree to become an addiction counselor?
5. What steps do I need to follow to become an addiction counselor?
6. How does becoming an addiction counselor fit with my goals for getting a bachelor's degree?

### Webpage Review 2: College Drinking Prevention

- [Visit: https://www.collegedrinkingprevention.gov/](https://www.collegedrinkingprevention.gov/)
- **NOTE: There are multiple pages from which you can find this information.**
- Answer the questions below:
  1. Summarize and discuss the statistics about the prevalence and consequences of alcohol use by college students nationally. What do these statistics mean to you? How consistent/inconsistent do you think these statistics are with drinking at USM and in this class?
  2. Complete the interactive body activity  
<https://www.collegedrinkingprevention.gov/SpecialFeatures/interactiveBody.aspx>
    - Note the important points related to the effects of alcohol on the lungs, heart, stomach, kidneys, and pancreas
  3. Based on your review of this information discuss what you would say to other USM students to better educate them about drinking alcohol as a college student. Include at least 3 points/facts you learned during your review.

## **Addiction Experience Paper Guidelines**

- 3-5 Pages. Double-spaced, 1-inch margins.
- Does not have to be APA style, but please be sure to read and correct errors (points will be deducted for writing, spelling and copyediting errors).

What your paper should address:

For Eagle Check-Up Option: Provide a brief summary of the experience. Discuss your reaction to your participation – what were your expectations entering the program, what did you learn about yourself during the program. Discuss how you would encourage a friend to attend the program (what would you say to them and how would you say it).

For Addiction simulation: Provide a brief summary of the experience. Discuss reactions to the exercise - what were your thoughts entering the exercise, what was easy/difficult and what you learned about substance use disorders/addiction.

For Self-Help Option: Provides an overview of the meeting – what was the topic, the story shared, etc. Discuss your reaction to the meeting and attending the meeting – what were your expectations, assumptions, etc, and what you learned from the meeting.

## Extra Credit Research Review Guidelines

For each article you review, you will need to submit a brief summary (1-2 double-spaced pages, 12 point font, paragraph form, including the appropriate APA reference of the article at the top of the page). Put all reviews in one document! You will upload your review in the extra credit assignment in Canvas. You can choose your articles from the list below. Your summary must include responses to the following four questions:

- (1) What was the researcher trying to show? What were the researcher's hypotheses? (3 points possible)
- (2) How did the researcher go about this? What were the methods used (e.g., questionnaires or an experimental design)? (2 points possible)
- (3) What were the researcher's conclusions? How does this fit with the theories presented in class or in your textbook? (3 points possible)
- (4) What did you learn from reading the study in relation to your potential career? (2 points possible)

Papers from which you can choose for your review – available on Canvas.

Capron, D.W., Bauer, B.W, Madson, M.B., & Schmidt, N.B. (2018). Treatment seeking among college students with comorbid hazardous drinking and elevated mood/anxiety symptoms. *Substance Use and Misuse*, 53, 1041-1050.

Cottonham, D.P., Madson, M.B., Nicholson, B. C., & Mohn, R. S. (2018). Harmful alcohol use and alcohol-related sex expectancies as predictors of risky sex among African American female college drinkers. *Journal of Ethnicity and Substance Abuse*, 17, 389-400.

Jordan, H.R., Madson, M.B., Bravo, A.J., Pearson, M.P., & Protective Strategies Study Team. (2019). Post-traumatic stress and marijuana outcomes: The mediating role of marijuana protective behavioral strategies. *Substance Abuse*.

Jordan, H.R., Madson, M.B., Nicholson, B.C., Bravo, A.J., Pearson, M.R., & Protective Strategies Study Team. (2019). Posttraumatic stress disorder symptoms and problematic alcohol use in college students: The moderating role of alcohol protective behavioral strategies and gender. *Psychological Trauma: Theory, Research, Practice, and Policy*, 11, 247-255.

Jordan, H.R., \*Villarosa-Hurlocker, M.C., \*Ashley, A.L., & Madson, M.B. (2018). Protective behavioral strategies and college student drinking: The moderating role of psychological distress. *Journal of Drug Education: Substance Abuse Research and Prevention*, 48, 3-17.

Madson, M.B., Villarosa, M.C., Moorer, K.D., & Zeigler-Hill, V. (2015). Drinking motives and alcohol outcomes among African American college students. The mediating role of protective behavioral strategies? *Journal of Ethnicity and Substance Abuse*, 14, 133-150.

- Villarosa, M.C., Capron, D.W., & Madson, M.B. (2017). Examining the role of positive drinking consequences on the relationship between social anxiety and negative drinking consequences. *Journal of Substance Use* 22, 384-390.
- Villarosa, M.C., \*Kison, S.D., Madson, M.B., & Zeigler-Hill, V. (2016). Everyone else is doing it: Examining the role of peer influence on the relationship between social anxiety symptoms and alcohol use behaviors. *Addiction Research & Theory*, 24, 124-135.
- Villarosa, M.C., Messer, M.A., Madson, M.B., & Zeigler-Hill, V. (2018). Depressive symptoms and drinking outcomes: The mediating role of drinking motives and protective behavioral strategies among college students. *Substance Use and Misuse*, 53, 143-153.
- Villarosa-Hurlocker, M.C., Whitley, R.B., Capron, D.W., & Madson, M.B. (2018). Thinking while drinking: Fear of negative evaluation predicts drinking behaviors of students with social anxiety. *Addictive Behaviors*, 78, 160-165.
- Whitley, R.B., Madson, M. B., & Zeigler-Hill, V. (2018). Protective behavioral strategies and harmful alcohol use among male college students: Conformity to male norms as a moderator. *Psychology of Men and Masculinity*, 19, 477-483