



DIVISION OF ADULT LEARNING

STUDENT SYLLABUS

PSYC-381: Drugs and Behavior

Date: 12/13/2019

Table of Contents:	
UNIVERSITY MISSION STATEMENT	3
CATALOG DESCRIPTION:	3
REQUIRED TEXT(S) AND/OR SUPPORTING RESOURCES:	3
PREREQUISITE SKILLS AND KNOWLEDGE:	3
COURSE GOALS AND LEARNING OUTCOMES:	3
MAJOR TOPICS:	4
COURSE ASSESSMENTS:	4
EVALUATION:	5
GRADING SCALE:	5
LETTER GRADE EQUIVALENCIES:	5
UNIT AND TIME DISTRIBUTION:	6
POLICIES	6
ATTENDANCE POLICY:	6
ACADEMIC HONESTY POLICY/INFORMATION:	6
LATE POLICY:	7
EXPECTATIONS	7
FACULTY EXPECTATIONS OF STUDENTS:	7
STUDENTS' EXPECTATIONS OF FACULTY:	7
IMPORTANT STUDENT INFORMATION	8
SPECIAL NEEDS:	8
BIBLIOGRAPHY	8
KNOWLEDGE BASE/WORKING BIBLIOGRAPHY (READING LIST):	8

University Mission Statement

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course is a study in the basic principles of drug effects and influences on the behavior of the individual and on society. Emphasis will be given to substance abuse and to common psychotherapeutic drugs.

Required Text(s) and/or Supporting Resources:

Required Text:

Inaba, D. & Cohen, W. *Upper, Downers, and All Arounders: Physical and Mental Effects of Psychoactive Drugs*. 8th ed. CNS Productions, 2014. ***(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)***

Additional Supporting Resources:

None

Prerequisite Skills and Knowledge:

PSYC-380

Course Goals and Learning Outcomes:

PURPOSE

To introduce the student to a firm foundation of the basics of drugs and behavior.

General Learning Objectives (Course Goals):

This course seeks to:

1. Become familiar with drugs, behavior, and related issues that can benefit work and ministry.
2. Explore the skills required to help others find the resources that they need related to drugs and behavior.
3. Learn the likely physiological, psychological, social, developmental, and political influences on the human being related to the use of various psychoactive substances.
4. Examine major patterns and causes of drug abuse in individuals and communities.
5. Explore drug education and treatment modalities.

Specific Behavioral Objectives (Learning Outcomes):

As a result of the activities and study in this course, the student should be able to:

1. Demonstrate a broad understanding of the major categories of psychoactive drugs.
2. Demonstrate the ability to identify the major physiological, psychological, and societal effects of different types of drugs.

3. Understand and critically evaluate various drug education and prevention programs.
4. Understand and critically evaluate various treatment modalities for drug abuse.
5. Identify and discuss the risks and role of drug use at various stages in the life cycle.
6. Identify and discuss the cultural variables, if any, at play in drug use.
7. Identify and discuss ethical considerations in drug use and treatment.
8. Discuss the political and government issues at play in availability of drugs in the U.S

Major Topics:

- A. Types of drugs used in our society.
- B. Current drug classifications and regulations.
- C. Social implications of drug use.
- D. Physiological mechanisms of drug's actions and behavioral effects.
- E. Cultural variables in drug use.
- F. Ethical Considerations in drug use and treatment.
- G. Prevention of substance abuse and treatments for substance abuse.
- H. Political and government issues at play in availability of drugs in the U.S.

Course Assessments:

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of "a" and "b" above) and then response posts interacting to other students' initial posts (evaluation of "c" above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your Instructor.
- C. Unit Assignments. Writing assignments are given in all but the first unit. Details are given in the course. Each assignment should be composed in a Microsoft Word document in APA writing style format.
- D. Course Project (Field Work). 12 Step Meeting. Each student is to attend a 12-step meeting. In EXTENUATING circumstances and upon approval of instructor an online 12 step meeting may be attended with a potential loss of points. The student is to write two pages describing the experience. The student provides assignments as the initial post in the "Open" threaded discussion AND in the appropriate dropbox when completed. The student is required to respond to at least two other papers submitted by peers.
- E. Course Project (Paper)*. Final evaluation will cover material from the course reading and will be the response to a movie where drugs and behavior are a prevalent theme. Response should show a THOROUGH understanding of ideas explored throughout the course. Textbook and other internet sources should be used to write an 8-10 page paper as a double-spaced Microsoft Word document in 12 point, Times New Roman font that evaluates the characters, their behavior, and drug use in light of the various topics from course. A list of suggested movies for this assignment will be provided. If student would like to watch different movie for this assignment it should be cleared first with the instructor.

***WARNING:** These movies are intense and a possibly HIGHLY offensive to people. This exercise is not meant to be a fun, recreational experience. This is not meant to be a leisure activity. The films have some bad language. The student is encouraged to do his or her own research on the films and to watch responsibly. None of these movies are appropriate to watch with children.

Evaluation:

A. Threaded Discussions	260
B. Unit Assignments	240
C. Course Projects	500

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Percentage	Score
A	4.0	93 – 100%	930 - 1000
A-	3.7	90 – 92.9%	900 - 929
B+	3.3	87 – 89.9%	870 - 899
B	3.0	83 – 86.9%	830 – 869
B-	2.7	80 – 82.9%	800 – 829
C+	2.3	77 – 79.9%	770 – 799
C	2.0	73 – 76.9%	730 – 769
C-	1.7	70 – 72.9%	700 – 729
D+	1.3	67 – 69.9%	670 – 699
D	1.0	60 – 66.9%	600 – 669
F	.0	0 – 59.9%	0 - 599

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a graduate cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work in and out of class is average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

D = Quality and quantity of work is below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.

- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final Unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.

- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY

Knowledge base/working bibliography (Reading List):

- Allender, Dan. B. *The Wounded Heart: Hope for Adult Victims of Childhood Sexual Abuse*. Navpress Publishing Group, 1990.
- Anderson, Herbert and Mitchell, Kenneth R. *All Our Losses, All Our Grievs*. Westminster John Knox Press, 1983.
- Augsburger, David. *Caring Enough to Confront*. Regal Books, 1980.
- Balswick, Jack and Judy. *The Family*. Baker Academic, 1999.
- Black, Claudia. *Children of Alcoholics: "It Will Never Happen to Me!"*. Ballantine Books, 1987.
- Brock, Raymond T. and Gilbert, Marvin G. *The Holy Spirit and Counseling*. Hendrickson Publishers, 1985.
- Callanan, Patrick, Corey, Gerald, and Corey, Marianne Schneider. *Issues and Ethics in the Helping Professions*. Brooks/Cole, 2003.
- Crabb, Lawrence J. and Allender, Dan B. *Encouragement: The Key to Caring*. Zondervan, 1984.
- Hammett, Rosine, Juliano, Carroll, and Sofield, Loughlan. *Designed for Wholeness: Dealing with Anger, Learning to Forgive, and Building Self-Esteem*. Ava Maria Press, 2005.
- Hart, Archibald. *Adrenaline and Stress*. W. Publishing Group, 1995.

Kottler, Jeffrey A. *Theories in Counseling and Therapy*. Allyn and Bacon, 2002.

Kornfeld, Margaret Zipse. *Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities*. Continuum International Publishing Group, 2000 (ISBN: 978-0826412324).

Kreisman, Jerold J. *"I Hate You-Please Don't Leave Me"*. Avon Books, 1989.

Kuenning, Delores. *Helping People Through Grief*. Bethany House Publishing, 1987.

Maloney, H.Newton, and Augsburg, David W. *Christian Counseling: An Introduction*. Abingdon Press, 2007.

McMahan, Oliver. *Scriptural Counseling*. Pathway Press, 2006.

Meier, Paul D., Minirth, Frank B., and Wichern, Frank. *Introduction to Psychology and Counseling: Christian Perspectives and Applications*. Baker Academic, 1991.

Nouwen, Henri J.M., *The Wounded Healer*. Darton, Longman, and Todd, Ltd, 1994.

Richardson, Ronald W. *Family Ties that Bind*. Self-Counsel Press, 2002.

Sanders, Randolph K. *Christian Counseling Ethics*. InterVarsity Press, 1997.

Sandford, John and Paula. *The Transformation of the Inner Man*. Bridge Publishing, 1982.

Weeks, Dudley. *The Eight Essential Steps to Conflict Resolution: Preserving Relationships at Work, at Home, and in the Community*. Tarcher, 1994.

Willard, Dallas. *Renovation of the Heart*. NavPress, 2002.