

**Faculty of Health  
Department of Psychology  
PSYC 3590 3.0 Section: A DRUGS AND BEHAVIOUR  
Tuesdays 16:00-17:20 (4:00pm to 5:20pm) online via Zoom  
Fall 2020**

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*Please note that this course involves remote teaching and learning (via Zoom, E-Class, etc).  
There will be no in-person interactions or activities on campus.*

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**This blended online course has both synchronous and asynchronous components. Lectures will be pre-recorded and posted on E-Class (formerly Moodle) each week. The class will meet synchronously via Zoom each week on Tuesdays at 4pm for up to 80 mins for various activities including review of lecture material, Q&A, group discussions, etc. Links and instructions for connecting to the Zoom meetings will be posted on E-Class. Students are strongly encouraged to attend these synchronous Zoom meetings, although attendance will not be tracked, and synchronous meetings will be recorded and posted to E-Class for students who cannot attend. However, tests/exams will take place synchronously through E-Class and must be completed during the scheduled class/exam time.**

**Instructor and T.A. Information**

Instructor: **Jeffrey Wardell, Ph.D.**

Office Hours: By appointment (also available for Q&A during synchronous Zoom meetings)

Email: [jwardell@york.ca](mailto:jwardell@york.ca) (\*see “communication with Instructor/TAs” below)

<b>T.A.</b>	<b>Veeral Bambah</b>	<b>Lana Vedelago</b>	<b>Dana Gorelik</b>
<b>Email</b>	bambahv@yorku.ca*	lvedelag@yorku.ca*	dana104@yorku.ca*
<b>Contact for</b>	Last name A to H	Last name I to P	Last name Q to Z
<b>Office Hours</b>	By appointment (also available for Q&A during synchronous Zoom meetings)		

**\*Communication with Instructor/TAs**

All general questions about course materials, content, tests, assignments, class activities, etc., should be posted on the General Q&A Forum on E-Class (see Course Website, below). Please do NOT send these types of questions via email directly to the instructor or TAs. This will make it easier for us to track and respond to questions, and the questions and answers will be shared with all students for the benefit of the whole class. We will strive to respond to questions posted to the E-Class Q&A within 2 business days, but response times could vary based on the volume of questions. If you email a question to the instructor/TA that should be posted to the discussion board, the response may be delayed.

Please DO use email to communicate things that are specific to you (e.g., accommodation needs, missed/late tests/assignments, scheduling a one-on-one appointment). Please send emails about accommodation needs or missed/late test/assignments directly to the instructor. To book a one-on-one appointment to review course material or discuss your grade on a test or assignment, please email the TA who is assigned to you based on the first letter of your last name (see table above). All emails must include “PSYC 3590” in the subject line, and please include your student number in your email. Emails should come from your yorku email address.

**Course Prerequisite(s): Course prerequisites are strictly enforced**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- Completed at least 54 earned credits

**Course Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

**Course website:** E-Class (formerly known as Moodle): [eclass.yorku.ca](http://eclass.yorku.ca)

All course materials will be available on the course E-Class site, unless otherwise indicated by the instructor. The site will be your central access point for course materials. You will be expected to check the E-Class website regularly for new content and updates. We recommend you set alerts for yourself to receive notifications when new content is available.

Use of materials posted in E-Class: All materials posted to E-Class (e.g., lecture videos, lecture slides, zoom session recordings), are for your personal use for educational purposes only. Students may download a copy of lecture slides for their own personal use but should not distribute these outside of class. Students may not download, copy, or share any recordings posted to E-class (i.e., lecture videos, zoom session recordings). These acts may violate copyright, intellectual property, and/or other information privacy laws.

**Course Description**

This course will provide you with an introduction to the psychological study of drug use. This exciting field cuts across several sub-disciplines of psychology including clinical psychology, social psychology, cognitive psychology, psychopharmacology, and neuroscience. The course will focus on cultivating both an understanding of drug use behaviour (e.g., how and why people use drugs) as well as an understanding of the effects that drugs have on behaviour (e.g., how drugs produce their psychoactive effects). Topics include historical and cultural perspectives on drug use, epidemiology of drug use, methods of drug administration, neurochemical actions, pharmacological effects, theories of addiction, and prevention and treatment, all viewed from a bio-psycho-social perspective. Major categories of drugs will be covered, with an in-depth focus on the most widely used substances (e.g., alcohol, cannabis). Contemporary issues related to substance use (e.g., cannabis legalization, the opiate epidemic) will be discussed.

**Program Learning Outcomes**

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge of the psychology of drugs and behaviour.
2. Articulate trends in the psychology of drugs and behaviour.
3. Express psychological knowledge of drugs and behaviour in written form.
4. Describe and explain limits to generalizability of research findings in drugs and behaviour.
5. Demonstrate ability to relate information in the psychology of drugs and behaviour to their own and others' lives.

## Specific Learning Objectives

1. Students will learn about the effects of major classes of drugs from a bio-psycho-social perspective, including how each type of drug acts on the brain; how each drug affects cognition, affect, and behaviour; how social and contextual factors influence the experience of a drug; and how drugs impact mental and physical health as well as social functioning. Students should be able to compare and contrast the effects of different classes of drugs by the end of the course.
2. Students will learn about the bio-psycho-social factors that predict drug use behaviour (including demographic, genetic, psychological, and sociocultural correlates of drug use) and will gain knowledge of trends in drug use over time.
3. Students will learn to apply critical thinking skills to examine and discuss controversial issues related to drug use.
4. Students will be able to articulate the strengths and limitations of various research methods commonly used to study drug use.
5. Students will cultivate an empathic understanding of people who use drugs by considering how drug use and addiction affects people's lives.

## Required Text

Hart, C. L., Ksir, C., Hebb, A. L. O., Gilbert, R. W., & Black, S. C. (2019). *Drugs, behaviour, and society*, 3<sup>rd</sup> Canadian Edition. McGraw Hill.

There are 3 options for this text book available from the University Bookstore:

- 1) Access to online ebook only - ISBN: 9781259273773
- 2) Print copy of textbook only - ISBN: 9781259273469
- 3) Print copy plus access to online ebook – ISBN: 9781259270895

Students are required to purchase only **one** of these options. Access to the online ebook allows you to read the textbook on your computer, tablet, and/or mobile device. Note that access to the ebook expires after one year, and you cannot save a copy of the ebook. The online ebook includes “smartbook” features that you can use to help you study the content. These features may be helpful for some students but are entirely optional, and use of the smartbook features will not be graded. Thus, students who prefer only to have a print copy can chose option #2 above. Students who would like a print copy but also want access to the online smartbook features can choose option #3 above.

Information about the smartbook features can be found at:

<https://www.mheducation.ca/higher-education/learning-solutions/connect/smartbook>

Accessing the ebook: Students who purchase the ebook subscription can access it through McGraw Hill Connect at the following link: <https://connect.mheducation.com/class/j-wardell-fall-2020>. A “quick start” guide for accessing Connect will be posted to E-Class

*Note on overlap between textbook and lectures:* The lectures will not overlap entirely with the textbook. The textbook provides comprehensive background info and the lectures will often dive more deeply into selected topics while skipping other content that is covered in the book. Thus, you are responsible for learning the content in both the textbook and the lectures as you will be tested on both. Watching the lectures is not substitute for reading the textbook and vice versa.

## Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Midterm	October 27th (6th week)	27%
Short Paper	Due: Dec 1 (11th week)	30%
Final Exam	Exam period	35%
Discussion Posts	Throughout term	8%
<b>Total</b>		<b>100%</b>

### Tests and Final Exam

There will be one midterm and one final exam. The midterm and final exam will include multiple choice, short answer and/or essay questions. **The mid-term and final exam will be completed in E-Class, will have set time limits, and must be completed during the scheduled time** (i.e., scheduled class time for the midterm and scheduled exam time for the final). The final exam will be non-cumulative (covering material that comes after the midterm). The format, number of questions, time limits, and topics covered on the mid-term and final exam will be discussed in advance and posted to E-Class.

### Description of Assignments

Short Paper: The purpose of this paper is to demonstrate your ability to integrate the information from the course and apply it to describe a single day in the life of a person who is a heavy user of a specific drug. You must choose one of the following drugs covered in-depth in the course: alcohol, cannabis, cocaine, opiates, tobacco, caffeine. The goal of this assignment is to both demonstrate your knowledge of the course content and to provide you with an opportunity to develop an empathic understanding of how drug use affects people. This paper should be written in the first person (i.e., using the pronoun “I”), and should describe accurately and in detail: (1) how the psychoactive effects (e.g., cognitive, behavioural, emotional) of using the drug would play out in a typical day; (2) the motivations for using the drug and how specific psychological, biological, and social factors might play a role in motivating and/or reinforcing drug use; (3) what happens when attempting to cut down or stop using the drug (e.g., withdrawal symptoms, craving, etc.); and 4) how chronic use of the drug has affected the person physically, mentally, and interpersonally/socially. Information you include should clearly be drawn from the lectures and/or textbook. You will be graded on the accuracy with which you describe the required components and the degree to which you integrate information from the course.

Papers must be a work of fiction. The goal is to “put yourself in someone else’s shoes” to develop an empathic understanding of what it is like to be someone who uses a specific drug. Thus, papers should not describe your own experiences with a drug or the experiences of someone close to you. It is possible that you have had your own negative experiences with a drug or a substance use disorder. In this case, you should choose a different drug, and if necessary, choose a drug that is likely not to be “triggering” to you (e.g., caffeine). Please do not describe your own experiences with problem drug use as this is not the appropriate place to share these experiences. If you need to talk to someone about your own drug use, please contact the student counselling centre (416-736-5297, <https://counselling.students.yorku.ca/contact-scd>). If you are uncomfortable completing this assignment for whatever reason (after considering the alternative options like picking a less triggering drug like caffeine), please contact the instructor (at least 4 weeks before the deadline) to discuss possible alternatives.

Papers should be 5-6 pages, double-spaced, with 1 inch (2.54 cm) margins on all sides and using Times New Roman font (size 12 pt). Additional instructions for this paper, along with grading criteria, will be available on E-Class by **October 13th**. Papers will be Due by **December 1<sup>st</sup> at 4pm ET** and must be submitted through Turnitin. Instructions on how to submit your papers will be included in the detailed assignment outline posted to E-Class.

Discussion Forum Posts: Following most of the synchronous zoom sessions, a discussion forum related to the content that was discussed during the session will be created on E-Class, and you will have until the start of next week's class to submit relevant content to the forum for participation points (due Tuesdays at 4pm each week). In most cases, you can submit a brief summary of the thoughts and ideas that you came up with during the synchronous session as it relates to a specific topic, although some discussion forum topics may draw primarily from the asynchronous lecture material for the week. The specific instructions for what to submit for each forum will be specified in the instructions posted for each forum. You will receive one point for submitting content to a maximum of 8 (out of a possible 9) relevant discussion forums. Thus, each discussion post is worth 1% of our total grade (up to a maximum of 8%). Since you have lots of time to do this each week and you only have to submit for 8 out of 9 discussion topics, there will be no late submissions accepted for any reason. For students who were not able to attend a synchronous session, recordings of the session will be posted to E-Class to allow students to review the synchronous discussion and earn their discussion point for reflecting on the content of the discussion in the recording.

### **Class Format and Attendance Policy**

Synchronous zoom sessions provide an opportunity to connect with your classmates, TAs and the instructor and to engage in interactive and/or experiential learning activities. These sessions will mostly be used for review, discussion, Q&A, and group-based activities. Sessions may last up to 80 minutes each week during the allotted time (4:00-5:20pm Tuesdays), although the length of the sessions may vary depending on the amount of material to be covered. The sessions will help you engage with the material and master the content, so you should be intrinsically motivated to attend and participate. Thus, no points will be awarded for mere attendance.

Students attending the synchronous zoom sessions are not required to have their video or microphone enabled and will have the option of asking questions via the Q&A or chat function in Zoom. However, students are encouraged to enable their video if they are comfortable doing so to permit face-to-face engagement in breakout room discussions, etc. Please be aware that while breakout sessions will not be recorded, the larger synchronous zoom session will be recorded, and students who appear on video or audio during the main zoom session may appear in the recordings. These recordings will be posted to E-class to enhance accessibility and will be destroyed at the end of the term.

### **Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.) [Grading Scheme for 2020-21](#)

For a full description of York grading system see the York University Undergraduate Calendar -

### Missed Exams/Late Assignment:

For any missed exams (mid-term or final) or late paper assignments, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided. Scheduling conflicts will **NOT** be accepted as a reason for missing a test (e.g., having to work during the test time) as the tests are to be completed during the synchronous class time - it is your responsibility to ensure you are available during the test. Only extenuating circumstances such as illness, family emergency, etc, will be accepted.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed test or late assignment.

Students with valid reasons for missing an exam or paper assignment deadline will have the opportunity to complete a make up exam or hand in their paper assignment at a later date specified by the instructor. Failure to complete the make-up exam or submit the assignment on the specified date will result in a grade of zero for that exam or assignment. Make-up exams may have a different format and content than the regularly scheduled exam.

### Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7- Dec. 8	Feb. 6 – April 12	March 13- April 12

### Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

### **Electronic Device Policy**

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination.

### **Online Ettiquette**

In this course you will be communicating with the instructor, TAs, and fellow students primarily in written form. This may be through discussion forum posts, emails, or the Q&A function of Zoom. It can be more challenging to express yourself through writing than through face-to-face communication, as writing lacks other contextual cues such as tone, facial expression, and body language. Thus, it is important to pay extra attention to how you express yourself in this online course. If you wouldn't say something to someone's face, you shouldn't say it online either. Below are some specific guidelines for online etiquette we expect you to follow:

1. Be respectful to others in all communications. Recognize that other people have valid opinions and feelings, even if they differ from your own, and communicate with others using validating, supportive, and inclusive language.
2. Proofread all written communications before posting/sending.
2. Avoid strong language, all caps, excessive exclamation points, slang, emoticons, and shorthand. Use proper English for all communications, including in emails, discussion forums, and Zoom chat.
3. Do not communicate private or confidential information about yourself or others in the public online spaces (i.e., Zoom, Moodle).
4. Don't post or share, publicly or privately, inappropriate or offensive material. Posting material that violates the university code of conduct may result in disciplinary actions.

### **Academic Integrity for Students**

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#). It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

In this course, we strive to maintain academic integrity to the highest extent possible. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else

to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the Senate Policy on Academic Honesty (see above).

### **Information on Plagiarism Detection**

To promote academic integrity in this course, students will be required to submit their written assignments to Turnitin (via the course E-Class) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

### **Test Banks**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

### **Academic Accommodation for Students with Disabilities**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with *Student Accessibility Services (SAS)* to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let the instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.**

<https://accessibility.students.yorku.ca/>

### **Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:**

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).



### **Course Materials Copyright Information**

These course materials are designed for use as part of the PSYC 3590 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

### **Course Schedule**

See E-Class for week-by-week schedule of lecture topics and assigned readings.