

**BACHELOR OF APPLIED SCIENCE (PSYCHOLOGY)  
GENERAL ARTS AND SCIENCE DIPLOMA**

**Winter, 2013  
Section(s): 01  
PSYC 3150**

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<b>Course Title:</b>	<b>Drugs and Behaviour</b>
<b>Pre-requisite(s):</b>	<b>PSYC 2140 &amp; 10.0 credits</b>
<b>Co-requisite(s):</b>	<b>None</b>
<b>Restriction(s):</b>	<b>None</b>
<b>Credits:</b>	<b>0.5</b>
<b>Course Website (If applicable):</b>	<a href="http://www.onlineguelphhumber.ca/">http://www.onlineguelphhumber.ca/</a>
<b>Method of Delivery:</b>	<b>3-0 (Lecture)</b>

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**Calendar Description:**

This course develops a critical understanding of contemporary psychological approaches to addiction. Students are introduced to psychological theories of addiction from the fields of biological, behavioural, social and cognitive psychology, and the research and clinical evidence that support them. Students consider the relative contribution of each approach to the understanding, treatment and prevention of both drug-related addictions and selected addictive behaviours, such as gambling and eating.

## Course Learning Outcomes

On completion of this course the student will be able to:

1. **Identify** the key features of addiction.
2. **Discuss** different conceptions of addiction over time.
3. **Provide** the definition for concepts such as abuse, dependence and craving and **discuss** their utility.
4. **Describe** the role of “gateway” drugs in the progression of addictions.
5. **Explain** the neurochemical basis of addiction, **identifying** the relevant neurotransmitter/receptor interactions for the major classes of abused substances.
6. **Articulate** the neural circuits of reward and their role in addiction.
7. **Evaluate** the role of genetic factors in addiction.
8. **Discuss** the role of conditioning in addictive behaviour.
9. **Define** cue-reactivity and explicate its relationship to addiction.
10. **Describe** contingency management as an approach to treating addiction.
11. **Explain** how expectancies contribute to addiction.
12. **Outline** the ways in which cognition mediates drug urges and cravings.
13. **Evaluate** cognitive approaches to treating addictions.
14. **Describe** the role that family systems may play in addictions.
15. **Discuss** the concept of co-dependency and its utility in understanding addiction.
16. **Identify** the social factors that can contribute to addictions.
17. **Evaluate** the extent to which individual differences in sensation-seeking contribute to addictive behaviours.
18. **Discuss** psychoanalytic views of addiction and evaluate their contribution to current understanding.
19. **Compare and contrast** different approaches to understanding addiction in terms of the critical mechanism identified and its most appropriate treatment.
20. **Identify** the grounds on which gambling can be described as an addictive behaviour.
21. **Discuss** theories of the origins of problem gambling.
22. **Evaluate** the status of eating disorders and excessive sexuality as “addictions”.
23. **Identify** the stages of change in addictive behaviour.
24. **Discuss** the techniques and utility of coercion and confrontation in treating addictions.
25. **Contrast** the harm-reduction approach to addiction with other approaches to treatment.

## Learning Resources

### Required Textbook(s):

**Title:** Drug Use and Abuse  
**Author:** Maisto, S., M. Galizio, G. J. Connors, S. Maheu & A. McCarthy  
**Edition:** First Canadian Edition  
**\*ISBN:** 13-978-0-17-651415-0

**Course Schedule**  
**Class Meets**

**PSYC 3150 Drugs and Behaviour W13**  
**Tuesdays 2:30pm - 5:10pm**

<b>Dates</b>	<b>TOPIC</b>	<b>READINGS</b>
Jan 8	Course Intro Group assignment Drug Use & Abuse	Chap 1
Jan 15	History of Drug Use Drugs and the Nervous System	Chap 2 & 3
Jan 22	Pharmacology	Chap 4
Jan 29	Special topic: Performance enhancing Drugs From Ben Johnson to Lance Armstrong	Supplemental materials Will be posted on your course website
Feb 5	<b>Midterm Covering 1<sup>st</sup> 4 weeks</b>	
Feb 12	The Stimulants Cocaine & Amphetamines	Chap 5 Student Presentatio0ns
Feb 19	<b>Reading Week - NO CLASS IS SCHEDULED</b>	
Feb 27	The Narcotics Opium to Heroin & the Synthetics	Chap 11 Student Presentations
Mar 5	The Hallucinogens	Chap 10 Student Presentations
Mar 12	Alcohol The Different Drug	Chap 6 Student Presentation
Mar 19	Cannabis All purpose remedy	Chap 9 Student Presentation
Mar 26	Treatment issues	Chap 14 Student Presentation
Apr 2	Special topic: examining evidence based addiction science  <b><i>PROJECTS DUE (BY Beginning of Class)</i></b>	Supplemental materials Will be posted on your course website  Student Presentations
TBA	FINAL EXAM (TBA)	Chap 5, 6, 9, 10, 11, 14 and special topic materials

## Evaluation and Due Dates

Students will be evaluated in this course through:

Midterm Test (Feb 5)	25%
Seminar Presentation (Feb 12 – Apr 2)	25%
Term Paper (Apr 2)	25%
Final Examination (to be scheduled within final exam period)	25%
Total	<u>100%</u>

**NOTE:** All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at <http://guelphhumber.ca/registrar/schedules>

## Late Assignment Policy

- Late assignments will be penalized at a rate of 5% per day and will not be accepted after 1 week past the deadline.
- An assignment due date can only be extended and a missed mid-term can only be made-up at the discretion of the instructor with submission of compelling and documented evidence of a family, medical, or analogous emergency or crisis.
- The University of Guelph-Humber Academic Regulations shall apply to missed final exams.

## Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons (second floor).

## Academic Policies

### Important University of Guelph-Humber Academic Regulations

#### Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others'

work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the 2012-2013 Academic Calendar at: <http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

### **Grading Procedures**

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress toward achieving learning objectives. Feedback often goes beyond grading and should be an indication of the standard a student has achieved and should to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph-Humber is committed to providing students with appropriate and timely feedback on their work. Faculty members are urged to provide meaningful feedback (approximately 20% of the total course evaluation is the standard), prior to the 40<sup>th</sup> class day. This is the last day that students are permitted to drop classes without incurring any academic penalties.

### **Missed Final Exams / Deferred Privileges**

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical, psychological or compassionate** consideration. Please see your Admission and Program advisor for details.

### **Accommodation Procedures**

Students will identify themselves to Services for Students with Disabilities and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "*SSD Memo to Faculty*".

#### **When students require test accommodations, they will:**

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the SSD office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Services for Students with Disabilities. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at:

[http://studentservices.humberc.on.ca/ssd/pnp/fac\\_resp.htm](http://studentservices.humberc.on.ca/ssd/pnp/fac_resp.htm).

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at:

<http://www.guelphhumber.ca/cstudents/policies/index.shtml>