

**Professor: Sarah Carton, Ph.D.**

**E-mail: [sc2081@rutgers.edu](mailto:sc2081@rutgers.edu)**

**Office: 223 Tillett Hall, Livingston**

Note: Responses to emails will typically be within 24-48 hours, Mon-Fri during regular daytime hours.

**Virtual Office Hours**

**(Available Online via Zoom, Email, Phone)**

**Tuesdays: 5 - 6 pm, EST (Open to All Enrolled Students via Zoom link in Canvas)**

*Course Website and Class Materials are Available on Canvas (<https://canvas.rutgers.edu/>).*

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**Course Description**

In this class you will learn about the relationship between the brain and human behavior as it pertains to the use and abuse of chemical substances. You will be exposed to a broad range of topics in the field of psychology including neuroscience, learning, and even personality theory. The consumption of chemical substances has long preoccupied humans due to curiosity, as well as the natural craving for pleasure, happiness, unique experiences, and in some cases, relief from pain. *The downside of this preoccupation is addiction and dependence.* The presence in human culture of *psychoactive* drugs, which are mind-altering chemicals, is ubiquitous and entrenched at various levels of social activity. There are many reasons for this, and these can be analyzed from historical, sociological, biomedical and psychological perspectives. We will touch on several of these perspectives, taking a *biopsychosocial* approach, that involves knowing about the neurobiological, behavioral and social factors that influence drug use and abuse. Given that any form of dependence and addiction results from a drug's psychoactive properties, it is imperative to understand how the brain is "hijacked" and sometimes irreversibly changed by substance abuse. Therefore, the course will consider how the brain allows us to experience reward and pleasure, and how long-term substance use modifies this important aspect of brain function.

This is an "asynchronous remote" course and we will be using Canvas (<https://canvas.rutgers.edu/>) as our online learning platform. This course contains self-paced weekly learning modules for students to gain knowledge of fundamental concepts in psychology, meaning that students will be working at their own pace each week. After an initial adjustment period you will be able to cultivate your self-study skills and manage expectations about the ideal amount of time to invest each week for maximal levels of continuous learning.

**Students' Learning Goals**

- This course will provide students with a scientific basis for understanding the physiological basis of human behavior and the neural substrates of psychoactive chemicals and drugs.
- Students will learn about research from the past and present that was conducted to study the behavioral and neurobiological aspects of drug use.
- Students will be exposed to a broad range of scientific facts, theories, research methodologies and major psychological phenomena that may shed light on how the brain works and how chemical substances affect the typical functions of the mind, brain and body.

- At least 50% of lecture material will focus on the neurobiological and physiological effects of psychoactive drugs. We will assume that students typically have little background in neuroscience other than what was covered in Intro Psych, and we will tell you only what you need to know. For a more formal detailed course on the Brain and Behavior you can take the course in Physiological Psychology (830:313). The textbook used in the current course provides a decent introduction to the nervous system, which will help. The instructor's role is to expand on this information as it pertains to explaining why drugs do what they do, and integrate it with the following learning goals:

- **Learning Objectives**

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

- Appreciate human and animal research on how drugs of abuse impact the brain
- Understand why drugs of abuse are psychoactive and capable of producing dependence
- Consider the neurobiological and behavioral actions of the main classes of legal and illegal drugs
- Define addiction, abuse, dependence, and tolerance as these terms apply to drug use; introduce principles of pharmacology, such as pharmacodynamics, pharmacokinetics, therapeutic index and dose-response relationships
- Learn about the major categories of psychoactive drugs: the stimulants, depressants, opiates, and hallucinogens; consider the impact of these drugs on brain and behavioral functions
- Discuss the motivational variables that contribute to drug-seeking behavior
- Understand the problems associated with preventing relapse to drug-taking behavior by addicted individuals
- Understand the management of behavioral abnormalities (e.g., schizophrenia, depression, anxiety disorders) through pharmacological approaches, also referred to as clinical psychopharmacology

### **Disclaimer and Important Health-Related Information About This Course**

You will be required to watch documentaries in which people use drugs and suffer because of drugs. If this makes you uncomfortable, you should reassess whether you should take this course. In a class based on drug use and the science underlying the information presented, there is always the risk that some people will experience (i) anxieties and concerns triggered by past and/or current experience, and/or (ii) the emergence of ideas that result in a reassessment of current and/or future use of physician-prescribed medication. Since this course began, some students have expressed their questions and concerns, some asking for advice, some wanting clarification, and some simply wanting to talk. This course is not prescriptive, i.e., telling you what you should do, nor is it proscriptive, i.e., telling you what you should not do. In general, I would not want anyone experimenting with illegal and dangerous drugs that will bring harm or suffering to you. Given that this is academia, you learn about what has been studied and discovered, and what we are still trying to figure out. It does not mean that you should act on any of this information. As with anything you do in life, exercise common sense, be kind to yourself and to others who have experienced difficulties and suffering in life, and/or seek the advice of trained health professionals.

In sum, if you are on prescription medication, for whatever reason, you should not abandon use of your medication without consulting your physician. And if you are experiencing unpleasant feelings because of past drug abuse, or drug abuse by people close to you, the university has counseling centers that can assist with this. In fact, whatever personal health concerns a course triggers, please consult this website: <http://health.rutgers.edu/> which also has this useful link: <http://health.rutgers.edu/do-something-to-help/>

**Useful Neuroscience Websites (for those with little background or need to review)**

If you take good notes to supplement my handouts, you should have no problem understanding the neuroscience basics needed to appreciate drug effects on behavior. For those students that have never taken a neuroscience course or physiological psychology (830:313) and are a little stuck in understanding some of the material, the following links may be helpful. Of course, please communicate if there is any material you don't understand to try to get clarification.

- (a) For the neuroscience novice: <http://thebrain.mcgill.ca/> (look at the top for 'brain basics' and follow the link 'from simple to complex' – this will supplement or round out any misunderstanding from my own slides; the link 'pleasure and pain' may also be helpful, but we will go far deeper than what is provided)
- (b) On the science of addiction: <http://www.drugabuse.gov/publications/science-addiction> (this is relatively simple and meant for the public, but useful to get you into the mood).
- (c) An in-depth online neuroscience course is provided here: <https://nba.uth.tmc.edu/neuroscience/> This is exceedingly detailed and contains 90% more information than we need in this course. However, you may find it useful to explore.

**Grading and Course Grades**

Students are expected to complete at least 10 assignments, a mix of homework and quizzes, worth 10 pts each to earn the core 100 points for the course. Optional extra work will be granted extra credit toward total grade at the end of the semester. All work must be completed before due dates. To calculate an estimate of your grade, simply add up your earned points and divide by 100.

|     |  |
|-----|--|
| 40% | Homework (Pick 4, Watch Video, Read Article, Answer Questions, Submit Online)      |
| 60% | Quizzes (Online in Canvas, Pick 6)   |
| 20% | Optional Extra Credit Writing Assignment (Additional Homework or Quiz Submissions) |
| 10% | Discussion Board Participation (Respond to DBQ's in Canvas)                        |

**Letter Grades**

|    |             |
|----|-------------|
| A  | = 90 – 100  |
| B+ | = 86 – 89.9 |
| B  | = 80 – 85.9 |
| C+ | = 76 – 79.9 |
| C  | = 70 – 75.9 |
| D+ | = 66 – 69.9 |
| D  | = 60 – 65.9 |
| F  | = < 59      |

**Recommended Textbook**

Drugs and Behavior: An Introduction to Behavioral Pharmacology  
by Stephanie Hancock & William A. McKim  
Published by Pearson (2018) 8th edition, ISBN-13: 9780134405025

- *Lecture slides summaries with voiced narrations, video clips, chapter notes, quizzes/exams, homework readings and other course-related files will all be available for students to access online through our course page in Canvas.*

### **Course Requirements and Expectations**

This is an online course. We will be exclusively online. Students must have access to a stable reliable internet source for weekly readings, lecture slides, writing assignments, and exams.

If you do not have the appropriate technology for financial reasons, please email Dean of Students deanofstudents@echo.rutgers.edu for assistance. If you are facing other personal or financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.

To do well in this course, you will need to engage in approximately 4-6 hours of time outside of class each week for reading and/or writing. For optimal performance, it is highly recommended that students attend class on a regular basis, complete assignments and exams as scheduled, and keep up with weekly self-quizzes and readings. Optional extra credit will be available, stay tuned. All students should complete the online course evaluations for this class at the end of the semester.

### **Active Learning and Study Advice**

Film director Woody Allen once said: *80% of success in life is simply showing up*. So, my advice to students is to participate weekly in our class, meaning the physical experience of listening and watching. Read over the slides in advance, listen to the lecture, and write your own supplementary notes down to go along with it. Then review them as soon as possible, ideally on a weekly basis, just be re-reading, rewriting and organizing your own notes on what you have written. This way you revisit the lecture before you forget it. Information piles up fast, and the topics change quickly – if you don't regularly review and organize your notes, it may be challenging to keep up. If you follow the above advice, you can review material quickly and do an active mental replay, and in doing so, you are effectively preparing yourself for the scheduled exam. **Research in cognitive science has shown time and again that frequent (e.g., weekly) and brief reviewing (e.g., 1-2 hours) is more powerful for long-term learning and retention than single session cramming!**

### **Homework Readings and Question Sets**

The regular required reading assignments will typically involve a textbook chapter and a supplementary reading in the form of a primary research article from a scientific journal. There will be a question set for each of the readings. These articles will be available as PDF's for you to download on Canvas. **You must complete FIVE to earn full homework credit.**

The homework assignments will help you learn at a deeper level about particular topics in psychology. Homework will include your responses to a set of guiding questions in a short answer format and each written assignment will be approximately 2 pages in total length. All written work should be submitted on time, or early, online in Canvas. Please be mindful of due dates. **Homework must be completed and submitted in Canvas on or before the due dates. Late work is not accepted.**

### ***Homework (Choose FOUR of these HW for 10 points each)***

#### **Homework Assignment #1. Relationship between Personality Traits and Risky Behaviors**

McGreal S. A. (2020). Who Uses Drugs and Why? The personality traits that are related to drug use. *Psychology Today*, June 20, 2020. (<https://www.psychologytoday.com/us/blog/unique-everybody-else/202006/who-uses-drugs-and-why>). (PDF available on canvas).

Zuckerman, M., & Kuhlman, D. M. (2000). Personality and risk-taking: Common biosocial factors. *Journal of Personality*, 68(6), 999–1029. (PDF available on canvas).

**Homework Assignment #2.** *Medical Research in Drug Addiction, with question set.*

**Homework Assignment #3.** *Video Documentary w/ question set (in Assignments Tab on Canvas).*

**Homework Assignment #4.** *Video Documentary w/ question set (in Assignments Tab on Canvas).*

**Homework Assignment #5.** *Video Documentary w/ question set (in Assignments Tab on Canvas).*

### **Policy on Written Assignments**

- Honor Pledge: All of your written work must be done by you and written in your own words using your own thoughts and ideas. Please type your responses directly in the Word file provided on our Canvas page. Remember to cite your sources of information in the references.
- All work must be typed and uploaded to Canvas as per instructions on or before the due dates.
- E-mailed assignments will **NOT** be accepted and will NOT receive credit.
- Do not email your work to the Professor or to the TA.
- Students are expected to submit all assignments on or before the given due date.
- Late work will NOT be accepted and will NOT receive credit.
- All work must be completed and submitted prior to the due date (see syllabus schedule for all due dates). Assignments are expected to be submitted online in Canvas and due dates for submissions are pre-programmed in Canvas. Extensions will NOT be permitted.

### **Discussion Board Questions (Choose any of the DBQ's for Optional Extra Credit)**

Students are able to participate in the Discussion Board for each topic-focused DBQ's in specific module topics throughout the semester. Each DBQ has a reading activity or video associated with the topic of the week, and a set of questions to respond to in the forum by creating a "thread" with your responses. Typical responses are about 1 or 2 paragraphs. The discussion board activity counts as extra credit of your total grade for the participation component of the class.

*NOTE: You may choose any of the topic DBQ's. You can do any of them or none of them, it's all optional. Late DBQ's will not be accepted. This allows flexibility for you to work on assignments that are best suited for your interests and for your schedule.*

### **Quizzes**

There are going to be SIX quizzes that will be "unit-based" and that means they are non-cumulative exams. Questions on each quiz will focus fairly evenly on topics covered in the weekly slides from each module leading up to that quiz on content covered since the prior quiz. Quizzes will be comprised primarily of multiple choice, fill-in the blanks, and/or matching questions. Materials covered both in lecture and homework readings may be included on exams. You are responsible for all assigned readings, whether or not they are discussed at length in class.

This is an online course, and the Quizzes will be administered online in Canvas. They will be timed. There will be a specified due date and the link to the online quiz will be available on Canvas for the 24-hour period, e.g., from 12:00 am until 11:59 pm NJ time on the specified date. Students must complete the quiz on the specified date in the specified amount of time, typically 30-45 minutes that is representative of the time that would normally be given during a real class period. Quizzes will be pre-programmed with a timer that begins as soon as you click on the link. You will not be able to pause and start again, so plan accordingly. You will need to complete each quiz all in one sitting.

### **Attendance and Participation Policy**

*Attending class sessions and being on time are valuable and important components of the college experience and in life more generally. Your participation is an integral part of a successful classroom format. If you are unable to attend on an exam day due to an unforeseen emergency, you must notify the instructor as soon as possible and be able to provide proof of the emergency.*

**In this course, students are required to take 6 quizzes, and allowed to miss one for any reason without penalty. If you complete more than 6, those points will count as extra credit.**

**Quizzes are to be taken during the scheduled date during the allotted duration of what would have been a typical class period if we had actually met in person.** Please make note of the quiz dates on your personal calendar. Ideally you should speak to the Professor during the first two weeks of the semester if you anticipate a problem. We typically cannot schedule alternative quiz times for students who have conflicting personal schedules, travel plans, etc. An unexcused absence on a scheduled quiz date will result in a grade of “zero” on that quiz.

To be excused from a quiz in the event of a medical or family emergency, please notify the Professor prior to the quiz if possible. As soon as you are able, you would need to present documentation certifying the legitimacy of your urgent absence during an established exam period. That means you need to show evidence that your emergency really happened. In addition, please note that the University strictly limits situations in which a grade of “Incomplete” can be granted.

If you do miss a quiz, there are two steps involved to verify your legitimate, valid, urgent situation:

(1) Please have your doctor write a letter explicitly stating that you were barred from taking the quiz that day due to your urgent medical condition.

(2) Bring the physician's letter with you to the Dean of Students or your Academic Advisor and have them write a memo on your behalf excusing you from the quiz and asking me (the faculty member) to pardon you from the quiz period and grant you additional time on account of your personal emergency or urgent medical condition.

**We have an established schedule in this course, and students are able to choose a subset of the assignments. This way you can choose which ones to complete, and which ones to skip. Please be mindful of quiz dates and mark your calendars. Sometimes emergencies happen, and if so, we need to be sure that there is indeed a serious and compelling reason for missing assignments.**

### **Optional Extra Credit**

Opportunities for optional extra credit may be offered to students who wish to participate. Stay tuned for announcements and instructions if and when it is available. Due dates are firm. This work is optional, it is not required. Late work will not be accepted and extensions will not be permitted.

### **Student Evaluations of Instruction**

We value student feedback. You are responsible for completing the Student Evaluations for this course and for all your courses with an enrollment of five or more students. Instructors value your feedback and will use it to improve on teaching and planning in the future sections of the course. Please complete the online survey during the open period at the end of the semester.

**Accommodations for Students with Disabilities**

Our community values diversity and seeks to promote meaningful access to educational opportunities for all students, and the university is committed to providing access to all programs and curricula to all students. If you have a disability that requires an academic accommodation or the use of auxiliary aids and services in the classroom, and/or testing accommodations based on the impact of a disability, please let the instructor know within the first two weeks of classes. You should also contact the Office of Disability Services (ODS) as soon as possible. The ODS determines the specific needs of students with disabilities, and develops and implements programs and policies to meet those needs. Procedures for registering with ODS can be found online at: <https://ods.rutgers.edu/students/registering-for-services>, Tel: (848) 445-6800.

The ODS will provide for your instructors an Accommodation Memo verifying the need for accommodations. Assessing and providing services requires advanced planning, and students are encouraged to request accommodations as close as possible to the beginning of the semester.

**Rutgers Library**

Rutgers University offers a rich collection of resources online and materials in their physical library locations. Our course will have links to some readings, videos, documentaries, textbook resources, etc., that will be posted in our Canvas course page. Please be familiar with the RU library system (<https://www.libraries.rutgers.edu/>) and log in with your net ID to search and access these materials.

**Student Learning Center (Tutoring)**

If you would like tutoring, or to be a tutor for your peers, contact the peer tutoring office on campus. Visit the website for locations and times: <https://rlc.rutgers.edu/student-services/peer-tutoring>

**Student Health Services and Psychological Counseling Center**

To set up an appointment, visit the website:

<http://health.rutgers.edu/medical-counseling-services/appointments/>

**Scarlet Listeners**

[scarlet.listeners@gmail.com](mailto:scarlet.listeners@gmail.com)

**Career Resource Center**

Get helpful assistance building your resume, finding volunteer opportunities and summer internships. Visit the website for more information: <https://careers.rutgers.edu/>

## Statement on Academic Integrity

The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars' work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that informs our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited.

In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent. Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. Students failing to meet these responsibilities should anticipate disciplinary action.

Academic honesty in writing assignments, examinations, and participation is expected of all students in this class. Academic dishonesty is one of the most serious offenses a student can commit in college. Not only does it violate the University's policy, it severely inhibits your opportunity to develop academically, professionally, and socially.

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action.

### **Academic dishonesty may be intentional or unintentional. Here are some examples:**

- Plagiarism (copying word for word or even paraphrasing illegitimately, without proper citation or acknowledgment, from any other written, electronic, or online source)
- Cheating on examinations (regardless of whether you are on the providing or receiving side)
- Unauthorized collaboration or receiving unauthorized assistance on an assignment
- Submitting work for one course that has already been used for another course
- Unauthorized distribution of assignments and exams
- Forgery (alteration of college forms, documents, or records, or the signing of such forms or documents by someone other than the proper designee)
- Lying to an Instructor or College official
- Obtaining advance knowledge of exams or other assignments without permission

**Plagiarism** is the representation, intentional or unintentional, of someone else's words or ideas as one's own. Since words in print are the property of an author or publisher, plagiarizing is a form of larceny punishable by fine. When using another person's words in a paper, students must place them within quotation marks or clearly set them off in the text and give them appropriate footnoting. When students use only the ideas and change the words, they must clearly identify the source of the ideas. Plagiarism, whether intentional or unintentional, is a violation of the property rights of the author plagiarized and of the implied assurance by the students when they hand in work that the work is their own.

**Cheating** is defined as giving or obtaining information by improper means in meeting any academic requirements. Receiving credit for the same work in more than one course without knowledge or consent of the instructor(s) is a form of cheating and is a serious violation of academic integrity.



Faculty members are responsible for making the initial determination of the academic penalty to be imposed in cases of cheating, plagiarism, or forgery and for informing the department chair, the dean and the student in writing of the alleged violation and proposed penalty. The academic penalty may range, for instance, from a reprimand accompanied by guidance about how to avoid plagiarism in the future to failure for the course. The academic dean may request that the Dean of Students send a follow-up letter to the student indicating that they have also been notified of the academic integrity violation and that subsequent violations will lead to judicial action.

If a student has any question about what constitutes a violation of academic integrity, it is that student's responsibility to clarify the matter by conferring with the instructor and to seek out other resources available on the campus.

### Summary of the Current Academic Integrity Policy at Rutgers University:

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

<http://nbacademicintegrity.rutgers.edu/home-2/academic-integrity-policy/>

### Resources for Students:

<http://nbacademicintegrity.rutgers.edu/home-2/for-students/>

### Honor Pledge:

**All students will need to sign the Rutgers Honor Pledge on every major quiz, exam, assignment, or other major form of assessment as follows:**

***On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment, paper, quiz, etc.). And likewise I have not shared the contents or answers to this quiz/assignment with others privately or publicly.***

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**IMPORTANT: What you must do when you have a technical problem:**

1. Firstly, try rebooting your computer. Close all other applications, programs and websites. These take up processing power on your machine. Plug in the power cable, and keep your computer powered up and connected to the ethernet or on a solid wifi connection for best results.
2. If you suspect a poor connection wherever you live or work, have a back-up solution for internet access. For example, go to the computer labs and/or terminals in one of the many libraries we have at Rutgers. You can park in the parking lot and access the library wifi signal. Alternatively, if you are inside the library, any problems taking a quiz will very likely be addressed by the staff at the library. They are also witnesses to the problem. If you are far away from campus, go to a local library if you can, and get a membership to your local library in your town. They have wireless internet capacity, and you can use the wifi from your car out in the parking lot too.
3. If you do not see an active Module, or slides, or more importantly a quiz or exam displayed, please email me immediately ([sc2081@psych.rutgers.edu](mailto:sc2081@psych.rutgers.edu)). Then take a screenshot of the browser page, after you have clicked on the 'Tests and Quizzes' link. The screenshot should show your ID/NAME in the top right corner, and there should be a time stamp. On a Mac, you hold down the "Command" key and the "Shift" key and the "4\$" all at the same time. This will take a screenshot of whatever you select on screen.
4. In the screen shot, be sure to include your name, the files and the time stamp all in one screen shot to verify the circumstances, especially if it's an exam.
5. To reveal the time signature, scroll to the bottom of the browser page and click the arrow next to 'Server Time.' This will reveal the current time, and the screenshot should simultaneously show your ID and this time stamp.
6. Also email the screenshot and a report of your difficulty to [help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu) and make sure you explain the problem. When you email them, please make sure to copy me and/or the TA.
7. If you are living or working abroad, please be sure to have a VPN solution for your geographic location so you can view the course materials and video segments online. Please set your VPN location to NY or NJ for full access.

## Preliminary Schedule of Weekly Topics and Assignments

Posted August 16, 2021

Calendar is subject to minor changes with announcement to follow.

| <b>Schedule of Topics for Fall 2021</b>       |        |  |  |   |
|---|--------|--|--|---|
| (*Preliminary Schedule as of August 16, 2021) |        |  |  |   |
| Lecture #                                     | Date   | Weekly Module Topics   | Relevant Readings  | Activity or Assignment Due on Canvas  |
| *   | *      | DBQ = Discussion Board Question<br>HW = Homework   | S. Hancock & W. McKim<br>(2018, 8th ed.)                 | All work should be submitted online in the Assignments Tab in Canvas before 11:59pm on the Due Date. Late work is not accepted. Emailed work is not accepted. |
| 1a  | 1-Sep  | Introduction to Course in Drugs & Behavior: Overview of Lecture Topics, Expectations & Navigating Canvas | -  | -   |
| 1b  | 1-Sep  | Introduction to Substances and the People who use Them (What are drugs? Who uses drugs and why?)         | Lecture 1 Slides & Article posted in Canvas              | -   |
| 2   | 8-Sep  | Neurons, Major Neuroanatomy in the CNS, & Neurotransmitters  | Lecture 2 Slides   | -   |
| 3   | 15-Sep | Physiology of Learning, Pleasure & Reward Circuits, and the Dopaminergic System in the Brain             | (lecture slides from Ch.15 of Pinel physiology textbook) | -   |
| 4   | 24-Sep | Basic Pharmacology: Drug formulation, Administration, Distribution, and Therapeutic Window               | Ch. 1 Textbook   | -   |
| 5   | 30-Sep | Behavioral Analysis of Drug Effects  | Ch. 2 Textbook   | -   |
| 6   | 6-Oct  | Drug Tolerance and Withdrawal  | Ch. 3 Textbook   | -   |
| 7   | 13-Oct | Effects of Drugs on the Brain and Fetal Development  | Ch. 4 Textbook   | -   |
| 8   | 20-Oct | Substance Use & Addiction  | Ch. 5 Textbook   | -   |
| 9   | 27-Oct | Alcohol  | Ch. 6 Textbook   | -   |
| 10  | 3-Nov  | Tobacco, Nicotine & Cannabis   | Ch. 8 & 14 Textbook                                      | -   |
| 11  | 10-Nov | Caffeine   | Ch. 9 Textbook   | -   |
| 12  | 17-Nov | Psychomotor Stimulants (Amphetamine, Cocaine, etc.)  | Ch. 10 Textbook  | -   |
| 13  | 24-Nov | Opioids  | Ch. 11 Textbook  | -   |
| 14  | 1-Dec  | Antipsychotics   | Ch. 12 Textbook  | -   |
| 15  | 8-Dec  | Anxiolytics/Sedatives & Antidepressants  | Ch. 7 & 13 Textbook                                      | -   |
| 16  | 13-Dec | Hallucinogens & Psychedelics   | Ch. 15 Textbook  | -   |