



Subject	Course	Section	Day	Time	Building	Room	Instructor:
PSYO	435	01	Th	2:00 – 5:00	Sci	236	Dr. Marvin Krank

**Office Hours in Arts 334:** TBA, or by appt

**Course Web Page:** <http://elearning.ubc.ca/> Canvas Login

**Telephone** (no voicemail) 250-807-8773

**E-mail:** Please address all emails through Canvas

**Academic Calendar Entry**

Behavioural and cognitive processes that contribute to the initiation, escalation, and cessation of drug-taking behaviour; the development and prevention of problems associated with drug use. [2-0-1]

*Prerequisite:* PSYO 335, and third year standing in Psychology

**Course Format**

The course format will be seminars with presentations by the instructor at the start of the course with individual presentations from students in the later portion of the course. Seminars will include a mix of information presentation and group discussion.

**Course Overview, Content and Objectives**

Substance use represents a complex interplay of physiological, genetic, personality, cognitive, environmental, social, and cultural influences on behavior that are difficult to dissect or treat as independent forces. Thus, research in this field has produced a host of differing theories and models to describe the factors influencing drug use. This course will cover substance use and abuse in adolescents and emerging adults with an emphasis on etiology and prevention. The course will define use and abuse, consider the methods used to study them, and explore the many forces that shape their development. We focus on the transitions from non-use to experimentation, to regular, and to compulsive use. We will consider various models of drug use, but will emphasize psychological models within a biopsychosocial and developmental perspective.

Despite the diverse influences, drug use is ultimately a behavior and will be considered in the context of cognitive choice theories. Choice, of course, does not exist in a vacuum; we will explore the various risk and protective factors deriving from biological, psychological, social, and environmental factors. Finally, we will consider how the evidence supports a multidimensional approach and the scientific implications for policy and practice with an emphasis on prevention.

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**Required Readings**

All readings will be posted on Canvas according to topic.

**Course Schedule**

<b>Topics</b>	<b>Date</b>	<b>Quiz #</b>	<b>Required readings</b>
Introductions and overview	January 3		
Definitions and Theories	January 10,17	1	Models of Addiction EMCDDA Insights Ch 1-5
Theories and Research Methods	January 24, 31	2	Addiction Research Methods Ch 1-4
Overview of Factors Influencing the Etiology of Substance Use: Biopsychosocial and Developmental Perspectives	February 7, 14	3	TBA
Break	February 21		
Student presentations	February 28 - March 29	4-8	TBA
Review and summary	April 5		



**Presentation Structure**

		Risk and Protective Factors			
		Biological	Psychological	Social/Environmental	Prevention
Current Use	None				Universal/Selected
	Initial Use				Selected
	Regular use				Indicated

For each topic the presenter will be required to present a substantive research or review paper. The presentation must not only present the material in a succinct and clear manner, but also place it in the context of the course focus on psychological processes leading to substance use behaviors. Finally, the presenter should identify how the material relates to prevention of deleterious substance use transitions. Finally, the presentations should also

**Student presentation topics**

Here is a list of presentation topics. I will provide a list of possible papers for each topic. Students are expected to choose one of the papers provided. Only under exceptional circumstances and with prior approval students may find a closely related paper that provides a better or more recent approach to the topic.

<b><u>Biological emphasis</u></b>	<b><u>Theory focus</u></b>	<b><u>Social/Environmental emphasis</u></b>
Genetics	Personality	Adverse child experiences
Neural system	Temperament	Social sanctions
Biological system	Learning (Conditioning)	Social norms
	Memory/Choice	Social influence
	Emotional control	Media
	Behavioral Control	Availability



### **Learning Outcomes**

You will learn the basic concepts of drug use etiology and how they apply in practice. You will also practice and develop both written and oral skills in the transfer of this information to others.

After completing this course, students will be able to:

- Demonstrate an understanding of complex theoretical approaches to substance use behavior from a variety of perspectives
- Demonstrate both written and oral skills in a group setting
- Demonstrate skills in research design and analysis as applied to testing substance abuse theories.
- Knowledge of the key biological, social, and psychological perspectives on the origins of substance abuse
- Apply this knowledge to policy and practice with an emphasis on prevention and harm reduction

### **Evaluation Criteria and Grading**

- Evaluations will be on a numeric scale with a 50% pass
- Periodic quizzes will be given at the start of class. A study guide will normally be provided approximately one week prior to the quiz.
- Class discussion will be evaluated by the instructor based on quality of the participation (showing knowledge of the reading materials and critical thinking skills)
- Groups will present general topics leading into more substantive discussions
- Each student will be required to present a substantive topic (approximately 30 min) and lead a class discussion on the critical questions raised.
- Each student will be required to write an APA formatted research proposal on an approved topic (10-15 pages).
- Each student will complete an outline for the presentation and the research proposal for review and approval.



<b><u>Evaluation type</u></b>	<b><u>Date</u></b>	<b><u>Percent of final mark</u></b>	<b><u>Notes</u></b>
Quizzes	January 17, 24, 31, February 7, 14, 28, March 7, 14, 21, 28	25%	The best eight of ten quizzes
Outlines for presentation	February 7	2.5%	
Presentations	February 28 – March 28	30%	
Outline for paper	March 8	2.5%	
Final paper	April 8	30%	
Class participation	Throughout	10%	
Total		100%	

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Class participation (10%) is required at all meetings and is part of your performance in the course. Please note that participation does not mean talking the most. The quality of your contribution to the class will be noted. In addition, your prompt arrival and attendance at all seminars will affect your participation mark. If you must miss meetings or arrive late to meetings, please provide me with advance warning.

Group and Individual Presentation. (Outline 2.5%; Presentation 30%) You will give the class a PowerPoint presentation on material as part of a section of the course. You will choose a topic and be assigned to a group based on preferences.

There will be two parts to this exercise. First, as a group you will present an overview based on the assigned readings. This overview will cover the assigned readings and introduce each presentation in the context of the general topic. Second, each member of the group will present a substantive research or review article addressing the general topic.

As part of your presentation, you will provide a preliminary outline. The instructor will meet with your group approximately one week prior to your presentation to review and comment on the outlines.

Your final presentation will be judged primarily by the accuracy and quality of its content. Your final PowerPoint will be handed in and included in the grading for the presentation. Only excused absences approved in advance or by unexpected event such as illness, will be permitted for rescheduling a presentation. Details on the expected content and grading criteria for the presentation are described below.

Research Proposal (Outline 2.5%; Paper 30%) Your final paper (10-15 double spaced pages, excluding references) will be a research proposal of a hypothesis derived from material suggested by one of the chapters in the book or an approved topic. You will complete an outline of your proposal for review and comment prior to writing your paper. Your paper will use APA format and follow a prescribed format. Research topics must be approved in advance. More details about the research proposal are described below.

Quizzes (25%) There will be quizzes at the start of select seminars based on the key terms and study questions from the readings. Your final mark will be based on your best quizzes. Quizzes will include fill-in the blank questions where the answers will be chosen from among key terms in the study guide. In addition, quizzes may include one or more short answer questions from the study guide. Short answer questions will be assigned 2 – 4 points depending on their complexity. If you are required to miss a class, then the missed quiz will be included as the discarded mark.



## **Presentation marking**

### **Grading criteria for the Presentation outline (2.5% of final mark)**

The outline will be given full credit provided it is handed in on time. Partial credit will be given for late or incomplete outlines.

### **Grading criteria for In class presentation (30% of final mark)**

#### ***Quality of the presentation (1/2 of the mark for the presentation)***

Power point presentations will be judged according to the points described in the oral presentation evaluation form. The average score will be used to assign this percentage to the grade.

- 5 EXCELLENT = 100%
- 4 VERY GOOD = 85%
- 3 GOOD = 70%
- 2 FAIR = 55%
- 1 NEEDS IMPROVEMENT = 40%

#### ***Content of the presentation (1/2 of the mark)***

Three components of content will be evaluated and contribute equally to the mark. They will each also be judged on a five point scale with the average used to assign the percentage mark.

- 5 EXCELLENT = 100%
- 4 VERY GOOD = 85%
- 3 GOOD = 70%
- 2 FAIR = 55%
- 1 NEEDS IMPROVEMENT = 40%

*Coverage and depth* – How well does the presentation cover the topic?

*Clarity and coherence* – How well does the presentation convey the key information on the topic?

*Originality and creativity* – To what extent does the presentation contain information beyond the chapter, use interesting ways to convey the material, and stimulate questions for discussion?



## Research proposal marking

### Grading criteria for the Research proposal outline (2.5% of final mark)

The outline will be given full credit provided it is handed in on time. Partial credit will be given for late or incomplete outlines.

### Grading criteria for Research proposal (30% of final mark)

The research proposal will follow APA formatting and include the following sections: Title, Abstract, Introduction (literature review and hypothesis justification), Methods (proposed methods to test the hypothesis), Results (proposed statistical analyses and anticipated outcomes according to the hypothesis), Discussion (meaning of the results in the context of the literature review), and References. All sections will be evaluated according to the following five point scale.

EXCELLENT = 90 – 100%

VERY GOOD = 80 – 90 %

GOOD = 70 – 80%

FAIR = 60 – 70 %

NEEDS IMPROVEMENT = 50 – 60%

**Quality of the research proposal (1/5 of the mark)** – How well does the proposal conform to APA standards and the requirements of the proposal format?

### **Content of the research proposal (4/5 of the mark)**

The four main sections will each be evaluated for content and will contribute equally to the mark. The following criteria will be applied to each section: *Coverage, Clarity, and Originality*

**Introduction** – How well does this section introduce the proposal? Does it place the proposal well within the existing literature and theories? Is the development of the hypothesis logical following naturally from the literature presentation? How innovative is the hypothesis?

**Methods** – Do the methods and research design provide a reasonable scientific test of the hypothesis? Is the sample appropriate and feasible (given sufficient funds to conduct the research)? Have alternative interpretations and appropriate control conditions been considered? What are the novel and innovative features of the methods?

**Results** – Has the proposal considered the kind of statistical analyses required? What kinds of potential problems might be encountered? Do the proposed analyses provide answers to the questions posed? What would successful results look like according to the hypothesis?

**Discussion** – How would you interpret the findings in the context of the literature review and current theories? What would positive results mean? What are the limitations of the study you proposed? What are the practical implications that could be suggested by this study? In particular, how could the results be applied to the prevention or cessation of drug and alcohol abuse?





### **Final Examinations**

There is no final exam for this course.

### **Academic Integrity**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at

<http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

### **UBC Okanagan Disability Resource Centre**

The Disability Resource Centre ensures educational equity for students with disabilities, injuries or illness. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in Commons Corner in the University Centre building (UNC 227).

UNC 227A 250.807.9263

email [earllene.roberts@ubc.ca](mailto:earllene.roberts@ubc.ca)

Web: [www.ubc.ca/okanagan/students/drc](http://www.ubc.ca/okanagan/students/drc)

### **UBC Okanagan Ombuds Office**

The Ombuds Office offers independent, impartial, and confidential support to students in navigating UBC policies, processes, and resources, as well as guidance in resolving concerns related to fairness.

UNC 227B 250.807.9818

email: [ombuds.office.ok@ubc.ca](mailto:ombuds.office.ok@ubc.ca)

Web: <http://ombudsoffice.ubc.ca/ubc-okanagan-2/>



### **UBC Okanagan Equity and Inclusion Office**

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity and Inclusion Office.

UNC 227C 250.807.9291

email: [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca)

Web: [www.ubc.ca/okanagan/equity](http://www.ubc.ca/okanagan/equity)

### **Health & Wellness**

#### **SAFEWALK**

*Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250-807-8076. For more information, see:*

<http://www.ubc.ca/okanagan/students/campuslife/safewalk.html>