

***Argosy University/San Francisco Bay Area
MA Counseling Psychology
PC 6250 Clinical Psychopharmacology
Spring 2007 Day Program Tuesdays 2:00 – 5:00 pm***

Instructor: **Dr. Michael A. Fraga**

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Required Text:

1.) Preston, J.D., O'Neal, J.H. & Talaga, M.C. (2005). Handbook of psychopharmacology for therapists (4th ed.). Oakland: New Harbinger. ISBN 1-572224-399-6

2.) Stahl, Stephen M.: Essential Psychopharmacology of Antipsychotics and Mood Stabilizers (2002) ISBN 0521890748 /paperback

Recommended Text:

3.) Stahl, Stephen M: Essential Psychopharmacology; The Prescriber's Guide (2005)
ISBN 13: 9780521683500 (Paperback)

Course Description:

An introduction is provided to psychopharmaceutical drugs, their neurochemical basis, method of action and clinical application on and “off-label”. Principles of use and current status of psychopharmacology are reviewed.

Course Objectives:

**By the completion of this course students should be familiar with, if not proficient in the following:*

- 1) A basic understanding of Psychopharmacokinetics including basic neurophysiology, neuroanatomy and neurochemistry.
- 2) Identifying major classifications of psychotropic drugs, mechanisms of action, and therapeutic/adverse effects.
- 3) Knowledge of historical, social, economic, political and cultural influences on the use and development of psychiatric medications.
- 4) Defining the therapists role in assessment, management, treatment and collaboration with other medical professionals, family members/friends or other involved parties as part of the “treatment team”.
- 5) Understanding the ethical/legal issues associated with psychopharmacology as a primary or adjunct form of treatment.
- 6) Understanding complementary/alternative interventions for symptoms commonly treated primarily with psychotropic medications; cultural and ethnic approaches/conceptualizations to “healing”.

Methods of Instruction:

This course will be delivered in a multi-modal format, including in-class lecture and discussion, video, and presentations.

Course Evaluation:

1) Attendance and Class Participation: Students are expected to all scheduled sessions in their entirety and actively participate in class discussions and role-plays. More than three absences will lower your grade a full step. If you have an emergency that prevents you from attending the course, please make arrangements with the program office to withdraw.

2) Examinations: (30 questions worth 1 point each) Exam questions will be taken directly from the readings assigned from the text. There will be a midterm and a final examination structured for multiple choice, and case analysis.

3) Paper (50 points): The paper, due two-weeks post the midterm examination, will be 4-6 pages, written in APA format and include a minimum of five references (all references must be within the last five years). It must include the following:

1. *Historical background of a drug:* Introduce the selected drug and give a brief historical perspective.
2. *Mechanism of Action:* Discuss the pharmacodynamics of the drug. Include any specific Impacts of the drug at both the cellular and the systemic levels on the CNS.
3. *Pharmacokinetics:* Discuss the absorption, distribution, metabolism and elimination of the drug. Include specific events such as blood brain barrier, placental barrier and physiological and psychological reactions and side effects.
4. *Pharmacotherapy:* Indications and Contraindications for this drug. Discuss why and for whom this drug is prescribed. Include relevant psychopathology and psychodiagnostics.
5. *Other forms of therapy:* Provide a list of complementary therapies and alternatives to the drug you have chosen. Be sure to identify cultural and ethnic practices to remediate the target illness in your discussion of alternative approaches (please have a resource to support your claim).

4) Presentation (25 points): The paper will be presented to the class on a schedule developed by the instructor. The presentation should be 10-15 minutes in length and it is strongly encouraged to bring visual aids or other materials to assist your classmates in learning the material. In addition, please make a copy of your reference list to share with everyone in the class.

Student Performance Evaluation Criteria and Procedures

Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions.

Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides adequate coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted

Grading

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69 below	F

Course Outline:

Week One:

Chapter 1: Introduction

Chapter 2: Integrated

Appendix A

Week Two:

Chapter 3: Neurobiology

Week Three:

Chapter 4: Pharmacology

Week Four:

Chapter 5: Preliminary Diagnostic Criteria

Chapter 6: Depressive Disorders

Week Five:

Chapter 7: Bipolar Disorders

Week Six:

Chapter 15: Antidepressant Medications

Chapter 16: Mood Stabilizers

Week Seven:

Chapter 8: Anxiety Disorders

Chapter 9: Obsessive-Compulsive Disorder

Week Eight:

Chapter 17: Antianxiety Medications

Week Nine:

Chapter 10: Psychotic Disorders

Chapter 18: Antipsychotic Medications

Week Ten:

Chapter 11: Post-Traumatic Stress Disorder

Week Eleven:

Chapter 12: Borderline Personality Disorder

Week Twelve:

Chapter 13: Substance Related Disorders

Chapter 14: Other Miscellaneous Disorders

Appendix B

Week Thirteen:

Chapter 19: Over the Counter Products

Chapter 20: Red-Flags: When to Reevaluate

Week Fourteen:

Chapter 21: Child and Adolescent Psychopharmacology

Week Fifteen:

Review: Clinical Case Presentation-Instructor

Criteria for Class Presentation:

Presentation is well organized and provides comprehensive coverage of the topic area; the use of visual aids, computer assisted technology is encouraged. Presentations should be structured for professional presentation to colleagues on the critical aspects associated with development, utility, patient care, abuse potential (treating doc ad patient) drug interactions, off label usage, and review of developmental biases. Presentation is to be submitted to instructor at completion of same; structure is APA format, all charts and graphs should be cited if drawn fro outside sources. Handouts in the form of “*Cues and Clues*” for colleagues is encouraged.

Academic Dishonesty/Plagiarism:

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism. Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the students responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through *Turnitin*, (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. *Turnitin* compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

ADA Policy:

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.