

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA COURSE SYLLABUS

Course Title Clinical Psychopharmacology

Course Number PC 6250 BLA

Instructor Debra White, Ph.D. Office phone: 707-823-2510
Email address: debrajoanwhite@comcast.net

Required Textbooks Preston, J.D., O'Neal, J.H., & Talaga, M.C. (2005). *Handbook of clinical psychopharmacology for therapists* (4th ed.). Oakland: New Harbinger.
ISBN 1-57224 - 399 - 6

Course Description The use of psychotropic medications as a treatment for mental and emotional disorders has been increasing substantially in recent years. Counselors in community and school settings are very likely to be working with clients who have been prescribed medication, or who may need to consider medication as an adjunct to therapy. It is important for counselors to understand the basic concepts of pharmacology, mechanisms of drug actions, and the use of psychotropic drugs in treating psychological disorders. This course will provide an introduction to psychopharmacology and the clinical issues that counselors encounter when working with clients on medication.

Course Objectives By the end of the course, students who participate fully will understand the main principles of clinical psychopharmacology, and the use of psychotropic medications for treating a wide range of mental and emotional disorders. Specific goals for students are as follows:

1. Understand the concepts and functions of basic neuroanatomy, neurochemistry, pharmacokinetics, and pharmacodynamics, as these apply to working with clients on medication.
2. Identification of major classifications of psychotropic drugs, mechanisms of action, and therapeutic and adverse effects.
3. Knowledge of historical, social, economic, political and cultural influences on the use of psychiatric medications.
4. Understand the counselor's role in the assessment and diagnosis, treatment planning, and monitoring of psychotherapeutic medications with clients. Knowledge of professional responsibilities, scope of competence, and legal and ethical issues. Ability to communicate effectively about medication with clients, psychiatrists, physicians, and other mental health professionals.
5. Identification of beliefs and values, assumptions, and personal experiences with the use of psychotropic medications that may influence the counselor's decision-making and treatment planning.

Argosy University/SFBA

999A Canal Boulevard, Point Richmond, California 94804 Telephone: 866-215-2777 Fax: 510-215-0299

6. Awareness of issues about medication that impact the therapeutic relationship and process including dealing with side effects, non-compliance, third-party demands, and access to medical care.

Methods of Instruction – This course will be delivered in a **blended format**, including in-class lecture and discussion, video, presentations, and role-plays combined with online instruction. In addition to the two required weekends on campus, students are required to participate online via Embanet-Interlearn at <http://online.argosyu.edu> on a weekly basis during the entire term of the course. This course begins online the week of May 8, 2006, meets on the weekends of May 13-14 and June 10-11, and concludes on June 28, 2006.

Content Areas

1. Biological bases of psychopharmacological treatment
2. Principles of clinical psychopharmacology (pharmacokinetics, pharmacodynamics).
3. Classes of psychotropic medications and mechanisms of action, including antipsychotics, antidepressants, anti-anxiety medications, and mood stabilizers.
4. Use of medications for specific mental and emotional disorders.
5. Use of medication with special populations including children, older adults, pregnant women, and persons with physical illnesses and medical conditions.
6. Cultural variables and psychosocial factors in the use of medication.
7. Psychotherapeutic issues in working with clients on medication.
8. Counselor-client-psychiatrist collaboration and communication.
9. Red flag issues, legal-ethical concerns, side effects, drug-drug interactions.
10. Methods for acquiring current information in the literature about specific medications and their use with psychological disorders.

Weekly Schedule – The online portion of this course requires a minimum of one hour online time each week. Details about weekly online assignments, including additional readings and discussion questions, will be posted in the online classroom. Students are responsible for checking the weekly discussion area by Sunday of each week for announcements and assignments. Online assignments have specific due dates for posting; therefore, students should save their work frequently and identify alternative methods for posting on time in case of computer problems or power failures.

Week 1 – Introductions. Personal experiences, beliefs and values about the use of psychotropic medication. Role of the counselor in working with clients on medication.
Text: Ch. 1 – 2; Appendix A.

Week 2 – Neurobiology and neuroanatomy. **Text:** Ch. 3 – 4

Week 3 – Antidepressants and mood stabilizers. **Text:** Ch 5. – 7, Ch. 15 – 16.

Week 4 – Anti-anxiety medication. **Text:** Ch. 8, 9, 17.

Week 5 – Use of medication for psychotic disorders. **Text:** Ch. 10, 18.

Week 6 – Medications used for PTSD, Personality Disorders, and Substance-Abuse Disorders. **Text:** Ch. 11 – 14, Appendix B.

Week 7 – OTC Medications, Special Populations, Red Flag Issues. **Text:** Ch. 19 – 21.

Week of June 25 – 28 -- Summary and final online postings due.

Argosy University/SFBA

999A Canal Boulevard, Point Richmond, California 94804 Telephone: 866-215-2777 Fax: 510-215-0299

Weekend Topics

Weekend One: Saturday, May 13

Introduction to the anatomy, biology and chemistry of psychotropic medication.
Pharmacokinetics and pharmacodynamics
Client assessment, diagnosis, and history-taking.
Therapeutic issues; legal/ethical issues. .
Communication/consultation with physicians.

Weekend One: Sunday, May 14

The use of medication with:
Mood Disorders
Bipolar Disorder
Anxiety Disorders

Weekend Two: Saturday, June 10

The use of medication with:
Psychotic Disorders
Substance Abuse Disorders
Personality Disorders
Eating Disorders
Impulse-Control Disorders
Exam

Weekend Two: Sunday, June 11

Issues in special populations:
Children
Older Adults
Cognitive Disorders
Pregnant Women
Persons with medical issues/chronic pain
Class presentations

Student Performance Evaluation Criteria and Procedures

Attendance and Participation: 100 points total

Students will have two forms of participation: weekly, in the online classroom, and in the two weekend face-to-face classes. Participation will be graded as follows:

1. Weekend Classes: 10 points per weekend x 2 weekends = 20 points

Students will receive up to 10 points each weekend for active participation during class discussion, role-plays, and other group exercises. It is expected that you will arrive on time and be present the entire day. **Please read the Attendance Policy at the end of this syllabus.**

Criteria for Weekend Class Participation (10 points each weekend)

Grade	
A = 9 - 10	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 8	Student participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 7	Student participated in discussions in >70% of class sessions; comments/questions demonstrated a surface level understanding of topics.

Argosy University/SFBA

999A Canal Boulevard, Point Richmond, California 94804 Telephone: 866-215-2777 Fax: 510-215-0299

F = 6 or less	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.
---------------	---

2. Online Classroom: 10 points a week X 8 weeks = 80 points

Students must participate actively in online assignments and discussions. You are expected to check in the classroom by Sunday of each week for announcements and assignments. Expect to spend at least one hour online each week. You should plan to “check in” to the classroom a minimum of two times during the week to read and respond to other students’ work.

You are required to make two substantial online postings each week. The first post (called your “Discussion Post”) is worth up to 6 points and is due by Wednesday, midnight Pacific Time. This post will address the week’s assignment. The second post (called your “Response Post”) is worth up to 4 points and is due by Saturday, midnight Pacific Time. This post will provide a comprehensive response to the discussion post of another student, and will contribute to the overall discussion for the week by raising questions or providing new perspectives.

NOTE: Two exceptions to the posting deadlines occur during week one and week five, before our weekend classes, when you must post by Friday evening at 6:00 p.m. Pacific Time, so all students are able to read your entries before Saturday’s class. In addition, the final week of class ends on Wednesday, June 28 – your two postings for the week must be completed by midnight of that date. These deadlines, and a full discussion of the posting requirements, are detailed in the online classroom.

Good online discussions depend on timeliness and frequency of postings. You are encouraged to post earlier than the due date, and to respond more frequently than the minimum number of times. To encourage this, you can earn a point of extra credit each week for making additional postings of substance. Please see the participation rubrics, below, for grading criteria.

Criteria for online participation (6 pts discussion post + 4 pts. response post = 10 pts./week)

Discussion Post – Due on Wednesdays. One point will be deducted for each day late. Posts made after midnight Saturday (6:00 p.m. Friday of weeks 1 and 5) will not be counted.

6 points	5 points	4 points	0 points
All components of the assignment or discussion were fully addressed; post demonstrated critical thinking and depth of thought, with good use of clear and relevant examples; post integrated references from the text or current, peer-reviewed journals and followed APA form; no errors in spelling, grammar, punctuation.	Most components of the assignment or discussion were addressed, although lacking in substance or detail; post demonstrated some evidence of critical thinking with a few good examples; references from the text or journal articles were presented, but not integrated clearly into the discussion; a few errors in form, spelling, grammar or punctuation.	Several components of the assignment or discussion were missing, or the post was too general or superficial in scope; few or no examples; little critical thought; information from the text or journal articles was not included or was not clearly related to the topic; several errors in form, spelling, grammar, punctuation.	Student did not post on time, or the post was far below standards in several areas.

Argosy University/SFBA

Response Post – Due on Saturdays. Posts made after midnight Saturday (6:00 p.m. Friday of weeks 1 and 5) will not be counted.

4 points	3 points	2 points	0 points
The post demonstrated that the student fully read a colleague’s main posting and gave serious thought to the points this student made; the response significantly contributed to the scope and quality of discussion, including material such as personal experiences, relevant questions, original ideas, or additional references. Post was respectful in tone, clearly written, and free of errors.	The post demonstrated that the student read a colleague’s main posting and considered the points the student made; the response made some contribution to the scope and quality of discussion, but did not add much detail of personal experience or original ideas; questions raised were general in nature. Post was respectful in tone, but sometimes unclear or not well organized; some errors.	The post demonstrated that the student read a colleague’s posting, but did not think about all of it carefully; little contribution was made to the scope and quality of discussion; very few personal experiences, questions or ideas were included. Post was respectful in tone, but was not clearly written or well organized, or contained many errors.	The post was not responsive to a colleague’s posting and was superficial and overly general in scope; or was not respectful in tone; or the student did not make a response posting.

Quiz – 25 points

There will be one in-class quiz during the second weekend meeting. The quiz will cover materials presented during the first weekend, as well as readings and online assignments through week five. This will be a short, multiple-choice, open-book test. Twenty five questions at one point each.

Short Paper – 50 points Due in class on June 10.

Students will write a 4 – 6 page paper about the use of a psychotropic medication for a specific client population and/or psychological disorder. Examples might include the use of medication in elementary school children with attention problems; medication used with pregnant women who have schizophrenia; medication used with adults over 85 who have memory problems. The paper should include the history and development of the drug, mechanisms of action, pharmacokinetics, pharmacotherapy, side effects, adverse reactions, and drug-drug interactions. You should also include a clear description of the population, clinical problems/issues to be targeted, how the drug can be used as an adjunct to psychotherapy, therapeutic issues that may arise between client and therapist, and any red-flag issues the therapist should be aware of. Minimum of five references; all references should be from peer-reviewed journals written in the last 5 years, and must conform to APA style. (You may include textbooks and websites as additional resources for the clinician or client, but not as part of your five references.) The paper should be free of errors in form, punctuation, grammar, and spelling. Plan ahead so you can complete your paper in advance of the due date; late papers will not be accepted.

Argosy University/SFBA

999A Canal Boulevard, Point Richmond, California 94804 Telephone: 866-215-2777 Fax: 510-215-0299

Criteria for Paper

Grade	
A = 45 - 50	Paper is in appropriate APA format, clearly organized and free of errors. Discussion is well thought out and provides excellent coverage of material, including sufficient number of appropriate references.
B = 40 - 44	Paper is well thought out but contains some errors in writing and/or is missing one component of APA format <u>OR</u> coverage of material is only adequate in scope and organization.
C = 35 - 39	Insufficient number of appropriate references provided AND limited coverage, poor organization, and several errors in writing.
F = <35	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper was not submitted.

Class Presentation – 25 points

During the second weekend, students will present a summary of the information they gathered for their term papers. This will be a brief and informal presentation, however you will be expected to have prepared your thoughts in advance. This is an opportunity to practice speaking about medications to a group of peers, and to offer current perspectives about some of the clinical issues they may encounter with their own clients. You should plan on taking approximately 10 – 15 minutes to discuss the main points of your topic. Please bring one copy of your reference list for each person in the class. You may also present visual aids and other handouts (not Powerpoint) to supplement your presentation.

Criteria for Class Presentation

Grade	
A = 22 - 25	Presentation is very well organized and provides excellent coverage of the topic area; informative visual aids/comprehensive reference list provided to the instructor and classmates.
B = 18 - 21	Presentation is well organized and provides adequate coverage of the topic area.
C = 15 - 17	Coverage of material is marginal; presentation is slightly disorganized.
F = <15	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Argosy University/SFBA

999A Canal Boulevard, Point Richmond, California 94804 Telephone: 866-215-2777 Fax: 510-215-0299

Attendance Policy

Please plan your travel arrangements so you can arrive at Argosy University in time to park and get settled in prior to class beginning at 9:00 a.m. It is expected that you will be on time, and will be present for the entire day of class, through 6:00 p.m.

Excessive lateness and/or absences will impact your grade. If you miss more than one hour of class time during a weekend, you will lose points for attendance. If you miss more than two hours of class time during a weekend, your ability to learn the material will be significantly impacted, and your grade will be lowered by one-half step; missing over four hours in one weekend will result in your grade being lowered by one step.

If you miss more than six total hours of class time (over both weekends), you will not receive credit for this course. If you believe it will be difficult for you to attend both weekends fully, you should plan to take this course at another time.

Final Grading will include all points as listed above. Total possible is 200 points (208 points including extra credit) . Grades will be determined by the following percentages:

186 - 208	A
180 - 185	A-
174 - 179	B+
166 - 173	B
160 - 165	B-
154 - 159	C+
146 - 153	C
140 - 145	C-
Below 140	F

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

Argosy University/SFBA

999A Canal Boulevard, Point Richmond, California 94804 Telephone: 866-215-2777 Fax: 510-215-0299

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 student's 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 includes details regarding assignments and method of instruction.

Argosy University/SFBA

999A Canal Boulevard, Point Richmond, California 94804 Telephone: 866-215-2777 Fax: 510-215-0299