

Argosy University
Course Syllabus, Clinical Psychopharmacology, PP7360



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Class Meets: Tuesdays: 9:30-12:30
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Or by appointment

Course Description: This course provides an introduction into psychoactive medications, their mechanism of action, and their clinical application. In addition, principles of current use and current status of psychopharmacology are discussed. Combined treatments of mental disorders through psychological and pharmacological interventions will be explored.

Course Prerequisites: PP7050 Physiological Psychology

Contact Hours: 45 Hours

Credit Value: 3.0

Brief Course Outline Week By Week

Week 1	Introduction, Learning Resources, Neurobiology Update	Jan 13
Week 2	Pharmacology Update	Jan 20
Week 3	Depressive Disorders	Jan 27
Week 4	Antidepressant Medications	Feb 3
Week 5	Bipolar Disorder and Mood Stabilizers	Feb 10
Week 6	Anxiety and AntiAnxiety Medications	Feb 17
Week 7	Midterm Exam	Feb 24
	Discussion: Trends in Over-prescription	
Week 8	Schizophrenia	Mar 3
Week 9	Antipsychotic Medications	Mar 10
Week 10	Pediatric Psychopharmacology, Medicating Children,	
	Paper References Due	Mar 17
Week 11	Special Populations: Geriatric, Women, Multicultural	Mar 24
Week 12	Dual Diagnosis: Substance Abuse	Mar 31
Week 13	Popular Herbs (St. John's Wort) and Alternative Medicines	
	Review Paper Due	Apr 7
Week 14	Integrating Psychotherapy and Pharmacotherapy	Apr 14
Week 15	<u>Final Exam</u>	Apr 21

Required Textbook:

Preston, J.D., O’Neal, J.H, Talaga, M.C., Handbook of Clinical Psychopharmacology for Therapists. New Harbinger Publications, Inc. ISBN 13 978 1 57224-535-8, 2008.

Recommended Reading:

Ingersoll RE and Rak, C.F. Psychopharmacology for Helping Professionals. Thompson Brook Cole., 2006.

Evaluations of Student Learning: Grading Requirements

- Midterm exam..... 25%
- Brief Literature Review **Paper**..... 30%
(student interest / faculty approved)
- Final exam30%
- Participation in class discussion..... 15%.

Detailed Course Outline and *READING* Week-By-Week

Reading should be done **prior** to the class for which it is assigned (with the exception of week 1)

Reminder that Syllabus is Subject to Change

The following is the general structure and content of the course. The exact content and schedule of the syllabus is subject to change without prior notice to meet student, faculty, or other needs. We may spend more time on some topics as needed, and conversely, may move more quickly over other topics.

Week 1	Introduction, Learning Resources, READING: CHAPTER 1 Introduction CHAPTER 2 Integrated Models	Jan 13
Week 2	Neurobiology and Pharmacology Update, READING CHAPTER 3 Neurobiology CHAPTER 4 Pharmacology APPENDIX A Pharmacokinetics	Jan 20
Week 3	Depressive Disorders READING: CHAPTER 5 Diagnostic Considerations CHAPTER 6 Depressive Disorders	Jan 27
Week 4	Antidepressant Medications READING: Chapter 15 Antidepressant Medications	Feb 3

Week 5	Bipolar Disorder and Mood Stabilizers	Feb 10
	READING: CHAPTER 7 Bipolar Disorders CHAPTER 16 Bipolar Medications	
Week 6	Anxiety and AntiAnxiety Medications	Feb 17
	READING: CHAPTER 8 Anxiety Disorders CHAPTER 9 OCD CHAPTER 11 PTSD CHAPTER 17 AntiAnxiety Medications	
Week 7	Midterm Exam	Feb 24
	Discussion: Trends in Over-prescription	
	READING: Quick Reference to Psychotropic Medications (For each exam, students will be given a shorter list of key medication names for which they are responsible)	
Week 8	Schizophrenia	Mar 3
	CHAPTER 10 Psychotic Disorders	
Week 9	Antipsychotic Medications	Mar 10
	READING: CHAPTER 18 Antipsychotic Medications CHAPTER 14 Other Miscellaneous Disorders (Tourette's, Eating Disorders, Self Mutilation)	
Week 10	Pediatric Psychopharmacology, ADHD	Mar 17
	READING: CHAPTER 21 Child and Adolescent Psychopharmacology CHAPTER 14 Other Miscellaneous Disorders (Tourette's, Eating Disorders, ADHD)	
Week 11	Special Populations: Geriatric, Women, Multicultural	Mar 24
	READING: APPENDIX B Pharmacotherapy in Special Populations CHAPTER 12 Borderline Personality Disorders	
Week 12	Dual Diagnosis: Substance Abuse	Mar 31
	READING: CHAPTER 13 Substance-Related Disorders	

- Week 13 Popular Herbs (St. John's Wort) and Alternative Medicines Apr 7
READING: CHAPTER 19 Over-the-Counter (OTC)
Dietary Supplements and Herbal Products
- Week 14 Integrating Psychotherapy and Pharmacotherapy, Presentations Apr 14
READING: CHAPTER 20 Red Flags: When to Reevaluate
EPILOGUE On the horizon
APPENDIX C-I

FINAL EXAM Covers 2nd half of course, NOT comprehensive Apr 21

PURPOSE OF THE COURSE:

This course explores Psychopharmacology from several perspectives using class discussion, lectures and student presentations. The medications for Depression, Bipolar illness, Anxiety Disorders, ADHD and Schizophrenia are examined in more depth. The use of herbal and other non-prescription alternative treatments are also discussed. Applications of psychopharmacology in key patient populations such as diverse ethnic groups, children, adolescents, women and elderly will be explored.

By the end of this class, students will be better prepared to work as part of a collaborative practice with allied health professionals particularly interfacing with prescribing professionals.

INSTRUCTIONAL OBJECTIVES:

- Students will learn a wide range of applications of psychopharmacology in clinical practice.
- Students will firm their knowledge of the current range of pharmacologic therapies available to clients: their advantages and their limitations.
- Students will be able to recognize those issues on which they need additional supervision or consultation
- Students will be knowledgeable on the use of medications for clients with different diagnoses, and of varied ages, gender, and ethnicities to prepare for informed clinical practice.

Class Participation

Sharing ideas and engaging in intellectual dialogue are requirements of the course. Participation in class discussion is an important component of evaluating student competence. Through your participation you contribute to others learning and advance your own understanding. It is one way in which you demonstrate your mastery of class material, course specific objectives and of your ability to engage in problem solving and professional learning behaviors

Behavioral Expectations

Students may fail the course by reason of difficulty in meeting the behavioral expectation or requirements of the class, such as attendance, or timely completion of assignments, or for violations of ethical and professional standards of care.

Course Relevant Program Outcomes, Competencies and Objectives

Goal 3: To prepare professionals who are able to understand and use the **scientific bases** of psychology to inform their practice of professional psychology and to evaluate the methods of assessment and intervention they use in practice.

Objective c) Students will demonstrate understanding of, and competence in, the foundations of **scientific methods** and statistics.

Competency: Students must be able to demonstrate an understanding of, and competence in the foundations of scientific methods and statistics. The key opportunity to demonstrate this competency will be during the exams and review paper.

Objective d) Students will demonstrate the ability to critically evaluate the psychological **literature**, especially with regard to empirical support for various assessment and intervention techniques.

Competency: Students must be able to **evaluate critically** and synthesize the relevant theoretical, clinical and **empirical literature** and **express in writing** a scholarly and professional viewpoint informed by the literature and/or investigation. The key opportunities to demonstrate this competency will be through the written paper.

Exceeds Expectation	Meets Expectation	Does not meet Expectations
Excellent written paper. Strong critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature. Exact APA in text citation of references and Reference list.	Well written paper. Good critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature. Complete reference list.	Writing does not clearly summarize literature. Analysis does not demonstrate understanding of the literature. Inaccuracies in references. Little if any critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature

Objective e) Students will demonstrate attitudes essential for **continued learning**, scholarly inquiry, and integration of new research findings and the emerging body of knowledge of psychology as a field into their clinical practice.

Competency: Students must be able to demonstrate a commitment to scholarly inquiry, continued learning, and integration of new research findings and the emerging body of knowledge of psychology into their clinical practice. The key opportunities to demonstrate this competency will be through the paper.

Course Objectives: To acquire a mastery of concepts, problems, issues, research methods, and the body of literature surrounding the use of psychotropic medication and the effects of medication and other substances on the brain and behavior.

1. Students will describe how a basic understanding of psychopharmacology can optimize performance in clinical psychology, behavioral medicine, and the treatment of psychiatric disorders (*Foundations in Scientific Psychology Competency*).
2. Students will demonstrate competency in identifying psychoactive medications and their side effects. (Achievement of this objective will facilitate passing pharmacology questions on the clinical licensing exam (*Foundations in Scientific Psychology Competency*)).
3. Students will discuss the use of medication for the treatment of psychiatric disorders in the practice of clinical psychology and will identify the ethical issues related to such treatment (*Foundations in Scientific Psychology Competency*).
4. Students will develop skill in reading and understanding original research literature in psychopharmacology, including areas of diversity and ethics (*Foundations in Scientific Psychology Competency*).
5. Students will integrate knowledge of combined treatment of psychopharmacology and clinical psychology to facilitate working with diverse client populations, psychiatrists, physicians, pediatricians, and other health care professionals in a medical or group practice situation (*Foundations in Scientific Psychology Competency*).

Clinical Performance Evaluation

By the middle of the course, students will have been evaluated on the following behavioral measures:

Exams – Students must demonstrate an understanding of, and competence in the foundations of scientific methods and statistics.

Research Literature Discussions – In text-based discussions (including discussions of the research literature), students will demonstrate the ability to critically evaluate the psychological literature, especially with regard to empirical support for various assessment and intervention techniques. Specifically students must be able to give evidence and make inferences from a meta-analysis.

Course Requirements:

1. **Exams:** Two exams, a midterm (Feb 24) and a final (Apr 21), will be given in class during the semester.
2. **Brief Literature Review Paper:** Each students will write a brief review on a mutually agreed upon topic of interest. This brief literature review will include a **summary of a at least 6 empirical journal articles (APA format)** in sufficient detail that it is clear that the hypothesis, methodology, results, and the interpretation and implications are *understood and evaluated (sample size, population, funding for research etc.)* Please select recent articles, preferably those published in the last 4 years. Instructor approval is required if you wish to include an article older than 10 years. Provide the reference to the article reviewed in APA format as well. An Assignment sheet detailing the paper assignment will be available in the first few weeks of the semester. Late papers will penalized one letter grade (Earned A receives B)

Timeline for Paper

- Week 1** Students begin to **select** a topic of interest for the presentation
- Week 2-5** Instructor **approves** the topic
- Week 10 (Mar 17)** **Paper References Due** - Bring in first page of **6** full text **empirical** articles on which the review will be based.
- Week 13 (Apr 7)** **Review Paper Due**

Course Grading Scale

A	100 - 93
A-	92 - 90
B+	89 - 88
B	87 - 83
B-	82 - 80
C+	79 - 78
C	77 - 73
C-	72 - 70
F	69 or below

Course Policies

Attendance: Missing classes will result in a lowered participation grade. If you must miss a class, please get the lecture/discussion notes from a classmate and see me to arrange a remediation assignment. Please turn off cell phones and pagers during class. Missing two or more classes may result in being dropped from the class.

Tardiness: It is extremely important that students arrive on time to class. Tardiness at the start of the class, as well as after breaks will result in subtracting points from student's overall performance. Additionally, please avoid being late, by planning for possible traffic delays. Being 15 minutes or more late will be considered an absence.

Assignments: Any assignments turned in late will automatically be lowered one full grade. Assignments are considered late if they are not turned in at the beginning of class on the date the assignment is due

Class Participation: Please read the assignments in advance and be prepared to discuss what you have read. I will note the thoughtfulness, relevance, and accuracy of your discussion contributions. "Relevance" refers to being on topic and aware of others' contributions to the discussion. My evaluation of your contributions as a reflection of your preparedness to address the learning objectives will constitute a percentage of your final course grade.

Professional Ethics: Students are expected to conduct themselves in a professional manner. At all times, students are expected to adhere to the ethical guidelines established by the American Psychological Association. Please reference the academic honesty and plagiarism statement referenced in the syllabus addendum.

Confidentiality Statement

It is the responsibility of the instructor and all students within the class to maintain confidentiality regarding any personal experiences that are disclosed within the class in the spirit of learning. That is, anything shared within the class stays within the class. As in any professional context, the only exception to this rule occurs if there were risk to an individual within the class or to a third party, particularly a client. As stipulated in the ethical guidelines for psychologists, it is the responsibility of each of us to attempt to address such matters of concern directly with the individual prior to taking any further action. Nobody will be expected to talk about anything they would prefer to keep to themselves, not to the class and not to me.

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Medicine and Allied Health, and Social & Behavioral Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlineblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Academic Policies

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.

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 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.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

The Argosy University provides equitable access through its services and programs to students of any social, geographic, and cultural background, regardless of gender, and strives to prepare all candidates to work with and provide services to diverse populations. Argosy demonstrates its commitment to diversity through the development and support of a diverse educational community.

SOME POTENTIAL PAPER TOPICS:

Diversity and Psychopharmacology - Prescriptive Practices, Sensitivities

Developmental Psychopharmacology - Drugs and developing child

Sold on drugs: Marketing and Psychopharmacology

Omega-3 Fatty Acids as Mood Stabilizers

Diversion of Prescribed Medication - (e.g. Ritalin, Benzodiazepines)

Antidepressants and Suicide in Adolescents

Psychotropic Medications and Neural Development

Psychopharmacology in Pregnancy

Treating Prodromal Phase of Schizophrenia with Antipsychotics

Brief Presentation of a Case (from student experience)

Some Psychopharmacology Websites:

PubMed - Public Access to **Medline** c Data base via Web

<http://www.ncbi.nlm.nih.gov/PubMed/>

Medscape Drug Info

<http://www.medscape.com/druginfo>

RxList - The Internet **Drug Index**

<http://www.rxlist.com/>

Optional Reference Texts:

Julien, R.A. **Primer of Drug Action**. Worth Publishers. 2008.

Inaba, D. **Uppers, Downers, All Arounders**. CNS Publications, 2008.

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