

Argosy University
COURSE SYLLABUS

PC 6250

Clinical Psychopharmacology

Faculty Information

Faculty Name: Dr. Arinn Testa

Campus: San Francisco Bay Area

Contact Information: dr.arinn@yahoo.com – 415-505-0588

Office Hours: By Appointment

Short Faculty Bio:

Full-Time Faculty, Counseling Psychology and Forensic Psychology

For several years Dr. Testa worked as a Forensic Psychologist for the Marin County Sheriff's Department fulfilling a research grant awarded by the California Board of Corrections. Her extensive work with forensic populations, with its emphasis on rapid treatment results such as the excessive use of pharmaceuticals, inspired her exploration into the use of Holistic alternatives in therapy. Consequently, Dr. Testa is a certified Doula emphasizing medicinal plant resources and has volunteered with midwives in Central America. To compliment this practice she is working on certification as a Holistic Health Practitioner which includes healing through body work and movement. She is the co-founder of an organization that supports the Children's Crisis Center in Modesto, California where she provides pro-bono consultation with families and staff on Clinical and Assessment dimensions. Other areas of specialty that Dr. Testa enjoys are Neuropsychology, Spirituality and Human Sexuality. She is currently developing a private practice in the Bay Area and is particularly influenced by Jungian, Gestalt and Existential Psychotherapies.

Course description:

An introduction is provided to psychopharmaceutical drugs, their neurochemical basis, their mode of action and their clinical application. Principles of use and current status of psychopharmacology are discussed.

Course Pre-requisites: None

Final Date to Drop the Class:

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length (indicated by bold type). Students may not withdraw from this course after the date this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Summer Session I (7.5 week courses): June 6, 2008

Summer Session II (7.5 week courses): July 3, 2008

Summer Full Term (15 week courses): July 14, 2008

Required Textbook:

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

Technology: Pentium III CPU/ Windows 98; 128MB RAM, printer; Microsoft Office Acrobat (full version), Microsoft Internet Explorer 5.5 (PC) 5.0 (MAC) or Netscape Navigator 4.08. Norton Antivirus.

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes: Master of Arts in Counseling Psychology

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

Competency 3: Multicultural Knowledge

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

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 discussion. In addition to the two required weekends on campus, students are required to participate online.

Course Objectives:

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

- 1) 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 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.
- 5) Understanding ethical/legal issues.
- 6) Creating a framework for considering complementary/alternative interventions for symptoms commonly treated primary with psychotropic medications.

Course Outline:

Week One:

- Chapter 1: Introduction
- Chapter 2: Integrated Models
- * Appendix A

Week Two:

- Chapter 3: Neurobiology
- Chapter 4: Pharmacology

Week Three:

- Chapter 5: Preliminary Diagnostic Criteria
- Chapter 6: Depressive Disorders
- Chapter 7: Bipolar Disorders
- Chapter 15: Antidepressant Medications
- Chapter 16: Mood Stabilizers

Week Four:

- Chapter 8: Anxiety Disorders
- Chapter 9: Obsessive-Compulsive Disorder
- Chapter 17: Anti-anxiety Medications

Week Five:

- Chapter 10: Psychotic Disorders
- Chapter 18: Antipsychotic Medications

Week Six:

- Chapter 11: Post-Traumatic Stress Disorder
- Chapter 12: Borderline Personality Disorder
- Chapter 13: Substance Related Disorders
- Chapter 14: Other Miscellaneous Disorders
- *Appendix B

Week Seven:

- Chapter 19: Over the Counter Products
- Chapter 20: Red-Flags: When to Reevaluate
- Chapter 21: Child and Adolescent Psychopharmacology

Week Eight:

- Summary and Final Discussion Group Posting Due

Course Evaluation:

**Your grade in this course will be based on the following requirements:*

- 1) Online assignments** (8 points each x 8 weeks): Students will have to complete online discussions related to assigned readings. Readings must be completed for thoughtful participation in the online discussions.

- 2) Attendance and Class Participation** (15 points x 2 weekends): Students are expected to attend both weekends in their entirety and actively participate in class discussions and role-plays. More than three hours of missed class time 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.
- 3) Examination** (30 questions worth 1 point each): Exam questions will be taken directly from the readings assigned from the text. It will be given the Sunday of the second weekend, multiple choice and open book.
- 4) Paper** (50 points): The paper, due Saturday morning of the second weekend, must 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. Please think out of the box here, everything from biofeedback to rebirthing to chewing gum will be accepted (please have a resource to support your claim).
- 5) Presentation** (25 points): The paper will be presented to the class on Saturday morning of the second weekend. 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.

Grading Criteria

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
D+	69 – 68
D	67 – 63
D-	62 – 60
F	59 and below

Grading requirements

<i>Attendance/participation</i>	<i>15%</i>
<i>Weekly Assignments</i>	<i>32%</i>
<i>Final paper</i>	<i>25%</i>
<i>Presentation</i>	<i>13%</i>
<i>Final Exam</i>	<i>15%</i>
	<i>100%</i>

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, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.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.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

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

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.