

COUN 6230 Psychopharmacology Summer 2016 Online Course Syllabus

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Credit Hours: 3 semester hours

I. Course Description

This course is an introduction to psychopharmacology for advanced counseling, counseling psychology and related professional graduate students and for practicing mental health professionals. The focus is understanding drug mechanisms and drug actions in the brain and nervous system, knowledge of the psychopharmacologic treatment for mental disorders, the efficacy and risks associated with specific classes of drugs and the roles of the mental health professional when clients receive a combination treatment for mental disorders. Numerous case examples demonstrating appropriate psychopharmacologic management and strategies for working with the prescriber are included.

Why Take This Course?

A majority of clients with mental disorders will be prescribed psychotropic medication as part of an evidence-based combination treatment. APA and ACA Ethical Standards require psychologists and counselors to provide safe treatment and to do no harm. Our ethical codes advise that the therapist provides a clear description of what the client can expect from various therapeutic regimes. Clients have a right to clear statements about purposes, goals, techniques, procedures, limitations and potential risks of the services to be performed. Unintentional harm, through not knowing about the client's medications or not following up on a client's report of a serious side effect, is indeed unethical and potentially malpractice.

II. Course Learning Objectives

At the successful completion of this course students will be able to:

1. Understand the terms and abbreviations that are used for prescribing and recording medications.
2. Define basic pharmacokinetic and pharmacodynamic principles underlying the administration, action and excretion of drugs.
3. Understand the neuroanatomical and neurotransmitter systems underlying mental disorders.
4. Describe the major categories of psychotropic medications and the commonly used drugs within each of these categories.
5. Identify specific drugs for each commonly encountered DSM-5 mental disorder; their actions, side effects, and cautions.
6. Describe the roles of the mental health professional with clients who are receiving psychotropic medications including managing adherence, psycho-education, monitoring and referring.
7. Collaborate with professionals who are psychopharmacological prescribers on client treatment.
8. Discuss the combined treatment of psychotherapy and psychotropic medications in actual client cases.

III. Course Format and Procedures

This is an asynchronous, web-based course delivered on D2L the web-based, course management system, over the 12 weeks of summer session 7. The course is organized by weeks with two or more weeks forming a module. Each module (learning unit) will be completed sequentially and spaced over the summer session. Class work each week includes reading assignments, a power point slide presentation and a specific learning activity or assignment. Learning activities will include online discussions, exams, written assignments, and a client combination treatment report. Each week students have a learning activity that must be completed by the Friday of each week. Students who wish to accelerate may work sequentially through the material and complete assignments at their own pace, except for on-line discussion activities which must be posted on the week scheduled.

IV. Course Requirements:

A. Course D2L web site

This course is delivered on the Marquette D2L course management site. Students should be comfortable working online, be able to navigate the D2L site with relative ease and be able to send files electronically. Our main modes of exchange will be on the course D2L site and through your Marquette e-mail address. New to D2L? Tutorials for using D2L are available from your student D2L page.

B. Text Books

1. Required

- a. Preston, John D., O'Neal, John, & Talaga, Mary. (2013). *Handbook of clinical psychopharmacology for therapists*, 7th edition. Oakland, CA: New Harbinger Press, ISBN-13: 978-1608826643
- b. "epocrates app" for your smartphone or computer, download the free version from epocrates.com. This is a drug reference app used by physicians and other health professionals.

2. Recommended texts

- a. Marczinski, Cecile A. (2014). *Drug use, misuse, and abuse: Psychopharmacology in the 21st Century*. Hoboken, NJ: Wiley. Paperback ISBN 978-1-118-53910 or as an e-text ISBN 978-1-118-80202-1. The required text is big on lists, short on text. This text is well written for upper division undergraduate course and would be most helpful if you did not take an undergraduate psychopharmacology course and/or have little experience with clients on medications.
- b. Miller, Fran. (2013). *My mental health medication workbook*. Eau Claire, WI: Premier Publishing & Media. ISBN: 978-1-936128-47-1. This is a workbook for clients who are prescribed psychotropic medications and serves as a "complete guide for clients to better understand their illness and how to manage their recovery." Excellent resource for preparation of psychoeducational materials for your clients.

C. Using Online Weekly Resources

Each week you are expected to complete assigned readings and view the power point slide presentation. Some weeks also have required video to review.

1. Assigned Readings

Assigned text book reading and any other assigned readings are listed by week and can be located under the D2L Content tab. Assigned readings are also listed in the course syllabus. Readings not from the required textbook are listed with complete information at the end of the course schedule and are posted on the D2L course site unless available by link to the Raynor Library.

2. Additional Readings

Supplemental readings are suggested for many weeks. Optional readings in the recommended Marczinski text are provided for most weeks.

3. Power Point slide presentations

These presentations are to be viewed each week. Like a class presentation, the slide shows are designed to help integrate concepts and extend the weekly readings. All slide shows have attached notes which you can view by downloading and looking at each slide (notes below the slide). Some slide shows have a voice narration. These will be marked as such. To view the slide show with audio you must download the power point slides and view as a slide show.

4. Other short video clips.

Some weeks have video to help supplement your learning. Links are provided to take you directly to the video.

V. Course Evaluations

Grades will be assigned based upon your performance on each course assignment and exam. A total of 100 points will be assigned.

A. Exams 50 points (50%)

There are 10 point multiple choice and true-false multiple choice quizzes following each module and a 20 point final exam

1. Module 1 Quiz 10 Points
2. Module 2 Quiz 10 Points
3. Module 3 Quiz 10 Points
4. Final Exam (cumulative) 20 points

B. Written Assignments 30 points (30%)

1. Individual Drug Review 10 points

Each student will select a specific drug to review and to provide a written summary to the class. A list of possible drugs, and a sign-up will be posted in week 2. Specific directions and format for the individual drug review are at the end of this syllabus and posted under Content/Course Information on D2L.

2. Combination Therapy Report 20 points

Each student will select a combination treatment for a specific mental disorder and prepare a 5 page research/scholarly literature review of the specific counseling and medications used and discuss the supporting evidence that this treatment is effective. Directions for this written assignment can be found on the D2L content page under course information.

C. Discussion Boards 15 points (15%)

Weekly Discussion Boards will be used to integrate class material, demonstrate learning and to ask questions. Each discussion topic begins with a question or request for comments

from the instructor. Individual student responses, often called posts, should demonstrate active engagement with the material and active engagement with other student's comments. **Student posts to five (5) of the weekly discussion boards during the course will be evaluated.** Students can earn one, two, or three points per discussion topic.

Discussion Post Evaluation Rubric

Points	Discussion Post
1	Post directly responds to the question.
2	Post directly responds to the question, is clear and integrates material from the readings or power-point slides.
3	Posted response integrates material from the readings and/or power-point slides AND includes a clinical example from student's experience or responds to and builds on a classmates comments or questions.

D. Class Participation: 5 points (5%)

Weekly posts on the discussion board and other learning activities are essential aspects of this course. Completing discussion posts and written assignments by the deadline is the same as attending class in a traditional face-to-face classroom. Points for class participation will be awarded **over the weeks that the discussion board is not graded**. If a student does not participate by missing two or more weekly activity deadlines, the instructor will prepare an administrative course withdrawal and the student will be dropped from the class with no credit earned.

E. Grading Scale

It is assumed that the median grade in graduate courses is an AB (very good). Grades will be assigned using the following scale unless the median score for the class is lower than an AB in which case a modified curve will be used to adjust grades.

A = 92 - 100

AB = 88 - 91

B = 81 - 87

CB = 78 - 80

C = 73 - 77 (C and below does not meet graduate school requirements)

V. Academic Integrity and Professional Ethics

Students are expected to behave in a professionally responsible way at all times maintain and be supportive and respectful of others. Each student will abide by the Academic Integrity Policy of the Graduate School and the Ethical Standards of the American Counseling Association. Failure to adhere to either can result in a grade of F in the course and other actions up to and including termination from the counseling program.

1. Any work submitted by a student in this course for academic credit will be the student's own work.
2. Ideas and quotations from publications and electronic sources must be properly cited using the format of the American Psychological Association (APA Style).
3. You are encouraged to e-mail each other and use the discussion board to discuss information and concepts covered in the readings and the video materials. You can give "consulting" help to or receive "consulting" help from fellow classmates on assignments except when you take the quizzes and final examination.
4. During examinations, which are online and timed, you must do your own work. Talking or discussion is not permitted during the completion of the examination, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

VI. Accommodations for students with disabilities

Students should feel comfortable speaking with me privately about any concerns related to learning styles and abilities or any other issues that might have an impact on your success in this course. If you know you have or suspect you have a disability for which you may need accommodations, please contact me as soon as possible. In compliance with the Marquette University policies and the Americans with Disabilities Act all students with a disability are encouraged to register and verify their eligibility for appropriate accommodations with Student Disability Services, Office of Student Educational Services. Except for unusual circumstances, please make requests for academic accommodations in this course during the first two weeks of the semester to allow time to make any necessary arrangements.

X. COUN 6230 Course Schedule

DATE AND TOPIC	RESOURCES	LEARNING ACTIVITIES and DUE DATES
Module 1 Foundations of Psychotropic Drug Therapy		
Week 1 May 23 – May 29 Combination Treatment for Mental Disorders The role of the non-prescribing mental health professional with clients: Part I	Preston Textbook Chapter 1 Introduction Chapter 2 Integrated Models Chapter 5 Medication Nonadherence PowerPoint Slides	Graded Discussion Board Assignment 1 Post by Tuesday, May 24, 11 P.M. Suggestion: Read Tips for adding to a classmates post before you join the discussion
Week 2 May 30 - June 5 Pharmacology Basics Medical Terminology Pharmacodynamics Pharmacokinetics	Preston Textbook Chapter 4 Pharmacology Appendix A Pharmacodynamics Appendix G Medication Safety PowerPoint Slides Additional Assigned Reading Marczinski Chapter 3 Pharmacokinetics and Pharmacodynamics	Discussion Board Assignment Sign up for your choice of drug for the Drug Review on the Discussion Board by Friday, June 3, 11 P.M.
Week 3 June 6 – June 12 Biological Bases of Behavior Neuroanatomical structures Neurotransmitter pathways	Preston Textbook Chapter 3 Neurobiology Additional Required Reading Smith, Robert F. (2012) Biological bases of psychopathology. In James E. Maddux & Barbara Winstead, Eds. <i>Psychopathology: Foundations for a contemporary understanding</i> . 3 rd ed. New York, NY: Routledge. PowerPoint Slides “Neurobiology of Behavior and Psychotropic Drug Actions” Video Clips on Neurotransmission Additional Reading Marczinski Cpt. 2 Drugs and the Brain	Graded Discussion Board Assignment 2. “Impulse Control, Parkinson’s disease and Psychotropic Drugs” NB: Place your discussion as a word document in the DROP Box no later than Friday, June 10 at 11:00 PM Suggestion: Review discussion post rubric for qualities of a good post Test Yourself Assignment Brain Structure Diagram Before you move to Module 2 take Quiz 1.
Quiz 1 completes Module 1. Quiz 1 must be taken no later than Sunday, June 12 at 11:00 PM.		

Module 2 Cornerstones of Psychotropic Drug Therapy: Antidepressants and Antipsychotics		
DATE AND TOPIC	RESOURCES	LEARNING ACTIVITIES and DUE DATES
Week 4 June 13 - 19 Neurobiology of Depression, Antidepressant Medications	Preston Textbook Cpt. 7 Depressive Disorders Cpt. 16 Antidepressant Medications PowerPoint Slides Additional Resource RxList “Depression Overview” Slideshow Additional Reading Marczinski Antidepressant Drugs,	Graded Discussion Board Assignment 3 Post by Friday, June 17 at 11:00 PM
Week 5 June 20 - 26 Biological Theories of Schizophrenia Antipsychotic medications	Preston Textbook Cpt. 11 Psychotic Disorders Cpt. 19 Antipsychotic Medications PowerPoint Slides YouTube Video: Extrapyramidal Side Effects Additional Reading Marczinski Chapter 12 Antipsychotic	Before you move to Module 3 take Quiz 2.
Quiz 2 completes Module 2. Quiz 2 must be taken no later than Sunday June 26 at 11:00 PM		
Module 3 Medications for Specific Disorders		
Week 6 June 27 - July 3 Medications used for Bipolar Disorders Schizoaffective Disorders	Preston Textbook Chapter 8 Bipolar Disorders Chapter 17 Bipolar Medications PowerPoint Slides YouTube Video: One Mother’s Struggle Additional Reading Marczinski Mood Stabilizing Drugs p.371-373	Graded Discussion Board Assignment 4 Post by before Friday, July 1 at 11:00PM Then enjoy the July 4 weekend!
Week 7 July 4 - July 10 Medications used for Anxiety, OCD, and Stress and Trauma Disorders Medications for Sleep Disruption and Disorders	Preston Textbook Chapter 18 Antianxiety Medications Stahl: “Neurobiology of Sleep and Wakefulness”, pages 445-462. PowerPoint Slides Additional Reading Marczinski Antianxiety Drugs 373-379.	Discussion Board Post The Written Drug Review is to be posted on the discussion board under Drug Reviews by Saturday July 9 at 11:00 PM (to accommodate the holiday weekend)
Week 8 July 11 - July 17 Substance Use Disorders Prescription Drug Abuse Pharmacological Approaches to Treatment	Preston Textbook Chapter 14 Substance-Related National Institute of Health “Rx Abuse Report” (pdf) PowerPoint Slides Video “The Truth about Prescription Drugs” (adolescents)	Before you move to Module 4 take Quiz 3.
Quiz 3 completes Module 3. Quiz 3 must be taken no later than Sunday, July 17 at 11:00 PM		

Module 4 Issues in Psychopharmacological Treatment		
DATE AND TOPIC	RESOURCES	LEARNING ACTIVITIES and DUE DATES
Week 9 July 18 - 24 Medications Used to Improve Cognition: Children and Older Adults Medications to treat ADHD Medications for Cognitive Decline	Preston Chapter 23 Child and Adolescent Psychopharmacology and Appendix B Pharmacotherapy in Special Populations Videos: Watch before viewing the PowerPoint slides “Understanding and Attacking Alzheimer’s Disease” and “Alzheimer’s Disease Drug Developments” PowerPoint Slides Additional Reading Marczinski Amphetamines, p. 171-178 & 185-200	Graded Discussion Board Assignment 5 Post by before Friday, July 22 at 11:00 PM
Week 10 July 25-31 Herbaceuticals, Marijuana, Social Institutions and Drugs	Preston Textbook Chapter 20 Over the Counter Dietary Supplements and Herbal Products Ingersoll & Rak: “An Integral View of Marijuana”, p. 235-244 & “Social Institutions and Their Impact on Psychotropic Medications” p. 60-68 PowerPoint Slides Herbaceuticals	Bonus Discussion Board Assignment. One bonus point for a good answer (Review discussion post rubric for qualities of a good post) Please post by Friday July 29 at 11 PM.
Week 11 August 1 - 7 The Role of the Non-Prescribing Mental Health Professional, Part II Monitoring for Safety and Drug Effects Collaborating with the Prescribing Professional Psychoeducation on Medication for Clients and Families	Preston Textbook Appendix C Psychotropic Drug Interactions Appendix D Differentiating Psychotropic Side Effects from Psychiatric Symptoms Appendix I Patient Information Sheets on Psychiatric Medications Additional Required Reading Sudak: “Dual-Responsibility Treatment: Principles that Facilitate Collaborative Patient Care”, pages 19-34. PowerPoint Slides: Counselor Roles Part II	Reminder! Your written Combination Therapy Report is due no later than Tuesday August 9 , 11:00 PM in the Dropbox. Important! Part of the Final Exam consists of questions about a Case Study. Download the Case Study and prepare to answer questions based on the case before you attempt the final exam. The Case Study will be loaded on the course site under CONTENT/ Case Study on Sunday August 7, If you are working on Week 12 sooner than August 7, email Dr. Bloom to request the case study early.
Week 12 August 8 - 12 Evidence-Based Combination Treatment Case Studies	Assigned Reading: Sudak: “Medication Versus CBT: How Did That Happen?”p. 1-8 (pdf) PowerPoint Slides: Combination Therapy Video on Treating Depression with Combination Therapies	Combination Therapy Report submit by Tuesday August 9, 11:00 PM in the Dropbox. Final exam must be taken by Saturday, August 13 at 11:00 AM. Final Exam items are 50% Module 4 and 50% cumulative items.

XI. Additional Readings

Ingersoll, R. Elliot, & Rak, Carl F. (2006) *Psychopharmacology for helping professionals: An integral exploration*. Belmont, CA: Brooks/Cole. Cengage Learning.

Marczinski, Cecile A. (2014) *Drug use, misuse, and abuse: Psychopharmacology for the 21st Century*. Hoboken, NJ: John Wiley & Sons, Inc.

Morrison, James. (2014). *Diagnosis made easier: Principles and techniques for mental health Clinicians*. 2nd ed. New York: NY: Guilford Press.

Preston, John, & Johnson, James. (2015). *Clinical psychopharmacology made ridiculously simple*. 8th ed. Miami, FL: MedMaster, Inc.

Stahl, Stephen M. (2013) *Stahl's essential psychopharmacology: Neuroscientific basis and practical applications*. 4th ed. New York, NY: Cambridge University Press.

Sudak, Donna M. (2011) *Combining CBT and medication: An evidence-based approach*. Hoboken, NJ: John Wiley & Sons, Inc.

XII. Directions and Rubrics for Written Assignments**A. Format for Written Drug Review**

Names of drug: Brand and Generic	
Classifications and Type (e.g. Antidepressant, Tricyclic)	
Review Components	Possible Points
Form(s) available Standard Dosage Age Restrictions	1 point
Uses of this Drug	1 point
Drug Actions	1 point
Effects on Client Therapeutic Side Effects Adverse Drug Reaction(s)	2 points
Contraindications for drug use	1 point
Counselor Considerations (for example, adherence issues, addiction potential, client psychoeducation)	4 points

B. Combination Therapy Report

The Combination Therapy Report is a library research paper. Select a specific DSM-5 mental disorder that interests you, for example, Bipolar I Disorder. Conduct library research on the evidence-based psychotherapy treatment and drug combinations used to treat this disorder.

Write a five to eight (5 - 8) page report in which you:

1. describe the major treatment goals and issues for clients with the mental disorder you selected,
2. summarize the status of the literature about evidence based treatments and medications for the specific mental disorder and
3. describe the specific counseling methods and the medications used for combination treatment including the supporting evidence that this treatment is effective.

This report is to be written in a manner that a fellow mental health professional could read your paper and know how to implement the combination treatment. Use APA style throughout the paper including proper citation and the reference list. The Combination Therapy Report is worth 20% of the course grade.

Combination Therapy Report Evaluation Rubric

Section	Exceeds Expectations	Good, Meets Expectations	Needs Some Development	Does not meet expectations
Major treatment goals and treatment issues for the DSM-5 mental disorder selected.	4 points Describes central issues in the mental disorder. Clear portrait of the treatment goals and issues of the mental disorder.	3 points Standard description of the mental disorder. Presents the treatment goals and issues in a clear and concise manner.	2.5 points Aspects of the diagnosis and treatment goals are clear, others vague. Partially covers the standard treatment	2 points Description of the mental disorder issues and treatment goals has components missing. Material appears directly copied
Review of 1. Evidence-based treatments and 2. Recommended medications	12 points Uses current research reviews and meta-analyses to identify the range of evidence-based treatments available. Uses literature to describe the typical medications that are prescribed. Distinguishes between medications that are FDA approved for treatment and those with strong research support.	10- 11 points Identifies evidence-based treatments and medications from textbooks and a few articles. May include popular treatments that are not identified as evidence based. Lists and/ superficially describes the medications that have FDA approval for the disorder.	8-9 points Describes treatments that are not evidence based or evidence-based treatments without adequate supporting literature. Lists and minimally describes the medications that have FDA approval for the disorder. Relies on textbook or web-based information.	7 points The evidence based treatment information and/or identification of effective medications are incomplete or inaccurate.
References Note: Failure to appropriately cite the work of others is grounds for an F in the course.	2.5 points References suggest a careful search of the literature. Cites literature appropriately. Uses appropriate professional resources	2 points References suggest a broad search of the literature. Cites appropriately. Uses professional resources	1.5 points Sufficient references to generally address the combination treatment. References lacking in scope or variety.	1 point Uses lay and professional articles.
Format, Grammar and Style	1.5 points Proper APA style, correct grammar.	1.5 points Proper APA style, correct grammar.	1 point APA style generally applied.	0 points Does not follow APA style in citations and references.