The College of Education’s Conceptual Framework

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program Mission

To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

COURSE INFORMATION

COUN 5800 Psychopharmacology
3 Credits
Building Room: Loyola 309
Time: Wednesdays 6:00pm to 8:40 pm

INSTRUCTOR

Name: Christy Bauman
Office: Loyola 309
Office Hours: Wed. & Thurs., 2-6pm (appts encouraged)
Phone: 407-595-7999

REQUIRED TEXT and MATERIALS

Maté, G. (2008). In the realm of hungry ghosts: Close encounters with addiction. Toronto: Knopf Canada. (audiobook version available if more convenient.)


Additional Reading & Handouts

Cozolino - “The Neuroscience of Psychotherapy”
Thomas Armstrong - “The Power of NeuroDiversity”
Sections from The Human Brain (Coloring Book) by Louis Cozolino

Recommended Text for Group Presentations & Treatment Plans

CONTENT AREAS
COURSE DESCRIPTION

Graduate Bulletin Description (Required)
This overview course in psychopharmacology builds upon the theoretical foundation in Psychopathology I and II which includes the biological, psychological (intrapsychic and interpersonal conflicts and anxieties), and the therapeutic role. This course covers the basic pharmacokinetics, pharmacodynamics, pharmacology of medications of abuse, pharmacology for special populations (child and adult as well as suicidal, addictive and violent patients), and a synthesis of psychopharmacology and psychological therapies in the care of the patient.

Course Purpose(s)/Goal(s)
From a biopsychosocial and spiritual model, there is an emphasis on understanding of how the ethnic and cultural background of patients influence development, disease expression, the patient-therapist relationship, diagnosis and treatment variations across the globe. Each class of medication will be explored, specifically: the history, mechanism of action, pharmacology, indications with specific clinical syndromes, effects on symptoms, adverse effects, drug interactions, medication compliance, and future directions of the particular classes of medications. Through a representative selection of clinical scenarios and case studies will be used to illustrate how to apply the concepts in clinical practice settings.

Course Rationale (Required):
1. CACREP Standards

   Section II: Professional Counseling Identity
   E. Current counseling-related research in the curriculum.

2. SOCIAL AND CULTURAL DIVERSITY
   - multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   - multicultural counseling competencies
   - help-seeking behaviors of diverse clients

3. HUMAN GROWTH AND DEVELOPMENT
   - biological, neurological, and physiological factors that affect human development, functioning, and behavior

SECTION 5: CMHC
2. CONTEXTUAL DIMENSIONS:
   - g. impact of biological and neurological mechanisms on mental health
   - h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

SECTION 5: SCHOOL COUNSELING
2. CONTEXTUAL DIMENSIONS:
   - h. common medications that affect learning, behavior, and mood in children and adolescents
KNOWLEDGE AND SKILLS OUTCOMES

COURSE OBJECTIVES (Required) (explicitly related to Course Purposes/Goals)

- Theoretical foundation in Psychopathology I and II
- Biological, psychological (intrapsychic and interpersonal conflicts and anxieties), and the therapeutic role.
- Basic pharmacokinetics, pharmacodynamics, pharmacology of medications of abuse, pharmacology for special populations (child and adult as well as suicidal, addictive and violent patients)
- Synthesis of psychopharmacology and psychological therapies in the care of the patient.

COURSE INSTRUCTIONAL METHODS

All of the following will be part of the course instructional methods used in class: role playing, small group projects, video tapes, brainstorming, focus groups, student presentations with peer feedback (oral or written). Specific to grading expectations instruction includes grading by observing all course requirements (below).

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

COURSE REQUIREMENTS

A. Assignments and Activities
   a. 4 Quizzes (10pts each/40 points total)
   b. Class Presentation of Treatment Plan (20 points)
   c. Group Class Project (10 points)
   d. Final (30 points)

   Final EXAM (30 points) will include content based:
   List of Most Used Psychotropic drugs (Expected to know the Common Names) in accordance with clinical diagnosis.

   Quizzes (10 points / 40 points total)
   Lectures and Gabor Mate Readings
   Brain Structures, Preston, pg. 36
   Neuroanatomy, Psychological Functions and Psychopathology, Preston, pg. 37

   Group Presentation of Treatment Plans (20 points): Each group will pick a diagnosis they plan to work with and write up a treatment plan including:
   - Parts of the brain are being affected, which hormones are being compromised (serotonin, norepinephrine or dopamine)
   - Medications will be expected and what amount.
   - Group will include in the treatment plan what they will recommend to the client/student as alternatives for addressing the symptoms.
   - Each group will do a case study project and record and present online.
   - The case study will be organically written by the group with a case study of interest and will create a treatment plan including: behavioral definitions, basic explanation the brain dysfunction, diagnostic suggestions, long-term goals, short-term objectives, therapeutic interventions, psychotropic drugs and side effects.
• The presentation will be expected to be collaborate with a medical doctor, parents and teachers (if school counselor) or personnel who is prescribing medications to the client.
• Presentation should equip other students in the class of the step by step process of walking a treatment plan with a client/student.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>CACREP Standard</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Quizzes</td>
<td>2c, 2f, 2g, 2h, 3c</td>
<td>(10 each/40 total)</td>
</tr>
<tr>
<td>Class Presentation of Treatment Plan</td>
<td>2b, 2c, &amp; 2f; 3c</td>
<td>(20 points)</td>
</tr>
<tr>
<td>Group Class Project</td>
<td>2b, 2f, 2g, 2h, 3c</td>
<td>(10 points)</td>
</tr>
<tr>
<td></td>
<td>2c, 2f, 2g, 2h, 3c</td>
<td>(30 points)</td>
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<tr>
<td>Final</td>
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B. Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>80-83</td>
<td>B-</td>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
<td>77-79</td>
<td>C+</td>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>74-76</td>
<td>C</td>
<td>60-63</td>
<td>D-</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td>70-73</td>
<td>C-</td>
<td>0-59</td>
<td>F</td>
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</tbody>
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C. Course Expectations:

• Reading all assignments on the syllabus before the class when they are due.
• Arrive in class on time and participate in class discussions about the readings.
• Create 3 treatment plans for future clients specifically using psychotherapy joined with psycho-pharmacology.
• Collaborate and Present a Case Study within a Group Project
• Show understanding of basic regions of the brain and its psychopathological effects, and common psychotropic medications and side effects.
# SCHEDULE OF COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Assignments</th>
<th>CACREP STANDARD</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class #1</td>
<td>Introduction Lecture: Neurobiology &amp; the Brain</td>
<td>Preston: Chapters 1,2,3</td>
<td>2b, 2c, &amp; 2f; 3c</td>
<td>Lecture</td>
</tr>
<tr>
<td>Class #2</td>
<td>Conversation: Mate Reading Lecture: Pharmacology &amp; Medications Groups</td>
<td>Preston: Chapters 4,5,6</td>
<td>2b, 2c, &amp; 2f; 3c</td>
<td>Lecture</td>
</tr>
<tr>
<td>Class #3</td>
<td>Meet as group, choose your topic, create outline and begin research and building your outline. (Complete 50%) Take online quiz #1 as a group.</td>
<td>Email your group Case Study Topics Mate: Chapters 10,11,13.14</td>
<td>2c, 2f, 2g, 2h, 3c</td>
<td>Quiz</td>
</tr>
<tr>
<td>Class #4</td>
<td>Conversation: Mate Reading Lecture: Depressive, Bipolar and Anxiety Disorders</td>
<td>Preston: Chapters 7,8,9 Mate: Chapters 15,16,17,18</td>
<td>2b, 2c, &amp; 2f; 3c</td>
<td>Groups: Triads</td>
</tr>
<tr>
<td>Class #5</td>
<td>Conversation: Mate Reading Lecture: OCD, Schizophrenia, Borderline &amp; PTSD</td>
<td>Preston: Chapters 10,11,12,13 Mate: Chapters 19,20,22</td>
<td>2b, 2c, &amp; 2f; 3c</td>
<td>Lecture</td>
</tr>
<tr>
<td>Class #6</td>
<td>Online Class: Meet as group work on group project; project should be 75% to 100% finished.</td>
<td>Take online quiz #2 as a group.</td>
<td>2c, 2f, 2g, 2h, 3c</td>
<td>Quiz</td>
</tr>
<tr>
<td>Class #7</td>
<td>Conversation: Mate Reading Lecture: OCD, ODD, ADHD</td>
<td>Preston:Chapt 16,17,18,19 Mate: Chapters 23,24,26</td>
<td>2b, 2c, &amp; 2f; 3c</td>
<td>Group: Triads</td>
</tr>
<tr>
<td>Date</td>
<td>Topics</td>
<td>Readings and Assignments</td>
<td>CACREP STANDARD</td>
<td>Evaluation Method</td>
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| Class #8 | Conversation: Mate Reading  
Lecture: Review over Psych Drugs, Integrated Care & Alt Meds | Preston: Chapters 20,21,22,23  
Mate: Chapters 30,31,32, Appendix II, Appendix III  
All Treatment Plans Due | 2b, 2f, 2g, 2h, 3c | Presentation |
| Class #9 | Online Class: Group Presentations must be posted before by class time on March 1, each group must watch and grade each online submission using provided rubric. Take online quiz #3. You are encouraged to study with group for final. | Study for Final Exam: Neuroanatomy psychopathology and psychotropic drugs. | 2c, 2f, 2g, 2h, 3c | Quiz |
| Class #10 | Closing and Final Exam | Celebrate, you are finished! | 2c, 2f, 2g, 2h, 3c | Exam |
NOTICE to STUDENTS concerning TWO Important Student Academic Resources (Required in all syllabi):

Lemieux Library and McGoldrick Learning Commons (including such resources as: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) can be accessed on the internet at:

http://www.seattleu.edu/learningcommons

Academic Integrity Tutorial: accessible both on ANGEL and on SUONLINE in the Student Menu using the following hotlink: Academic Integrity Tutorial which contains the URL:

<https://www.seattleu.edu/academicintegrity>

DISABILITY ACCOMODATION POLICY AND PROCEDURE STATEMENT

NOTICE to STUDENTS concerning DISABILITIES (Required in all Syllabi)

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University’s ACADEMIC INTEGRITY POLICY which includes the issue of plagiarism (Required in all Syllabi)

The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity.

The Academic Integrity policy and procedures can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679

Academic Grading Grievance - Procedure for Challenging Course Grades (REQUIRED in all syllabi)

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.
The academic grading grievance policy and procedure document can downloaded using the following URL:

https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678

Professional Conduct Policy (REQUIRED in all syllabi)

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

The Professional Conduct policy can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78690

WASHINGTON ADMINISTRATIVE CODE and/or PROFESSIONAL STANDARDS (REQUIRED, if in a Wa state certification or endorsement program)

Include the text of WACs/Professional Standards or a Reference to a separate document which is/has been handed out and contains the text of the applicable WACs/Professional Standards.

Tips on How To Study Psycho-Pharmacology:
During any pharmacology course, you will be faced with the daunting task of learning about hundreds of drugs, and sometimes up to a dozen facts about each drug category. As recommended in James Olson's book (2006) it is unnecessary to memorize many of the facts related to a particular drug or drug category if you learn to predict the behavior of each drug based upon a few facts along with an understanding of the basic principles of pharmacology. For example, when you learn about a new drug, try to learn the "story" of each drug instead of memorizing a table of facts. Try to associate new material with what you already know. Think about relatives or friends who have taken drugs within the drug class you are studying. Then ask yourself why is this information important? (Adults learn best when they feel they need to know the material). Why was this information important enough to be included in this lecture, self study, or small group session? Use your knowledge of human physiology to predict the actions, clinical uses (indications), predictable side effects & drug interactions based solely on the drugs mechanism of action. If you can do this, you will greatly reduce the number of isolated facts needed to understand drug actions. Putting drug actions into a logical clinical context should also increase your long-term retention compared to pure memorization of isolated facts. This is because "deep foundational understanding" (which expert clinicians have) is built around conceptual frameworks that facilitate retrieval & application. Remember Einstein's quote "You do not really understand something unless you can explain it to your grandmother". If your grandmother isn't available, you should review frequently with small groups of your classmates (peers) to challenge each other about your depth of understanding. The best way to learn is to try and teach others! This is a tenant of peer instruction/discussion and team-based learning. In teaching others you will achieve a depth of learning that cannot be obtained by attending traditional lectures or by self study. Review frequently.

Websites to Review of Brain Research Related to Psychopharmacology:
- “3D brain online”: http://www.g2conline.org/
- http://www.g2conline.org/#Thinking?aid=2022
- http://www.youtube.com/watch?v=Mdcv6OQn2kQ
- http://stahlonline.cambridge.org
Worldwide Organization for Economic Cooperation and Development network for engaging teachers in applying brain research to early childhood literacy and numeracy

UC Davis: Center for Mind and Brain: Welcome
(530) 297-4400 fax. UC Davis home > Center for Mind and Brain. Personal tools. Log in ... The Center for Mind and Brain is a UC Davis research initiative bringing ...See Jay Giedd’s video on developing brain
mindbrain.ucdavis.edu
http://www.nobelprize.org/educational_games/

Websites for Research Articles:
http://www.nature.com/nature/journal/v437/n7063/full/4371220a.html

Plagiarism: accommodation you might need for class. Plagiarism, submitting someone else's words or ideas as your own work, is a serious academic offense. Cases of suspected plagiarism will be referred to the Associate Dean for Academic Programs for adjudication. Possible penalties range from disciplinary warnings to dismissal from the university. All students are expected to demonstrate academic integrity at all times, and to learn what constitutes plagiarism.