Mission Statement for the College of Education and Liberal Art:
It is the mission of the College of Education and Liberal Arts to prepare lifelong learners, who embrace diversity, think critically, communicate clearly, and lead effectively in a global society.

Candidate Professional Competencies and Dispositions:
G1 Demonstrates facilitative and leadership skills which encourage critical and creative thinking, problem solving, and use of technology in collaborative teams
- Candidates serve as a leader in a variety of professional roles.
- Candidates demonstrate how they are instrumental in leading a team through the critical thinking, and problem solving processes.
- Candidates employ technologies including communications, productivity and presentation applications to enhance their collaborations.
- Candidates exhibit the dispositions of an effective leader who is knowledgeable and capable of collaborating with others to solve problems. These candidates evidence strong communication skills and logic in reasoning.

G2 Applies appropriate principles of education research (reflection, action research, consumer of research) to discover “best practice.”
- Candidates demonstrate a strong understanding of research including key ideas such as validity and reliability and are able to apply other’s research to new contexts to solve authentic problems.
- Candidates engage in scholarly research activities such as action research or program evaluation to solve authentic problems.
- Candidates apply “best practices” identified through research to their professional practice.
- Candidates evidence the dispositions of intellectual curiosity and interest in their own scholarship and that of other researchers as well as ability to replicate, associate, and apply new knowledge

G3 Models and initiates promising and productive practices to encompass diverse populations.
- Candidates value diversity as an asset to the local community and to the greater society.
- Candidates model leadership and communication strategies that promote valuing diversity throughout the community.
- Candidates demonstrate leadership in developing professional practices that meet the diverse needs of all constituents.
- Candidates evidence the dispositions of openness to and acceptance of the diversities of others and incorporate the richness of those diversities within appropriate subject matter.
G4 Demonstrates continuous learning by integrating experience with new knowledge about clients issues, assessment, and human development.

- Candidates actively engage in professional development.
- Candidates are substantially involved in professional activities such as attending professional meetings and reading professional journals.
- Candidates contribute new knowledge to the professional community.
- Candidates apply new professional competence to improve professional practice.
- Candidates demonstrate the dispositions of a willingness to continue learning and developing as professionals.

G5 Demonstrates leadership roles in alliance with the community partnerships to impact positive school change.

- Candidates participate in a variety of leadership roles within their professional and local communities.
- Candidates demonstrate positive outcomes of their collaborative efforts.
- Candidates communicate their vision for the future of strong communities.
- Candidates demonstrate the dispositions of activism and collaboration as they work with others to improve their communities for themselves and others.

Professional Dispositions for Graduate Candidates:

1. **Collaboration (G1, G5):** Actively contributes to positive group functioning
2. **Commitment to Profession (G2):** Demonstrates adherence to standards of professional ethics
3. **Commitment to Learning (G2, G4):** Curious and reflective about learning
4. **Communication (G2):** Listens and responds thoughtfully, expresses ideas clearly and articulately while speaking, writing, and orally presenting
5. **Diversity (G3):** Demonstrates respect toward diverse students
6. **Initiative (G2, G4, G5):** Demonstrates independence and initiative by finding resources beyond those provided in class.
7. **Interaction with Others (G3, G5):** Comfortable and respectful when interacting with others
8. **Leadership (G1, G5):** Accepts and models leadership styles
9. **Response to Feedback (G4):** Receptive to constructive criticism
10. **Student Focus (G4):** Planning is client-focused, considerate of context

ACES Technical Competencies:

1. Be able to use productivity software to develop web pages, group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use computerized statistical packages.
4. Be able to use computerized testing, diagnostic, and career decision-making programs with clients.
5. Be able to use email.
6. Be able to help clients search for various types of counseling-related information via the internet, including information about careers, employment opportunities, educational & training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

7. Be able to subscribe, participate in, and sign off counseling related listservs.

8. Be able to access and use counseling related CD-ROM data bases.

9. Be knowledgeable of the legal and ethical codes which relate to counseling services via the internet.

10. Be knowledgeable of the strengths and weaknesses of counseling services provided via the internet.

11. Be able to use the internet for finding and using continuing education opportunities in counseling.

12. Be able to evaluate the quality of internet information.

Disability Support Services:
It is the policy of TAMUT to accommodate students with disabilities, pursuant to federal law, state law, and the University’s commitment to equal educational opportunities. Any student needing reasonable accommodation for disabilities should inform the instructor at the beginning of the course and contact

Course Description and Rationale:
This course will provide students with an introduction to psychotropic drugs and their uses. This course will focus on the relationship between counseling and psychiatry in practice.

Counselors provide services that aim to reduce emotional pain and promote psychological growth and healing. Counseling professionals are trained in a variety of theories and approaches to meeting these goals. Psychopharmacology is one of the major approaches to helping people in emotional distress, and a significant proportion of clients who enter psychotherapy will also receive medication treatment. As a result, it is important for all counselors to have an understanding of basic pharmacological issues and medications used to treat psychiatric disorders. This course will review basic concepts of pharmacology and neurophysiology so that the student will understand how drugs impact the body and how the body impacts drugs. The course will then review the primary psychiatric disorders and the medications commonly used to treat these disorders. Students in this course will gain an understanding of how these drugs work, what effects and side effects they have, and how to work with clients as they receive both medical and counseling services.

Required Textbooks / Materials:
Additional Readings:
Optional – These books are excellent references and I recommend them as great reference books that give you everything you want to know on a drug-by-drug basis.


The Pill Book. (This is an inexpensive book that you can probably find at Walmart or any bookstore).

Course Objectives/Student Competencies:
Upon successful completion of this course, the student will be able to:
1. Describe pharmacokinetics and pharmacodynamics
2. Discuss the basic neuroanatomy and chemical reactions in the synapse
3. List the primary neurotransmitters implicated in psychiatric disorders
4. Describe the primary brain structures implicated in psychiatric disorders
5. Describe diagnostic considerations for the following:
   • Depressive Disorders
   • Bipolar Disorders
   • Anxiety Disorders
   • OCD
   • Psychotic Disorders
   • PTSD
   • Borderline Personality
   • Substance-use Disorders
   • ADHD
6. List commonly used medications for each of the disorders listed above
7. Describe how these medications work
8. Discuss both common and severe side effects of these medications
9. Discuss approaches to patient education about medication
10. Distinguish between symptoms and/or disorders that research indicates respond best to medication, therapy, or a combination of approaches
11. Describe symptoms in patients that necessitate a referral for medication evaluation
12. Discuss the influence that pharmaceutical companies have on prescribing practices

Academic Integrity Policy
Any act of dishonesty in academic work constitutes academic misconduct and is subject to disciplinary action. Acts of dishonesty include, but are not limited to, plagiarism and cheating.

A. Plagiarism - Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own.
B. Cheating - Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner.

Students enrolled at TAMU-T are expected at all times to uphold standards of integrity. Academic integrity standards adopted by the college will be adhered to, e.g., students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Penalties for infractions are very severe and can include dismissal from the University.

Methods of Instruction:
Virtual Classroom Lecture/Discussion, reading assigned text, reading of assigned articles (will be posted on Blackboard), and assigned website audio/video presentations.

IMPORTANT: Students will need to sign on with Medscape and the CME Institute in order to listen to or view the presentations on these websites. Signing up is free. These presentations are generally brief (10-40 minutes) presentations on assigned topics by leading researchers in the field of psychopharmacology. Students will complete the post-tests for each presentation and submit a copy of the CEU certificate to Bb under the designated week. This is how you receive credit for having completed the assignment. The certificate also gives the student continuing education credits approved by the AMA (this is just a nice perk). Students can sign up at www.medscape.com and www.cmeinstitute.com (the Medfair.com sites listed below are part of the CME Institute and you can sign up at www.medfair.com as well). You will need Macromedia Flash Player to view some of the presentations (get for free at Medscape).

Attendance Policy:
You are expected to log in weekly and complete assignments. Discussions will be posted on the Bb discussion board and not held in real time. However, everyone is expected to participate in the discussion board. You must post responses to questions posed on the discussion board every week. You are required to post responses each week. For discussion purposes in order to earn points, the week goes from Monday morning until Sunday night. Participation will be graded. Bottom line -- students who do not attend and participate typically do not perform well in graduate courses.

Evaluation Policy:
Course assignments are due on the day posted in the syllabus. Unless otherwise specified, late assignments not be accepted, unless you have a legitimate absence that makes it necessary to complete an assignment late (e.g., college related activities, jury, military duty or note from your doctor). The student’s grade will be determined by:

Grade Assignment:  
A = 90-100% of total points possible  
B = 80-89%  
C = 70-79%  
D = 60-69%
Class Participation – Discussion Board

You can earn up to 10 points for each question/response posed that week.

Completion of online CEUs as listed below

CEU exercises: 5 points each

Paper

100 points

Total Possible Points = Approximately 600

The grades for the online CEUs are based on whether or not you complete them. In Methods of Instruction of the syllabus you have the information for signing up on MedScape or the CME Institute (once again, it is free to sign up and take CE courses). Once you complete the CE course you will get a certificate. Just copy the certificate (e.g., paste it into Word) and submit it to the designated Bb area. You will earn 5 points (in some cases there are two or three very short courses for which you will receive a certificate and all certificates must be sent in to earn the 5 points). I prefer if you submit all certificates for the week together in one document. You can complete the online CEUs prior to the date noted in syllabus but not later. The dates for the online CE are coordinated with the chapters that cover the same topics, but finishing them earlier may be helpful for you in managing time. So you will complete these CE activities earlier (they are listed in your schedule below) and can review them again later.

The Course Paper is to be at least 8 pages double space, Times New Roman 12 size font that is a comparison/contrast of two categories of psychotropic medications. A comparison/contrast involves explaining or describing both categories, then discussing how they are similar and dissimilar. No Wikipedia or websites. In the paper you will also include major types of medications under each category, their uses, positive and negative side effects. This paper is due NO LATER than midnight December 3, 2012.

Grading:
Weekly Discussion:
One discussion post addressing the topic 5 points each X 14 weeks
Response to classmate’s post 5 points each X 14 weeks

Maximum Possible Points For Weekly Posting: 5 points each
Maximum Possible Points For Weekly Responses: 5 points each
*Remember you may be required to make two discussion posts and two responses per week. It will be stated in the week’s assignment.

To receive 5 points for a discussion post the response must
-be submitted by the designated post date
-comprehensively address the discussion question issues including terminology, facts, or key figures found in the week’s reading.
-incorporation of personal perspective or experience (if possible)
-be free of typing errors, be coherent and contain good grammar and sentence structure.
4 points will be awarded for discussion posts that meet the last three criteria but are late by one day.
3 points will be awarded if the last three criteria are met.

*If your assignment is more than two days late no points will be awarded for the assignment.

To receive 5 points for the response post the response must
-be submitted by the designated post date
-demonstrate that you actually read your classmate’s response. Include some thought or information you gleaned from the discussion and include this in your response. Responses must contain content and not simply a “well written” comment.
-be free of typing errors, be coherent and contain good grammar and sentence structure.
Do not respond with “Hey that was a good post.” That will earn you zero points.

Feedback Schedule:
In a regular week, the week begins on Monday and ends on Sunday at midnight. Your first discussion post should be posted to Blackboard Discussion by/before midnight on Wednesday. Read and respond to a classmate’s discussion by/before Friday.

IF there is a second discussion post, it is due before midnight Friday with a response before midnight Sunday.

I will log into the discussion board 5-7 days per week to read your posts and respond to class discussions. Although I may not respond to every discussion post, please be aware that I read all of your posts and expect you to read other’s contributions as well, selecting at least one to respond to. Specific questions about the week’s assignments can be made to the discussion board. Other course-related questions should be emailed to me at deborah.wilson@tamut.edu OR to djwilson@saumag.edu OR by phone 870-235-4324. Emails will be answered within 48 hours.

**If you are having problems understanding any aspect of an assignment or with the technology part of this course, please contact me immediately so that you do not fall behind. Keeping up is essential for this class.

Methods for Delivering Assignments:
Weekly Discussion Responses should be posted "publicly" in the Blackboard Discussion forum. Personal communication should be via e-mail or phone.

The grades for the online CEUs are based on whether or not you complete them. In Methods of Instruction section of this syllabus, you have the information for signing up on MedScape or the CME Institute (once again, it is free to sign up and take CE courses). Once you complete the CE
course you will get a certificate. Just copy the certificate (e.g., paste it into Word) and submit it to BB and you will earn 5 points. **I prefer if you submit all certificates for the week together in one document.** You can complete the online CEUs prior to the date noted in syllabus but not later. Most dates for the online CE are coordinated with the chapters that cover the same topics, but finishing them earlier may be helpful for you in managing time. So you will complete these CE activities earlier (they are listed in your schedule below) and can review them again later.

The Paper is to be **at least** 8 pages double space, Times New Roman 12 size font that is a comparison/contrast of two categories of psychotropic medications. A comparison/contrast involves explaining or describing both categories, then discussing how they are similar and dissimilar. No Wikipedia or websites. In the paper you will also include major types of medications under each category, their uses, positive and negative side effects.

**Grading:**

Weekly Discussion:
- One discussion post addressing the topic 5 points each X 14 weeks
- Response to classmate’s post 5 points each X 14 weeks

Maximum Possible Points For Weekly Posting: 5 per post
Maximum Possible Points For Weekly Responses: 5 per response
*Remember you may be required to make two discussion posts and two responses per week. It will be stated in the week’s assignment.

To receive 5 points for a discussion post the response must
- be submitted by the designated post date
- comprehensively address the discussion question issues including terminology, facts, or key figures found in the week’s reading.
- incorporation of personal perspective or experience (if possible)
- be free of typing errors, be coherent and contain good grammar and sentence structure.
4 points will be awarded for discussion posts that meet the last three criteria but are late by one day.
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- be submitted by the designated post date
- demonstrate that you actually read your classmate’s response. Include some thought or information you gleaned from the discussion and include this in your response. Responses must contain content and not simply a “well written” comment.
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Feedback Schedule:
In a regular week, the week begins on Monday and ends on Sunday at midnight. **Your first discussion post should be posted to Blackboard Discussion by/before midnight on Wednesday.** Read and respond to a classmate’s discussion by/before midnight Friday.

IF there is a second discussion post, it is due before midnight Friday with a response before midnight Sunday.

I will log into the discussion board 5-7 days per week to read your posts and respond to class discussions. Although I may not respond to every discussion post, please be aware that I read all of your posts and expect you to read other’s contributions as well, selecting at least one to respond to and make a strong, scholarly response to. Specific questions about the week’s assignments can be made to the discussion board. Other course-related questions should be emailed to me at deborah.wilson@tamut.edu OR djwilson@saumag.edu or by phone 870-235-4324. Emails will be answered within 48 hours.

**If you are having problems understanding any aspect of an assignment or with the technology part of this course, please contact me immediately so that you do not fall behind. **Keeping up is essential for this class.**

Methods for Delivering Assignments:
Weekly Discussion Responses should be posted "publicly" in the Blackboard Discussion forum. Personal communication should be via e-mail or phone.

Any changes to the schedule will be noted in the Announcements on Blackboard. There will be a discussion each course session on Blackboard in which you are expected to participate.

Online CE Articles
Don’t forget to submit a copy of the CE certificate(s) to BB to show that you passed the exam. **Please send one week at a time (i.e., all certificates earned that week in one Word document).**

Course Schedule:

**Week 1: August 27- September 2, 2012**
Read: Chapter 1. Introduction.

Please check Bb Discussion and post your response to the Discussion Board before midnight Wednesday, and respond to at least one classmate’s discussion before midnight Friday.
Complete CEs and submit certificates before midnight Sunday. Please submit them to the appropriate Week 1 CE

Understanding the Burden of Depression
http://www.cmeinstitute.com/psychlopedia/depression/15itf/sec1/section.asp
This J Clin Psychlopedia activity was published in April 2011 and is eligible for AMA PRA Category 1 Credit through April 30, 2014

Adolescent ADHD:
CME Released: 09/09/2011; Valid for credit through 09/09/2012

Week 2: September 3-9, 2012
Read: Chapter 2. Integrated Models

Please see Bb Discussion, post your response to the Discussion Board before midnight Wednesday and respond to at least one classmate’s discussion before midnight Friday.

Complete CEs and submit certificates before midnight Sunday.

Tailoring Antidepressant Treatment: Factors to Individualize Medication Selection
http://www.medscape.org/viewarticle/755180; CME Released: 12/19/2011; Valid for credit through 12/19/2012

Childhood Development: How Do You Catch Problems Early?
CME/CE Released: 07/19/2012; Valid for credit through 07/19/2013

Week 3: September 10-16, 2012
Read: Chapter 3. Neurobiology

Please post your response to the Discussion Board before midnight Wednesday and respond to at least one classmate’s discussion before midnight Friday.

Complete CEs and submit certificates before midnight Sunday.

Methamphetamine Use May Boost Risk of Schizophrenia. Valid for credit through 11/23/2012
Week 4: September 17-23, 2012
Read: Chapter 4. Pharmacology
Read: Chapter 21. Child and Adolescent Pharmacology

Please post your response to the Discussion Board before midnight Wednesday and respond to at least one classmate’s discussion before midnight Friday.

Complete CEs and submit certificates before midnight Sunday

Considerations in Managing Schizophrenia in Adolescents
This J Clin Psychlopedia activity was published in October 2010 and is eligible for AMA PRA Category 1 Credit through October 31, 2013

Symptomatic Presentation and Initial Treatment of Schizophrenia in Children and Adolescents
http://www.cmeinstitute.com/psychlopedia/psychosis/2msa/sec1/section.asp
This J Clin Psychlopedia activity was published in October 2010 and is eligible for AMA PRA Category 1 Credit through October 31, 2013

Safety and Tolerability of Antipsychotic Treatment in Young Patients With Schizophrenia
This J Clin Psychlopedia activity was published in October 2010 and is eligible for AMA PRA Category 1 Credit through October 31, 2012

Child and Caregiver Issues in the Treatment of ADHD:

Addressing Side Effects from Antipsychotic Treatment in Schizophrenia
This J Clin Psychlopedia activity was published in October 2010 and is eligible for AMA PRA Category 1 Credit through October 31, 2013

Week 5: September 24-30, 2012
Read: Chapter 5. Preliminary Diagnostic Considerations.

Please post your response to the Discussion Board before midnight Wednesday and respond to at least one classmate’s discussion before midnight Friday.

Complete CEs and submit certificates before midnight Sunday.

Suicide, Homicide, and Other Violence Among Soldiers
CME/CE Released: 10/04/2011; Valid for credit through 10/04/2012

Suicide Risks Among Pregnant Women
CME/CE Released: 12/21/2011; Valid for credit through 12/21/2012

Adult ADHD


This Performance Improvement CME activity was published in May 2010 and is eligible for AMA PRA Category 1 Credit through May 31, 2013

Week 6: October 1-7, 2012
Read: Chapter 6. Depressive Disorders
Read: Chapter 15. Antidepressant Medications

Please post your response to the Discussion Board before midnight Wednesday and respond to at least one classmate’s discussion before midnight Friday.

Complete CEs and submit certificates before midnight Sunday.

Suicide Risk Increased For All Psychiatric Disorders
CME Released: 10/19/2011; Valid for credit through 10/19/2012

SSRIs Increase Risk of Falls in the Elderly
Available for credit through 1/31/2013

Physical Activity in Adolescence Staves Off Depression in Adulthood
CME Released: 07/03/2012; Valid for credit through 07/03/2013

Week 7: October 8-14, 2012
Read: Chapter 7. Bipolar Disorders
Read: Chapter 16. Bipolar Medications.

Please post your response to the Discussion Board before midnight Wednesday and respond to at least one classmate’s discussion before midnight Friday.

Complete CEs and submit certificates before midnight Sunday.

Improving Outcomes in Bipolar Disorder: From Early Recognition and Treatment to Remission
http://www.cmeinstitute.com/psychlopedia/bipolardisorder/2iobd/default.asp

Diagnosing Bipolar in Children and Adolescents
http://www.cmeinstitute.com/psychlopedia/bipolardepression/2bdic/sec1/section.asp
Bipolar Self-Assessment
http://www.cmeinstitute.com/self_assessment/activity/?sa_id=1
This Self Assessment activity was published in October 2010 and is eligible for AMA PRA Category 1 Credit through October 31, 2013

Improving Outcomes in Bipolar Disorder: From Early Recognition and Treatment to Remission
http://www.cmeinstitute.com/psychlopedia/bipolardisorder/2iobd/default.asp

Bipolar Disorder: Special Considerations For Women
CME Released: 10/31/2011; Valid for credit through 10/31/2012

http://www.cmeinstitute.com/psychlopedia/bipolardisorder/2iobd/sec1/section.asp
Strategies for the Early Recognition of Bipolar Disorder. Valid through 7/31/2013

Week 8: October 15-21, 2012
Read: Chapter 8. Anxiety Disorders.
Read: Chapter 17. Antianxiety medications

Please post your response to the Discussion Board before midnight Wednesday and respond to at least one classmate’s discussion before midnight Friday.

Complete CE and submit certificates before midnight Sunday.
Screening for Disorders in Military Families
CME/CE Released: 11/01/2011; Valid for credit through 11/01/2012

Week 9: October 22-28, 2012
Read: Chapter 9. OCD

Please post your response to the Discussion Board before midnight Wednesday and respond to at least one classmate’s discussion before midnight Friday.

Complete CE and submit certificates before midnight Sunday.
Patient Preferences for OCD Treatment
This educational activity is eligible for AMA PRA Category 1 Credit through November 30, 2013.

Week 10: October 29-November 4, 2012
Read: Chapter 10. Psychotic Disorders
Read: Chapter 18. Antipsychotic Medications
Please post your response to the Discussion Board before midnight Wednesday and respond to at least one classmate’s discussion before midnight Friday.

Complete CE and submit certificates before midnight Sunday.

Schizophrenia: When First Line Treatment Fails
http://www.cmeinstitute.com/psychlopedia/psychosis/4amn/sec1/section.asp
This Psychlopedia activity was published in November 2011 and is eligible for AMA PRA Category 1 Credit through November 30, 2014

**Week 11: November 5-11, 2012**
Read: Chapter 11. PTSD

Please post your response to the Discussion Board before midnight Wednesday and respond to at least one classmate’s discussion before midnight Friday.

Complete CEs and submit certificates before midnight Sunday.

Posttraumatic Stress Disorder: The Longitudinal Course of Posttraumatic Stress Disorder Symptom Clusters Among War Veterans
*This J ClinPsychlopedia activity was published in December 2009 and is eligible for AMA PRA Category 1 Credit through December 31, 2012 (the articles are PDF but the post test is online.)*

PTSD: Principles of Diagnosis and Treatment. Valid for credit through 1/26/2013

**Week 12: November 12-18, 2012**
Read: Chapter 12. Borderline Personality Disorder

Please post your response to the Discussion Board before midnight Wednesday and respond to at least one classmate’s discussion before midnight Friday.

Complete CEs and submit certificates before midnight Sunday.

Antipsychotic Treatment of Major Mental Illness

**NOVEMBER 19-25, 2012** Thanksgiving Break NO CLASS!!!
Reminder: Course Paper Due NO LATER THAN MIDNIGHT December 3, 2012

Week 13: November 26-December 2, 2012
Read: Chapter 13. Substance Related Disorders
Read: Chapter 19. OTC and Herbal Products

Please post your response to the Discussion Board before midnight Wednesday and respond to at least one classmate’s discussion before midnight Friday.

Complete CEs and submit certificates before midnight Sunday.

Herbal Products: Using Complementary and Alternative Medicines for Depression
http://www.cmeinstitute.com/psychlopedia/depression/9cam/sec1/section.asp
*This J Clinical Psychlopedia activity was published in December 2009 and is eligible for AMA PRA Category 1 Credit through December 31, 2012

Trimorbidity: Substance Abuse, PTSD, TBI. Valid for credit through 12/22/2012

Week 14: December 3-7, 2012
Course Paper Due NO LATER THAN MIDNIGHT December 3, 2012
Read: Chapter 14. Miscellaneous Disorders
Read: Chapter 20. Time to Reevaluate

Please post your response to the Discussion Board before midnight Wednesday and respond to at least one classmate’s discussion before midnight Friday.

Complete CEs and submit certificates before midnight Friday.

Risks and Benefits of Treatment of Adults With ADHD
http://www.cmeinstitute.com/psychlopedia/childadolescent/1ief/sec1/section.asp

Aggressive Feeding Strategy in Anorexia
CME Released: 01/03/2012; Valid for credit through 01/03/2013

Vitamin D Supplementation Does Not Relieve Depressive Symptoms
http://www.medscape.org/viewarticle/768380
CME Released: 07/31/2012; Valid for credit through 07/31/2013

Revised: 08/21/2012