I. Course Number:  PSY 579.01W

II. Course Title:  Psychopharmacology for Counselors

III. Semester Credit Hours:  3

IV. Course Description:  The course is a basic introduction to psychopharmacology non-medical counselors. Basic neuropsychological principles will be discussed and applied to relevant diagnostic groups involving various classes of psychopharmacological medications. The course will help counselors to understand client issues that pertain to psychopharmacology. It will equip the counselor-in-training to better understand psychopharmacology and to interact with medical personnel who prescribe psychotherapeutic medications. This training will allow counselors to understand how medications are used and how the application of various psychopharmacological medications can affect the counseling process.


Book Review Books (choose one):

Valenstein, Elliot (2002). *Blaming the Brain: The Truth About Drugs and Mental Health.* Free Press


Barber, Charles (2009). *Comfortably Numb: How Psychiatry is Medicating a Nation.* Vintage


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. I particularly like the book by Stahl, and I believe you can get it on your Kindle or will be able to shortly. I also recommend that you have a *DSM-IV-TR.*
VI. Student Learner Outcomes: 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

VII. Course Outline: See Course Schedule

VIII. Course Requirements: 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 specific requirements for this course include:

The class participation grades will be based on your responses to discussion questions that will be posted on the discussion board on Blackboard. You must respond at least three times across three different days during the week. In order to count toward
your grade, you must respond on three different days during a week, although you are
encouraged to respond as many times as you can to help move the discussion along.
You may respond many times during one day, and this is quite helpful to the
discussions. I typically respond most days of the week and so do others. However,
sometimes people respond multiple times in the span of a few minutes and then never
get on Blackboard again the rest of the week. I want to encourage regular participation,
 hence the requirement of responding on at least three different days each week. A week
for discussion purposes is from Monday morning until Sunday evening. Grading for the
discussions is based on the level of your participation, not whether you are correct in
any answers or thoughts/ideas. Please feel free to take chances as it will only help your
grade. If you respond on less than three different days during any one week, you will
earn one point for each day, regardless of the number of responses you give on any
one day. If you respond three or more times across at least three different days during a
week, then you could earn 5, 8, or 10 points. You will earn 5 points if your responses
are just brief responses, such as saying you agree with what another person says. You
will earn 8 points if at least one of your responses is an original response and includes
more thought or information. You will earn 10 points if at least two of your responses are
original and in-depth. Original and in-depth aren’t necessarily long, but they do require
that you show thought and attempt to understand the discussion. It is important that you
show your own thinking and understanding of the topics.

You will be expected to join the DimDim online presentations. Since we don’t have a
set number of those presentations (most likely 3), grading will be extra credit given to
those of you who attend. Five (5) points will be given for each DimDim meeting you
attend, up to a maximum of 15 points. These will be extra credit, so points will not be
taken off for not attending. However, test questions may come from these meetings.

The grades for the online CEUs are based on whether or not you complete them. In
“Methods of Instruction” 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 e-mail it to me and 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 e-mail 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. I
have moved two of the online CE activities to earlier times that don’t coincide exactly
with your text because the CE activities expire (i.e., you can no longer take the post-test
and get a certificate, but you can still read the articles). So you will complete these CE
activities earlier (they are listed in your schedule below) and can review them again
later. Even though I have checked all of the CE articles to see when the post-
test/certification expires, sometimes a course will stop offering certificates earlier than
anticipated. If that occurs, I will add a quiz on Blackboard (Bb) so you can get credit –
you will take the quiz on Bb in that case (as many times as necessary to get all
questions correct) instead of a CE online quiz with Medscape or CME Institute.
Currently, there are four activities that stopped offering the certificates as of this summer. For those four a post-test will be located on Bb for you to take. Those four are clearly noted in the list of online activities listed below.

The **Book Review** is an in-depth review/analysis of one of four books (see list on page 4). You will be required to read one of the four books listed about drugs, mental health, and pharmaceutical companies and write a review of that book. You may select any one of the four books and notify me which of the four you have chosen by 9/10/10. The book reviews are due on or before 11/19/10. The review should include a brief synopsis of the book and your review of its strengths and weaknesses. Also include an analysis of how the information will impact your professional work in mental health counseling. There is no requirement to either agree or disagree with the author(s). There is no length requirements for the paper, but your synopsis must make it clear that you read the book, provided an in-depth analysis of its strengths and weaknesses, and discussed how the information impacts your thinking about the field and your work in counseling.

The **tests** will be posted and taken on Blackboard. The first four tests will consist of 25 multiple-choice questions and are worth 50 points each. The final exam will consist of 25 multiple choice questions covering the chapters assigned after the fourth test (this portion is worth 50 points), and 5 essay/short answer questions (cases for you to analyze or specific topics to discuss) that are worth 10 points each (50 points). The essay portion will be from material throughout the semester. So the first four tests are worth 50 points each and the final will be worth 100 points. You may use any materials you have to answer questions (i.e., open book) but you must complete the tests by yourself. No help from another person, whether it is a student in this class or someone else, is allowed. By signing up for this class you agree to abide by these rules and follow the Academic Integrity Policy listed above. All submitted materials will remain the property of the instructor.

**Attendance** - You are expected to attend and be on time for any Blackboard discussions or DimDim meetings that are scheduled. Most of the discussions will be posted on the 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 at least three times during the week (on three different days). For discussion purposes in order to earn points, the week goes from Monday morning until Sunday night, except for week 1 which goes from Wednesday morning to Sunday night. Participation will be graded. Bottom line -- students who do not attend and participate typically do not perform well in graduate courses.

**IX. Means of Evaluation:** Virtual Classroom Lecture/Discussion, reading assigned text, reading of assigned articles (will be posted on Blackboard), reading one book for book report, and assigned website audio/video presentations.
Class Participation – Discussion Board | 130 points (you can earn up to 10 points each week based on questions or cases posed that week. There are 13 weeks of graded participation. Participation won’t be graded the first shortened week, Thanksgiving week, and during finals)

Completion of online CEUs as listed below | 70 points (14 CEU exercises at 5 points each)

Book Review (see page 4 for list of books) | 100 points

Tests (5 tests – 4 regular and 1 final exam) | 300 points (4 tests at 50 points each, and the final at 100 points)

Total Possible Points = 600

X. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>540-600</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>480-539</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>420-479</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>360-419</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-359</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

Grades are based on the exact points earned. The percentages are given for reference only.

XI. Faculty Office Location and Contact Policy

Instructor: James D. Calvert, Ph.D., MSCP  Room: Online
Office: Dallas, TX  Office Phone: 972-293-8787
E-mail: jcalvert@tamut.edu  Online Office Hours: as scheduled
XII. Technical Assistance Information

Student Technical Assistance:

- Solutions to common problems and FAQ’s for your web-enhanced and online courses are found at this link: http://www.tamut.edu/webcourses/index.php?pageid=37
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: http://www.tamut.edu/webcourses/gethelp2.php
- Blackboard Helpdesk contacts:
  - Office hours are: Monday - Friday, 8:00a to 5:00p
  - Kevin Williams (main contact) 903-223-1356 kevin.williams@tamut.edu
  - Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu
  - Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu

XIII. Technical Requirements

Minimum System Requirements
The following computer system requirements are recommended for an online course:

- **OS:** Windows 2000/XP/Vista; Mac OSX 10.2 & above
- **RAM:** 256 MB, Processor: 2.0 GHz, Free space on HDD: 500MB
- **Internet Connection:** (Broadband/DSL preferred), Dial Up 56k minimum
- **Browser:** Internet Explorer 6 or 7, Mozilla Firefox 2.0, Safari 1.0
- **Java:** Version 6 Update 11 or later
- **Sound card and speakers**

XIV. Complete Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Online CE / Other Readings</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26</td>
<td>Chapter 1 – Introduction</td>
<td>Read articles presenting concerns about findings in psychopharmacology research and issues of the influence that big pharmaceutical companies have on prescribing practices (these are in “Documents” on Blackboard) • Big Pharma and American Psychiatry • The Emperor’s New Drugs</td>
<td></td>
</tr>
<tr>
<td>8/31</td>
<td>Chapter 2 – Integrated Models Appendix E – MSE</td>
<td>Complete reading of above articles</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Chapter/Section</td>
<td>Books to Read</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
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</tr>
</tbody>
</table>
| 9/7   | Chapter 3 - Neurobiology | Select 1 book for report:  
- Blaming the Brain  
- Let Them Eat Prozac  
- Comfortably Numb  
- The Truth about the Drug Companies | Selection of book for Book Review due by 9/11 |
| 9/14  | Chapter 4 – Pharmacology  
Appendix A - Pharmacokinetics | View online CE 14 (note that the CE article for 14 is most relevant for the chapters to be read the week of 11/30, but the CE for the activity expires by then, so review it now for the credit, and you can go back to review the article the week of 11/30) | Test 1 covering chapters 1-4, appendices A and E, discussions, and presentations, and will be due by midnight 9/18 |
| 9/21  | Chapter 5 – Preliminary Diagnostic Considerations |  |
| 9/28  | Chapters 6 – Depressive Disorders  
Chapter 15 - Antidepressants | View online CE 1 and 11 (note that the articles for 11 are most relevant for the chapter on special populations due 11/9, but two of the three short articles expire by then, so complete them now for credit as they also include depression issues) |  |
| 10/5  | Chapter 7 – Bipolar Disorders  
Chapter 16 – Bipolar Medications | View online CE 2 and 3 | Test 2 covering chapters 5, 6, 7, 15 and 16 posted on 10/7 and due by midnight 10/9 |
| 10/12 | Chapter 8 – Anxiety Disorders  
Chapter 9 - OCD | Read the article “Obsessive Compulsive Disorder — History, Imaging, and Treatment: An Expert Interview With Judith L Rapoport, MD” at http://www.medscape.com/viewarticle/554732 |  |
| 10/19 | Chapter 11 – PTSD  
Chapter 17 – Antianxiety Medications | View online CE 4 |  |
| 10/26 | Chapter 10 – Psychotic Disorders  
Chapter 18 – Antipsychotic Medications | View online CE 5 | Test 3 covering chapters 8-11, 17-18 will be posted on 10/28 and is due by midnight on 10/30 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter/Section</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| 11/2  | Chapter 12 – Borderline PD  
Chapter 13 – Substance-related Disorders | View online CE 7                                                                     |
| 11/9  | Chapter 14 – Other disorders  
Chapter 21 – Child and Adolescent  
Appendix B – Special populations | View online CE 8, 9, 10, (11), 12  
Test 4 covering chapters 12-14, 21, and appendix B posted on 11/11 and due by midnight on 11/13 |
| 11/16 | Chapter 19 – OTC and Herbals  
Chapter 20 – Red Flags | View online CE 13  
Book Review due on or before 11/20 |
| 11/22 | Thanksgiving  
11/30 | Appendix C – Drug Interactions  
Appendix D – Differentiating Side Effects & Symptoms  
Appendix G – Medication Safety | View online CE (14)  
Final Exam with multiple-choice questions from chapters 19-20, appendices C, D, G and essay questions covering entire semester. Posted on 12/7 and due by midnight on 12/9 |

XV. Participation Policy

a. Section VIII on Course Requirements outlines the expected participation for this course.

b. Course Etiquette: The expectations for responding to questions or other student’s answers on the discussion board are the same as what is expected of all students in a regular classroom setting. All participants should be treated with dignity and respect. Without the aid of in-person interaction where we can more readily gage the reactions of others, written responses can often be read or interpreted in a manner different than meant. Please be aware of how your remarks can sound and give others
the benefit of the doubt when interpreting their responses. Be thoughtful for all of your responses. Everyone is here to learn and be supported in the pursuit of that goal.

c. Discussion Board Standards: The expectations for participation in the discussion board are as follows: You must respond at least three times across three different days during the week. In order to count toward your grade, you must respond on three different days during a week, although you are encouraged to respond as many times as you can to help move the discussion along. You may respond many times during one day, and this is quite helpful to the discussions. I typically respond most days of the week and so do others. However, sometimes people respond multiple times in the span of a few minutes and then never get on Blackboard again the rest of the week. I want to encourage regular participation, hence the requirement of responding on at least three different days each week. A week for discussion purposes is from Monday morning until Sunday evening. Grading for the discussions is based on the level of your participation, not whether you are correct in any answers or thoughts/ideas. Please feel free to take chances as it will only help your grade. If you respond on less than three different days during any one week, you will earn one point for each day, regardless of the number of responses you give on any one day. If you respond three or more times across at least three different days during a week, then you could earn 5, 8, or 10 points. You will earn 5 points if your responses are just brief responses, such as saying you agree with what another person says. You will earn 8 points if at least one of your responses is an original response and includes more thought or information. You will earn 10 points if at least two of your responses are original and in-depth. Original and in-depth aren’t necessarily long, but they do require that you show thought and attempt to understand the discussion. It is important that you show your own thinking and understanding of the topics.

Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions. For additional information, see the university catalog.

A&M-Texarkana Email Address: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.