

Western Seminary Sacramento
Psychopharmacology 2010
CNS 526M
Credit Hours: 2

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Syllabus

Dates

May 14-15 and June 4-5

Time

Fridays 2pm – 9:30pm
and
Saturdays 9am – 4:30pm.

Course Description

This course provides an overview of basic psychopharmacology including an introduction to the interaction between neurophysiology and psychotropic medications, and how such interactions influence psychotherapy treatment, planning, and intervention.

Course Goals

The student will deepen his/her understanding of the brain and the medicines used to treat mental disorders through lectures, various readings, writings, and brief oral presentations.

Course Objectives

Cognitive: The student will gain a general understanding of the actions of drugs, which affect various nerve centers within the brain, and which have beneficial effects on various human behaviors. The students will become familiar with the indications and types of medicinal treatments available for various mental disorders. The students will appreciate the extent to which medicinal treatments affect their clients and how those pharmacological approaches integrate with their psychotherapy. The student will be able to better help their clients when discussing their feelings about taking various psychotropic medications.

Affective: The student will appreciate the extent to which medicinal treatments affect their clients and how those pharmacological approaches integrate with their psychotherapy. The student will be able to better help their clients when discussing their feelings about taking various psychotropic medications.

Conative: The student will feel more capable and comfortable speaking both to clients and to prescribing physicians about relevant psychotropic medications.

Textbooks

Please support your seminary by using the following link for all your Amazon purchases – a minimum of 4% comes to Western Seminary. Click [here](#) to order texts and other products.

Required

Preston, John D., Psy.D, ABPP, O’Neal, John H.,M.D. & Talaga, Mary C., R.Ph., Ph.D. *Handbook of Clinical Psychopharmacology for Therapists.* Oakland: New Harbinger Publications, 2010.
ISBN-13: 978-1572246980

Preston, John D., Psy.D, ABPP, O’Neal, John H.,M.D. & Talaga, Mary C., R.Ph., Ph.D. *Child and Adolescent Psychopharmacology Made Simple (Professional).* Oakland: New Harbinger Publications, 2010. ISBN-13: 978-1572247031

Recommended

Kolb, Bryan. *Introduction to Brain and Behavior, Third Edition.* 2009.

Kaplan and Sadock's *Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry.* American Psychological Association, 2001.

Publication Manual of the American Psychological Association: 6th Edition. Washington, DC

A medical dictionary (highly recommended)

PDR for Mental Health Professionals (2010)

Student Assignments

Attend and participate in class discussion. Choose an approved topic and write a 3-5 page typed academic paper. (Sign-up sheets will be passed out at the first lecture). Give a brief, 10 – 15 minute oral presentations to the class, summarizing your paper (time yourself!). Include a handout that can be utilized by the class. These can be partner presentations. There will be two multiple-choice exams – the midterm and the final. They will both be take home exams.

Reading

According to Western Seminary standards there are two levels:

1. Familiarity level. This level assumes knowledge of the material assigned and leads to accountability in class. (45 pages per hour).

2. Mastery level. Reading at this level will average about 20 pages per hour and assumes careful reflective interaction with the ideas, note taking, and will lead to accountability in class, and papers at a mastery level (1000 pages = 50 hours).

Each assignment, particularly the readings, should be completed before class so that you will be able to participate in and benefit from the class discussions.

Written Work

Library Research: On campus library, any university library, and Internet. Complete bibliography required

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph-declare what you intend to show the reader-and conclusion paragraph. Qualities valued include clarity, succinctness, and precision. American Psychological Association standard required (APA). A minimum of two resources from Internet sources and two resources from a physical library is required for the paper. All work must reflect Master's Level use of the English Language. Plagiarism will result in failure of the first assignment so discovered. A second instance will result in failure in the course.

Grading

Students are expected to attend all classes. More than 2 absences will affect the student's grade by 30% per absence unless previously discussed and excused by instructor. Late assignments will be docked 1 full grade each day they are late.

10% - Class participation

10% - Summary paper (meeting APA standards)

10% - Oral Presentation and Handout

30% - Mid-term exam and any weekly take-home quizzes

40% - Final examination

Tentative Course Outline

Class 1 Introduction to Psychopharmacology, Integrated Models, Neuroanatomy

Reading: Handbook of Clinical Psychopharmacology For Therapists: Chapters 1-4.

Child and Adolescent Psychopharmacology Made Simple: Chapter 1.

Select: Academic Paper for written summary and brief oral presentation. Frequently a psychiatric diagnosis and appropriate medications are chosen as the paper topic.

Class 2 Clinical Syndromes: Diagnostic considerations, Depressive, Anxiety, and Bipolar Disorders. Neuroanatomy continued. Obsessive-compulsive, Psychotic, Post-traumatic Stress, Personality Disorders

Reading: *Handbook of Clinical Psychopharmacology For Therapists*: Chapters 5-8 and 9-12 *Child and Adolescent Psychopharmacology Made Simple*: Chapters 2 & 3 & 5.

MID-TERM handed out

Class 3: Written Summary Papers due. In-class Oral Presentations begin Medications and Pharmacologic Treatments: Substance-related and Misc. Disorders, Antidepressants and Mood Stabilizers.

Reading: *Handbook of Clinical Psychopharmacology For Therapists*: Chapters 13-19

Class 4: Antianxiety and Antipsychotic medications, over-the-counter dietary supplements, and herbal products. Red Flags: When to reevaluate. Class review, child and adolescent psychopharmacology review

Reading: *Handbook of Clinical Psychopharmacology For Therapists*: Chapter 17 - 20 and *Child and Adolescent Psychopharmacology Made Simple* (pp 75 – 126).

Final Exam (take home), Class Evaluations

STANDARDS FOR WRITTEN WORK (APA)

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the APA (American Psychological Association) publication manual style guide. You can find the APA 6th edition in the library reference section. You can also find a simple, straightforward presentation of the format at these online sites:

- <http://owl.english.purdue.edu/owl/>
- <http://www.cws.illinois.edu/workshop/writers/citation/>

A good website with footnote/bibliography entries is:

<http://writing.wisc.edu/Handbook/Documentation.html>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

CLASS POLICIES

Cover page: To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

Attendance and Late Assignments: Students are expected to attend three class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor so that the absence can be considered excused, which will allow the student to turn in work a session late with no loss of grade. Students who miss two or more classes will not pass the course without completing additional assignments beyond what is listed in this syllabus. Assignments submitted after the due date and time (unexcused) constitutes a drop in the student's letter grade for that assignment.

Enrichment Students: Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

Incompletes: Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by the student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator, with 5 weeks after the end of the course being the longest possible extension for work being due to the prof; for this semester that date is **Saturday, 9/18/10**. (This allows a 6th week for the grading of work and a grade change request to be filed). A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may the six-week period be extended except by petition and approval of the Administrative Committee in Portland.

The Availability of Disability Services at Western Seminary: Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

LIBRARY AND INTERNET RESEARCH- SACRAMENTO

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit www.westernseminary.edu/sacramento
- Click the link “Library Services” in the right navigation pane.

Reserve Collection

The library carries all required readings for this course.

Print Resources

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Search the Library Collection Online”.

Periodical & Research Databases

As you complete your assignments for this course, don’t forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Research Databases” from the bottom menu.
- Click the link “Ebsco Host Research Databases”.
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *PsyncARTICLES*.

To cite your information, consider the following APA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

Course Packs (if applicable)

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

Reference and Research Contact Information

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