



PSY 507.41E Pharmacotherapy

COURSE SYLLABUS: Fall 2018; Tuesdays, 720-1000pm; TAMUC-Metroplex campus

INSTRUCTOR INFORMATION

Instructor: Sean A. Lauderdale, Ph.D.

Office Location: TAMUC BIN211A

Office Hours: By appointment

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Preferred Form of Communication: Email

Communication Response Time: Within 24 hours, with the exception of weekends and holidays

COURSE INFORMATION

Materials

Advokat, C. D., Comaty, J. E., & Julien, R. M. (2014). *Julien's primer of drug action: A comprehensive guide to the actions, uses, and side effects of psychoactive drugs* (13th ed.). New York, New York: Worth Publishers.

Stahl, S. M. (2014). *Prescriber's guide: Stahl's essential psychopharmacology* (5th ed.). New York, New York: Cambridge University Press. *The syllabus/schedule are subject to change.*

Course Description

This course provides an examination of psychoactive medications and their use in the treatment of mental and behavioral disorders. The efficacy and safety of medications will be discussed. The course presents basic principles of pharmaco-therapy that are the rationales behind the pharmacological treatment of psychological disorders. Applied components will relate to the aspects of the course material to mental health service delivery. The class also examines the historical psychopharmacological perspective, basic pharmacology underlying the use of medication, and recent research in the field. Prerequisites: Admission to a Psychology Graduate program.

This course is intended to provide students an opportunity to use empirically-based data to evaluate pharmacological interventions available for psychological disorders. To accomplish this objective, students will have the opportunity to learn basic pharmacological principles, actions of pharmacological agents in the brain, adverse event profiles of common pharmacological agents, brief overview of the neuropsychiatric etiology of select psychiatric disorders, and empirically supported pharmacological treatment guidelines for psychiatric disorders. This information is designed to help advanced students be knowledgeable consumers regarding available psychopharmacological agents currently on the market. The information in this course is NOT designed to prepare students to make competent decisions regarding prescription of psychopharmacological agents.

Student Learning Outcomes

1. Identify basic pharmacological principles and convey understanding in response to specific essay questions.
2. Discuss actions of psychopharmacological agents in the brain in essay questions about drug effects and adverse events.
3. Discuss how to identify a patient who may benefit from psychopharmacological treatment and prepare him/her for requesting and/or responding to a recommendation for psychopharmacological treatment. Will demonstrate through responses to case studies.
4. Identify how direct to consumer advertising for psychopharmacological treatments effect both prescribing professionals and consumers. Will demonstrate through essay questions and case studies.
5. Present information about adverse event profiles of common psychopharmacological agents. Will do so by providing specific recommendations of patients depicted in case studies.
6. Review, analyze, synthesize and discuss empirically supported psychopharmacological treatment guidelines for common psychiatric disorders. Will demonstrate by responses to case studies of patients potentially likely to benefit from psychopharmacological treatment.

CMHC Learning Objectives *The syllabus/schedule are subject to change.*

C2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. In course evaluations, students will respond to essay questions about the etiology of various disorders. Additionally, through the use of case studies, students will make diagnoses and discuss evidence-based recommendations for treatment using both pharmacological and psychotherapeutic strategies.

C7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. Through the use of case studies, students will make diagnoses and discuss evidence-based recommendations for treatment using both pharmacological and psychotherapeutic strategies.

G1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. Through the use of case studies, students will assess whether a patient would benefit from treatment, and if so, make diagnoses and discuss evidence-based recommendations for treatment using both pharmacological and psychotherapeutic strategies.

G2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will have the ability to use word processing programs and internet-based course management software to complete course successfully.

Instructional Methods

Each week, students will review strategies and guidelines used to treat psychiatric disorders using both psychotherapy and psychopharmacotherapy. Students will be provided specific evidence regarding guidelines and case examples to highlight case conceptualization and treatment of common psychiatric disorders.

Student Responsibilities or Tips for Success in the Course

1. Read PowerPoints thoroughly.
2. Read the textbooks and other materials.
3. Complete assignments thoroughly and on time.
4. Ask for assistance.

The syllabus/schedule are subject to change.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments

During the semester, students will complete ten assignments. Each assignment will be composed of essay questions and clinical case vignettes and require students to discuss issues commonly encountered issues such as treatment guidelines for common psychiatric disorders, making appropriate DSM-5 diagnosis, and providing information about the most commonly prescribed medications for a variety of psychiatric conditions. All information provided by students will need to be evidence-based and taken from primary sources, such as drug prescribing guides or peer-reviewed print/electronic journals. Secondary internet resources (e.g., WebMD, rxlist) are strictly prohibited. Students will be required to provide citations for references in their responses.

Students will 10 assignments. Each assignment will be worth 10 points, totaling 100 points for the semester. All assignments will be due on the due date.

NO LATE ASSIGNMENTS WILL BE ACCEPTED!

Schedule

| Readings |
|--|
| Week 1 (chps 1-3) Introduction, Syllabus, Overview of Neurotransmission, Pharmacodynamics, and Pharmacokinetics |
| Week 2 (chps 1-3) Overview of Neurotransmission, Pharmacodynamics, and Pharmacokinetics; Why MHPs Need to Understand Pharmacotherapy |
| Week 3 Why MHPs Need to Understand Pharmacotherapy; Preparing patients for a psychopharmacological evaluation; Reading prescribing information; Assignment 1 |
| Week 4; (chp 12) Antidepressants |
| Week 5 (chp 12) Antidepressants; Assignment 2 |
| Week 6 (chp 12) Antidepressants |

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| Week 7 (chp 13) Anxiolytics and antidepressants; Assignment 3 |
| Week 8 (chp 13) Anxiolytics and antidepressants |
| Week 9 (chp 11) Antipsychotics; Assignment 4 |
| Week 10 (chp 11, chp 14) Antipsychotics & Mood Stabilizers; Assignment 5 |
| Week 11 (chp 11, chp 14) Antipsychotics & Mood Stabilizers; Assignment 6 |
| Week 12 (chps 13 & 7) Sedative-Hypnotics; Assignment 7 |
| Week 13 (chps 15-16) Child, Adolescent, & Geriatric Psychopharmacology; Assignment 10 |
| Week 14 Week 14 (chps 15-16) Child, Adolescent, & Geriatric Psychopharmacology; Assignment 9 |
| Week 14 Week 14 (chps 15-16) Child, Adolescent, & Geriatric Psychopharmacology |
| Week 16 Final; Assignment 10 |

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Student success is strongly associated with attendance in class. If you miss 10% or more of classes, you will be considered to have excessive absences and may be removed from the course. At the instructor's discretion, you may also be assigned extra assignments to ensure that your absence does not impede your academic progress. The instructor retains sole discretion in determining what is considered to be an excused or unexcused absence. An excused absence does not mean that an extra assignment will not be assigned.

No late work will be accepted without prior approval of the instructor.

There is no extra-credit available for this course.

All responses must be written in students' own words. Quotes and cut-and-paste from materials **WILL NOT BE ACCEPTED** and will result in a failing grade for the assignment.

Students are expected to act as professionals at all times in class. This includes being on time and staying for the duration of class. This also includes not allowing the use of electronic devices (e.g., computers or cell phones) to distract from on-going engagement in class. For example, if a student is using their tablet, checking email or social media programs is strongly discouraged. Students are also strongly discouraged from texting in class. If a call needs to be taken due to an emergency, it is allowable for students to excuse themselves to take the call. Students are expected to positively and respectfully engage each other and the instructor at all times, even if disagreeing with a particular viewpoint or assertion. All differing points of view should be based on evidence-based information rather than simply on personal experiences as these experiences may have been singular. Note, discussion of personal experiences can be used as a springboard for broader discussions of issues encountered in mental health practice. Careful reflection is required prior to sharing personal experiences to determine if the context is appropriate for disclosure and professional boundaries are maintained.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be discussed in class and agreed to by consensus; however, I retain the final decision regarding changes to the syllabus.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|-------------------------------|------------------------------|--------------------------------|
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| Mozilla® Firefox® | Latest, ESR | N/A |
| Google® Chrome™ | Latest | N/A |

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|----------------|------------------------------|--------------------------------|
| Apple® Safari® | Latest | N/A |

Tablet and Mobile Support

| Device | Operating System | Browser | Supported Browser Version(s) |
|----------|------------------|-----------------------------|---|
| Android™ | Android 4.4+ | Chrome | Latest |
| Apple | iOS® | Safari, Chrome | The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser. |
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most

current version of Java can be downloaded at: [JAVA web site
http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a

backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.