**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: Instructor:**

COUN-5800 Psychopharmacology

3 Credits Office Hours:

**Asynchronous Only** Email:

**Office Hours: *By appointment only***

Office hours are a chance for students to meet with the instructor to discuss any questions about the course. Please contact me via email and request a meeting. At this time, all meetings will be held via Zoom or via phone.

**Graduate Bulletin Description:** This course covers the basic principles of pharmacokinetics and pharmacodynamics in addition to medications of abuse, pharmacology for special populations, and a synthesis of psychopharmacology and mental health counseling in the care of person with mental illness. Registration restrictions may be bypassed by the department with permission of instructor.

**Course Purpose:** For students to gain awareness and knowledge of psychotropic medications and how they impact mental health and wellness as well as gain skills to discuss psychotropic medications within the counseling relationship.

**Course Rationale:**

1. **CACREP Standards**

SECTION 5-C: CLINICAL MENTAL HEALTH COUNSELING

2. CONTEXTUAL DIMENSIONS

e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

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-G SCHOOL COUNSELING

2. CONTEXTUAL DIMENSIONS

h. common medications that affect learning, behavior, and mood in children and adolescents

**WAC 246-811-030 Educational Requirements**

2.b. Pharmacological actions of alcohol and other drugs

**Course Objectives: On successful completion of this course students will:**

* Gain knowledge of fundamental principles of psychopharmacology
* Understand the role of counselors and psychotropic medications
* Acquire basic understanding of commonly prescribed medications
* Consider how their own worldviews will impact how they work with clients/students

**COURSE INSTRUCTIONAL METHODS**

This course is designed to include a variety of instructional methods which appeal to different learning styles. These instructional methods will include brainstorming, in class discussions, oral presentations, role-playing, small group work, watching videos, and written assignments. This course is fully online and asynchronous.

**Assignments**

| **Assignments** | **CACREP Standard** | **Points Possible** |
| --- | --- | --- |
| **1. Weekly Quizzes.** There will be weekly short quizzes which focus on the text reading. | 5C2 & 5G2 | **35 points total**  (Quiz points vary depending on the week) |
| **2. Mid Term Mini Research Paper.** This assignment will be a brief research assignment which gives the student the opportunity to do some research on a topic they find interesting in relation to psychopharmacology. See Canvas for assignment details and grading rubrics. | 5C2 & 5G2 | **15** |
| **3. Discussion Groups.** We will have graded discussions 3 weeks this quarter. These will occur week 1, 4 & 10. Week 10 will be part of the group reading assignment. See Canvas for discussion prompts. | 5C2 & 5G2 | **5 points per discussion = 15 points** |
| **4. Group Reading Assignment- Book Club Format.** Students will work together to read a book relevant to the course. They will meet throughout the quarter and work together to create a pamphlet to share with their peers. See Canvas for assignment details and grading rubrics. | 5C2 & 5G2 | **35** |
| **Total** |  | **100** |

**Required Text(s):**

1. Preston, J.D., O’Neal, J.H., Talaga, M.C., & Moore, B.A. (2021). *Handbook of clinical psychopharmacology for therapists* (9th ed.). New Harbinger Publications.

ISBN 978-1-68403-515-1

2. Additional required readings and videos provided on Canvas.

**Optional Text(s):**

1. Preston, J.D., O’Neal, J.H., Talaga, M.C., & Moore, B.A. (2021). *Child and adolescent clinical psychopharmacology made simple (4th ed.).*  New Harbinger Publications.

ISBN 978-1-68403-512-0

1. American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.).* Washington DC: Author.

ISBN-10:1433832178

ISBN-13:978-1433832178

**Course Schedule**

| **Date** | **Topics** | **Weekly Content/Reading** | **CACREP Standard & Assessment Used** | **What’s Due?** |
| --- | --- | --- | --- | --- |
| **Week 1**  **3/28-4/3** | Introduction & Orientation | **Text:** Preston Chp 1 & 2  **Canvas:** Module for Week | 5C2 & 5G2  Discussion Participation | Introductory Discussion Post |
| **Week 2**  **4/4-4/10** | Neurobiology & Pharmacology | **Text:** Preston Chp 3 & 4  **Canvas:** Module for Week | 5C2 & 5G2  Quiz | Quiz #1 |
| **Week 3**  **4/11-4/17** | Medication Non-Adherence, Dx & Red Flags | **Text:** Preston Chp 5 & 6 & 24  **Canvas:** Module for Week | 5C2 & 5G2  Quiz | Quiz #2 |
| **Week 4**  **4/18-4/24** | Child & Adolescent Psychopharmacology | **Text:** Preston Chp 25  **Canvas:** Module for Week | 5C2 & 5G2  Quiz  Discussion Participation | Quiz #3  Discussion Post |
| **Week 5**  **4/25-5/1** | Depression & Antidepressant Medications | **Text:** Preston Chp 7 & 17  **Canvas:** Module for Week | 5C2 & 5G2  Quiz  Rubric for Mid Term Paper | Quiz #4  Mid Term Mini Research Paper Due |
| **Week 6**  **5/2-5/8** | Bipolar Dx & Bipolar Medications | **Text:** Preston Chp 8 & 18  **Canvas:** Module for Week | 5C2 & 5G2  Quiz | Quiz #5 |
| **Week 7**  **5/9-5/15** | Anxiety Dx & Anxiety Medications | **Text:** Preston Chp 9 & 19  **Canvas:** Module for Week | 5C2 & 5G2  Quiz | Quiz #6 |
| **Week 8**  **5/16-5/22** | PTSD & Sleep Wake Dxs | **Text:** Preston Chp 12 & 15  **Canvas:** Module for Week | 5C2 & 5G2  Quiz | Quiz #7 |
| **Week 9**  **5/23-5/29** | Substance Use Disorders & Emerging Tx | **Text:** Preston Chp 14 & 22  **Canvas:** Module for Week | 5C2 & 5G2  Rubric for Group Reading Assignment  Quiz | Group Reading Assignment  Quiz #8 |
| **Week 10**  **5/30-6/5** | OTC Medications & Wellness | **Text:** Preston Chp 21  **Canvas:** Module for Week | 5C2 & 5G2  Discussion Participation  Quiz | Group Reading Assignment Discussion  Quiz #9 |

**Course Expectations & Policies**

**Academic Integrity Violation Policy:** <https://www.seattleu.edu/redhawk-service-center/academic-policies/>

At minimum, any violation of the SU Academic Integrity Policy will result in a failure on the relevant assignment and a failure in the course. Lack of intent or ignorance is not excused. There are no exceptions to this policy. All students are expected to have read the SU Academic Integrity Violation Policy and I strongly encourage all students to review the SU Academic Integrity Violation Policy as they are expected to know and understand it.

**Assignment Deadlines and Extensions Policy:**

Any late work will receive automatic point deductions. If an assignment is 24-47 hours late there will be an automatic 50%-point deduction regardless of circumstances. If an assignment is more than 48 hours late no points will be given.

An agreement to receive an Incomplete (I) grade may be negotiated if a student’s circumstances do not allow them to finish the course work on time. Please review the Incomplete Grades Policy: <https://www.seattleu.edu/redhawk-service-center/academic-policies/>

**Assignment Submission Policy:**

There are no resubmissions or reworking of any assignments in this course. All submitted work is FINAL and should reflect the student’s best effort. This is a strictly observed policy and not open to appeal.

**Canvas Expectations:**

Students are responsible for accessing Canvas on a regular schedule. Students should not just rely on Canvas Modules for assignments are also responsible for consistently reviewing the course syllabus as well as the Canvas weekly files.

**Communication Expectations:**

I check my email regularly. Students may email at any time but will not receive a response outside regular business hours. Generally, emails received will receive a response within 48 hours on business days. Business days are Monday–Thursday, except for holidays.

University related communications must be through Seattle University email.

I use both Outlook and Canvas email to communicate with students in addition to Canvas announcements.

**Computer Literacy Expectations:**

All students are expected to be competent with technology. This includes proficiency with using Microsoft Office (e.g., Word, PowerPoint, and Excel), email, CANVAS and the internet. Contact the Office of Information Services (OIT) Help Desk at (206) 296-5571, e-mail helpdesk@seattleu.edu or visit http://www.seattleu.edu/its/ for new student information and assistance with SU technology.

**Counseling Assessment System Policy:**

Student progress is determined by their ability to meet Academic Standards (i.e., knowledge and skills) and demonstrate Professional Dispositions (i.e., conduct) expected of beginning counselors. The Counseling Assessment System (CAS) is used to evaluate student’s ability to meet these knowledge, skills, and dispositions.

**Grading Policy:**

Grades will be available on the course Canvas site. Assignments will be returned to students typically within two weeks. Students will receive feedback with the expectation they will make the necessary adjustments. A grade of B or better is required to pass a course. Students who earn less than a B will be required repeat the course.

Failure to turn in an assignment will result in failure of the course. Any demonstration of lack of responsibility or disrespect towards the course instructor for the above will be reflected in assessment of the student’s professional dispositions.

**Any late work will receive automatic point deductions. If an assignment is 24-47 hours post-deadline there will be an automatic 50%-point deduction regardless of circumstances. If an assignment is more than 48 hours late no points will be given.**

**Grading Scale:**

94-100 % A 80-83 B- 67-69 D+

90-93 A- 77-79 C+ 64-66 D

87-89 B+ 74-76 C 60-63 D-

84-86 B 70-73 C- 0-59 F

**Graduate Writing Expectations:**

All written assignments that do not follow APA writing guidelines will be considered below graduate level work and place the student in jeopardy of not receiving credit for the assignment and for the course. All written work should be edited and proofed before submission and reflect graduate competency in both technical and grammatical arenas.

**Participation Expectations:**

Participation includes engaging with all assigned readings and videos, discussing, integrating ideas & information. Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique.

**Personal Disclosure Policy:**

Student self-disclosure of a personal nature may be requested in some courses. Seattle University faculty members abide by the ethical codes of the American Counseling Association (ACA), the American School Counselor Association (ASCA), the Association for Counselor Education and Supervision (ACES) and the American Psychological Association (APA) regarding student personal disclosure by allowing students to set limits on the content of their disclosure. Such limits will be respected by faculty and other students.

**Professional Dispositions Expectations:**

The faculty will evaluate students’ readiness to enter the counseling profession through interpersonal interactions with peers, instructors, and others. As such, students need to demonstrate professionalism and the ability to attend to all responsibilities including course work.

Professional dispositions are used to determine a student’s fit for the counseling profession. CACREP defines dispositions as “commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether their attitudes and behaviors are ethical, professional, and promote multiculturalism and social justice:

1. Self-Expression: Expresses self effectively and appropriately

2. Listening: Listens to others

3. Cooperativeness: Cooperates with others

4. Feedback: Able to receive and integrate feedback

5. Respect: Demonstrates respect for others in a non-judgmental way.

6. Self-awareness: Awareness of own impact on others

7. Conflict: Appropriately handles conflict with others

8. Personal responsibility: Takes personal responsibility

9. Professional: Attitudes and behaviors are professional and aligns with ACA Code of Ethics

10. Motivation: Takes initiative to complete tasks

11. Multiculturalism: Accepting of social and cultural diversity

12. Social Justice: Attitudes and behaviors promote a just world

**Professional Language Expectations:** APA Style 7th Edition

For all assigned papers, independent studies, and graduate projects, students are expected to follow the style presented in the ***7th edition*** of the Publication Manual of the American Psychological Association.

# Academic Policies

# Seattle University Academic Policies and Forms=

Applicable academic policies can be found at this [here](https://www.seattleu.edu/redhawk-service-center/academic-policies/). Relevant forms can be found [here](https://www.seattleu.edu/redhawk-service-center/forms/).

Support for Students with Disabilities

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 [Disability Services](https://www.seattleu.edu/disability-services/) located in Loyola 100, (206) 296-5740, [ds@seattleu.edu](mailto:ds@seattleu.edu). The Associate Dean for Academic and Student Services, serves as the college’s Americans with Disabilities Act (ADA) Coordinator and provides supports in the accommodations process.

Support for Religious Accommodations

The [Policy on Religious Accommodations for Students](https://www.seattleu.edu/policies/) and associated FAQ and request form govern reasonable accommodations for students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program.

Seattle University Academic Integrity Policy

Academic dishonesty in any form is a serious offense against the academic community and will be addressed according to the [Academic Integrity Policy](https://www.seattleu.edu/redhawk-service-center/academic-policies/). The [Academic Integrity Tutorial](https://www.seattleu.edu/academic-integrity/resources-for-students/) is a learning aid to help you understand the “do’s and don’ts” of academic life.

Academic Grading Grievance Policy

The [Academic Grading Grievance Policy](https://www.seattleu.edu/redhawk-service-center/academic-policies/) governs the process for challenging course grades. A student seeking to grieve a grade carries the burden of proof to establish that the faculty member acted arbitrarily or capriciously in assigning the course grade.

Professional Conduct Policy

The [Professional Conduct Policy](https://www.seattleu.edu/redhawk-service-center/academic-policies/) applies to all students situated in field experiences, who must at all times conform to conduct that demonstrates the appropriate ethical, professional and social attributes expected of professionals in that practice. The professional standards that govern field experiences in this course are the [American Counseling Association’s Code of Ethics](https://www.counseling.org/resources/aca-code-of-ethics.pdf).

Student Concerns & Complaints

The [Concerns & Complaints](https://www.seattleu.edu/education/student-resources-and-services/concerns--complaints/) webpage includes resources for students who have concerns with other students, staff, faculty, or administrators, including the [COE Student Complaint Process](https://www.seattleu.edu/education/student-resources-and-services/concerns--complaints/). Students with academic concerns regarding instruction or advising should first attempt to resolve the issue with the faculty member involved.

# Student Resources

Library, Research, & McGoldrick Learning Commons Resources

* [Lemieux Library](https://www.seattleu.edu/library/) provides research services, technology, and spaces that support learning. The [McGoldrick Learning Commons](https://www.seattleu.edu/learningcommons/) includes a variety of learning assistance programs.
* [College of Education – Student Resources Webpage](https://www.seattleu.edu/education/student-resources-and-services/policies--forms/) includes information pertinent to academic advising, COE policies and forms, registration and waitlists, student life, career services, and concerns and complaints.
* [Campus Ministry](http://www.seattleu.edu/campus-ministry) supports the religious and spiritual lives of students though daily Mass, regular ecumenical Christian worship services, and opportunities for dialogue and service.
* [Commuter Resources](https://www.seattleu.edu/pfe/student-transition/commuter-students/) The Dean of Students Office provides services, programs, and information for graduate students, including a commuter plan, facilities, and the [Collegia Program](https://www.seattleu.edu/student-outreach/resource-spaces/collegia-program/?redirect=true).
* [Counseling & Psychological Services (CAPS)](http://www.seattleu.edu/CAPS/) CAPS offers a range of confidential therapeutic, educational, and consultation support services.
* [Office of Multicultural Affairs (OMA)](http://www.seattleu.edu/oma/) OMA provides resources to support students of color, queer students, and trans students.
* [Writing Center](https://www.seattleu.edu/writingcenter/) Writing Center consultants help students with organizing, revising, and editing drafts.