



VITERBO UNIVERSITY

## Course Information

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**Course Title, Number, Section Number:** Psychopharmacology, COUN 650, 001

**Term & Year:** Spring 2024

**Number of Credits:** 3 Credits

**Course Location:** Synchronous on-line course

### Dates & Times

Thursdays 3:00 to 6:00 PM

Zoom Meeting Link <https://viterbo.zoom.us/j/91464929766>

Meeting ID: 914 6492 9766

## Instructor Information

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**Name:** Carol Klose Smith, Ph.D., LPC, NCC

**Office:** Murphy Center 558

**Office Phone:** 507.796.3723

**Email:** [cmsmith@viterbo.edu](mailto:cmsmith@viterbo.edu)

Instructor Preferred Method/Times for Student Contact: Tuesdays 12:00 noon to 2:00 PM or by appointment. Please contact me via email to schedule an appointment.

## Course Description

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Examines the neural mechanisms, and the physical and behavioral consequences of use and abuse, emphasizing a neurobiology informed approach to counseling, supervision, and counselor education

## Required Course Materials

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### **Course Text:**

Ingersoll, E., & Rak, C. (2016). *Psychopharmacology for Mental Health Professionals: An Integrative Approach*, 2<sup>nd</sup> Edition. Boston, MA: Cengage Learning. ISBN: 978-1-285-84522-7

### **Additional Resources**

Pliszka, S. R. (2016). *Neuroscience for the Mental Health Clinician*, 2<sup>nd</sup> Ed. New York: Guildford Press

Preston, J. D., O'Neal, J. H., & Talaga, M. C. (2017). *Handbook of Clinical Psychopharmacology for Therapists*, 8<sup>th</sup> Ed. Oakland, CA: New Harbinger Publications.

Whitaker, R. (2015). *Anatomy of an Epidemic: Magic Bullets, Psychiatric Drugs, and the astonishing Rise of Mental Illness in America*. New York: Broadway Books.

# Course Student Learning Outcomes

**Course Objectives (CACREP).** At the completion of this course, students will:

- Be able to articulate the basic function and structure of the brain, understand the limbic system and the major shared etiological features of mental illnesses.
- Be able to articulate a clinical perspective of the political and current controversy surrounding the use and marketing of psychotropic medications.
- Possess knowledge of the major categories of psychotropic medications and understand their psychologic and physiologic reactions within the body.
- Be able to educate clients regarding the side effects and efficacy of medications.
- Be able to advocate for clients with the prescribing individual.

The curriculum is also designed to enhance students' professional identity and clinical counseling knowledge and skills. The Student Learning Outcomes for this course are aligned with CACREP (2016) standards and explicated through specific assignments as noted below.

**COUN 750 Standards/Assignment Alignment Chart**

<b>Student Learning Outcomes (SLO)</b>	<b>Standards</b>	<b>Assignment</b>
<ul style="list-style-type: none"> <li>• Be able to articulate the basic function and structure of the brain, understand the limbic system and the major shared etiological features of mental illnesses.</li> <li>• Possess knowledge of the major categories of psychotropic medications and understand their psychologic and physiologic reactions within the body.</li> </ul>		<p><b>Quizzes/Exams and Study Guides</b></p> <p><b>In-Class reviews</b></p>
<ul style="list-style-type: none"> <li>▪ Possess knowledge of the major categories of psychotropic medications and understand their psychologic and physiologic reactions within the body.</li> <li>▪ Be able to educate clients regarding the side effects and efficacy of medications.</li> <li>▪ Be able to advocate for clients with the prescribing individual.</li> </ul>	<p><b>Counselor Education and Supervision (6.B.1.d)</b> evidenced-based counseling practices</p>	<p><b>Student Presentation</b></p>
<ul style="list-style-type: none"> <li>▪ Assist students in developing a clinical perspective into psychotropic drug usage as an adjunct to other forms of therapy.</li> </ul>	<p><b>Counselor Education and Supervision (6.B.5.h.)</b> current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.</p>	<p><b>Examining Biases related to Psychopharmacology</b></p>

*In addition, this course will meet the following Clinical Mental Health Counseling CACREP requirements for those students who take this course as an elective.*

<b>Student Learning Outcomes</b>	<b>Standards</b>	<b>Assignment</b>
Describe psychopathology in terms of the current DSM edition diagnostic categories.	<p><b>Clinical Mental Health Counseling (A.6)</b> Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.</p> <p><b>Clinical Mental Health Counseling (C.4)</b> Knows the disease concept and etiology of addiction and co-occurring disorders.</p> <p><b>Clinical Mental Health Counseling (G.3)</b> Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.</p> <p><b>Clinical Mental Health Counseling (K.3)</b> Knows the impact of co-occurring substance use disorders on medical and psychological disorders.</p>	<p><b>Student Presentations</b></p> <p><b>Quizzes/Exams and Study Guides</b></p>
Apply multiple clinical treatments and cultural perspectives in interpreting diagnostic categories and recognizing.	<p><b>Professional Identity (2.f)</b> Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.</p> <p><b>Clinical Mental Health Counseling (E.1)</b> Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.</p>	<p><b>Examining Biases related to Psychopharmacology</b></p>
Discuss symptoms, etiology, and treatment from a variety of theoretical cultural, and contextual perspectives.	<p><b>Professional Identity (3.b)</b> Theories of learning and personality development, including current understandings about neurobiological behavior.</p> <p><b>Professional Identity (3.f)</b> Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior</p> <p><b>Professional Identity (3.g)</b></p>	<p><b>Quizzes/Exams and Study Guides</b></p>

	<p>Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment</p> <p><b>Clinical Mental Health Counselor (B.1)</b> Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.</p>	
<p>Understand the importance of research and outcome data and their application to inform evidence based practice in clinical practice</p>	<p><b>Clinical Mental Health Counseling (J.1)</b> Applies relevant research findings to inform the practice of clinical mental health counseling.</p> <p><b>Treatment Knowledge (2.c)</b> Understand the importance of research and outcome data and their application in clinical practice.</p>	<p><b>Student Presentations</b></p>

## Course Instruction Methodology

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This course will contain lectures, large and small group discussions, role-play demonstrations, recorded sessions, case studies, and experiential activities inside and outside of the classroom.

## Student Assessment

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Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Individual grades are subjectively assigned by your instructor and will be influenced by the level of respect, personal responsibility, risk-taking, and tolerance for the ambiguity associated with the counseling process as demonstrated by students. Furthermore:

- Students will be assessed based on knowledge obtained through the text, readings, assignments and class discussions.
- Students will be assessed on skill by demonstrating competence in the various skills required for application of psychopharmacology in relation to advanced counseling practice. Skill competency assessment will be based on written reports, class discussions, and the individual's exams and final process evaluations.

## Evaluation Method

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### Grading Criteria

A = 94 to 100%	AB = 88 to 93%
B = 83 to 87%	BC = 78 to 82%
C = 73 to 77%	CD = 68 to 72%
D = 63 to 67%	F = < 63%

## Policies & Resources

### Academic Integrity Policy

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Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Department plagiarism statement: Plagiarism is the representation of another's work or ideas as one's own, whether intentional or unintentional. Plagiarism includes the unacknowledged paraphrasing or word-for-word use of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. This includes self-plagiarism. Each student is responsible for understanding plagiarism and the consequences of committing plagiarism. The Viterbo University library offers information about plagiarism and how it can be avoided.

### Attendance Policy

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Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog.

**Excused Absence:** Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

Department Attendance Policy Statement: Attendance in class is important to your development as a professional counselor. One excused absence is allowed per class. An excused absence is one in which the instructor is notified *before* class. Once you have used your one excused absence, each additional absence will decrease your grade by ½ a letter grade. Emergencies will be reviewed on a case-by-case basis and with appropriate documentation.

Department Zoom Policy Statement: Since this program is designed to be in-person, attending classes via Zoom is considered an accommodation. For this reason, students **MUST** get approval through the Academic Resource Center (ARC) on the 3<sup>rd</sup> floor of Murphy Center **PRIOR** to the class period in which they need to attend class virtually. Students will **NOT** be approved to attend class virtually unless they have documentation with prior approval from the ARC (<https://www.viterbo.edu/academic-resource-center/academic-resource-center>).

## **Communication via E-mail**

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All course communication will occur via your university email. You are strongly encouraged to check your university email daily in order to ensure that you do not miss important correspondence. Please use my email to contact me. I will answer your email within 48 hours during the work week. Weekend correspondence may take a bit longer.

## **Conduct**

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I expect that we will treat each other respectfully. Thus, disruptive behaviors will not be tolerated. Be courteous and we will have an environment conducive to learning.

## **Counseling Services**

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It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services:

<https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health ([www.nami.org](http://www.nami.org)). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

## **Course Support Services**

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Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

## **Course Website**

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You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

## **Gatekeeping**

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As counselor educators, we have an ethical and professional responsibility to protect current and future clients, the profession, and our program by insuring that all students are professionally and clinically competent. When concerns about your academic or non-academic performance are noted by instructors or supervisors, a meeting will be held with you to share concerns with you and identify ways for you to address them and demonstrate your improvement. During this meeting, a written remediation plan as per the Counseling Program Student Retention and Dismissal Policy may be developed. This plan will specify clear expectations for completion along with required and/or suggested activities to meet those expectations. Remediation plans will be shared with the student's primary adviser and may also be shared with supervisors and other faculty, so that together we can support and review your progress. Lack of participation in the remediation plan or failure to fully meet the expectations of the plan will result in program

dismissal. Cases of serious ethical violation or unprofessional behavior will result in immediate program dismissal without an opportunity for additional improvement. As a student, it is your responsibility to be aware of and follow the Counseling Program Student Retention and Dismissal Policy.

## **Written Assignments**

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Completion of written assignments should be typed, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas utilizing APA format. Students may submit papers electronically through Moodle or in hard copy to the instructor. Electronic papers are preferred.

Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique. All assignments are expected to be on time. Assignments that receive “partial credit” or “no credit” should be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. If an assignment falls into this category a student may be able to redo the assignment for partial credit.

## **Credit Hour Course Expectations**

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Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

## **Disability Statement**

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The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

## **Electronic Submissions Policy**

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Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of “technology issues” is not acceptable unless clearly documented or an area wide outage.

## **Grade Appeals**

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Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.

- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University's grade appeal process.

## **Late Work Policy**

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Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

## **Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct**

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Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: <http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>
- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

## **Turnitin/Electronic Submission**

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This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.

### **Viterbo University Policies**

#### *Credit Hour Equivalents*

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of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

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For example, a three-credit course requires a minimum of 7,650 total minutes.

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### *Late Work Policy*

Work turned in late will be penalized up to 50% and with some assignments (outlined above) you may receive a score of 0.

### *Electronic Submissions Policy*

Assignments are to be submitted via the assignment tab on MOODLE. Digital video recordings are to be submitted on either a CD or a USB storage.

### *Course Support Services*

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students by signing up in the Center. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the *book now* icon.

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options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: <http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>

For the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart, please visit this web site: <http://www.viterbo.edu/sexual-misconduct/sexual-misconduct-policy-and-sanctions>

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It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: <https://www.viterbo.edu/counseling-services> ; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911).

**APPENDIX A:  
EXAMINING BIASES RELATED TO PSYCHOPHARMACOLOGY ASSIGNMENT**

**Assignment Description:** Psychopharmacology biases (based on the video and your choice of the two autobiographies) grading specifics:

	Superior	Above Average	Average	Poor (Needs work)
General writing style including APA citation of sources (in-text and end) and being clear, concise and grammatically correct	Excellent APA format and referencing	APA format and referencing present; few apparent errors	APA format and referencing contains some errors	APA format and referencing needs work; several errors
3 ways psychotropic medications can be beneficial to clients using examples from the textbook, at least 3 class articles, the video and your autobiography	Three benefits described fully using course materials and references	Benefits described in part	Benefits addressed superficially or references lacking	Benefits not identified
3 ways psychotropic medications can be harmful to clients using examples from the class textbook, at least 3 class articles, the video and your autobiography	Three harms described fully using course materials and references	Harms described in part	Harms addressed superficially or references lacking	Harms not identified
The way ethnicity and/or culture can affect the risks vs. benefits of psychotropic medication, giving a specific example of one ethnicity/culture	Full discussion of both risks and benefits with detailed analysis based on multiple aspects of ethnicity/culture	Full discussion of both risk and benefits indicating accurate understanding	Discussion of both risk and benefits but understanding incomplete	Not addressed
Your own opinion about psychotropic medication use in clients and ways that the articles, movie and autobiography have or have not changed that opinion since the beginning of class. Discuss whether your opinion differs between child and adult clients and if so, how. <i>Note: you will not be graded on the content of your opinion but rather on whether it is thoroughly discussed.</i>	Opinion is grounded in well-developed arguments and reference details to support. Student reflects on how the course materials have or have not affected opinions. Reflection is deeply considered.	Opinion is grounded in well-developed arguments and reference details to support. Student reflects on how the course materials have or have not affected opinions.	Opinion is grounded and reference details to support. Reflection lacking or superficial.	Opinion is not grounded in knowledge or experience, and student fails to reflect on learning.

**Scoring Sheet:**

Writing	/5	Comments:
Harmful effects	/5	
Beneficial effects	/5	
Ethnicity/culture	/5	
Case for your opinion	/10	
Total	/30	

