CED 591 – Psychopharmacology for Mental Health Professionals
Summer 2021
Arizona State University
Class Structure: Hybrid of synchronous and asynchronous learning
Time: Synchronous learning on Tuesdays, 1:30PM-4:15PM
Class Location: Via Zoom using the instructor's Zoom link:
https://asu.zoom.us/j/9557847205?pwd=RW5RQXNmRUtDejlzbzBJMGllNjdLdz09

Instructor: Nancy Truong, Ph.D., Pronouns: she/her/hers
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Office: Payne Hall 446J
Office Hours by appointment via Zoom:
https://asu.zoom.us/j/9557847205?pwd=RW5RQXNmRUtDejlzbzBJMGllNjdLdz09
Email: Nancy.Truong@asu.edu

COURSE DESCRIPTION
The purpose of this **hybrid** course is to introduce you to the fundamental principles of drug and drug action, different types of drugs and their effects, as well as drug use and abuse. By the end of this course, you will learn the types of drugs, their action in the nervous system, and their applications to treatments of psychological disorders and addictions. The course will also examine the cultural and ethical concerns of prescribing medication and the role of the pharmaceutical industry in drug development, research, and sales.

COURSE OBJECTIVES
By the end of the course students will be able to:

1	Recognize the various methods of drug administration and their influence on drug action, metabolism, and absorption
2	Demonstrate familiarity with major categories and classification of psychoactive drugs
3	Identify and explain the types of neurotransmitters and functions
4	Recognize the symptoms of intoxication, withdrawal, and toxicity of drug
5	To examine the application of drugs to the prevention and treatment of specific psychopathological dysfunctions
6	To examine the use of clinical diagnosis in determining pharmacologic prescriptions
7	To examine the use of drugs in psychopharmacological research
8	Demonstrate an understanding of addiction and the development of dependence
9	Apply knowledge of drug effects to advise clients regarding side effects and efficacy of medications

COURSE OVERVIEW
This course has been designed to give you a broad overview of psychopharmacology. We will cover the basics of pharmacology dynamics and principles followed by an application of these principles to specific psychological disorders. Class meetings are a time for integration and application of readings and prior experiences. The class will be taught using a hybrid structure (both synchronous and asynchronous learning). The synchronous learning portion of the course on Tuesdays will include brief overview of topics, integration of content, application of psychopharmacology to clinical cases as mental health professionals, small and large group discussions, and presentations. Asynchronous learning will include completing readings, posting discussion boards and reflections, as well as various small assignments each week.

REQUIRED TEXTS AND MATERIALS
Preston, J. D., O'Neal, J. H., Talaga, M. C., & Moore, B. A. (2021). *Handbook of clinical psychopharmacology for therapists (ninth edition)*. Oakland, CA: New Harbinger Publications. ISBN: 9781684035151

*All other required readings are available in the Canvas site for this course or through the ASU Library electronic database (see course schedule for assigned readings).

INSTRUCTIONAL METHODS AND ASU SYNC
This course will consist of hybrid learning (both synchronous and asynchronous learning) through online instruction via ASU Sync and Canvas. ASU Sync is a technology-enhanced approach designed to meet the dynamic needs of the class. During Sync classes, students learn remotely through live class lectures, discussions, and/or small group break-out rooms. You can find out more information about ASU Sync for students here: https://provost.asu.edu/sync/students.

To access live sessions of this class, go to MyASU and click the Attend via Sync button next to this class on your schedule. Further instructions are available in a Student Zoom guide: https://uto.asu.edu/zoom-learning, and help with Zoom is available from the ASU Experience Center: https://uto.asu.edu/experiencecenter. In-person instruction will be in EDB 430. Nobody is required to attend in person. If you plan to attend in-person, please let the instructor know.

Face Coverings
Everyone is required to wear a face cover while in ASU buildings and community spaces, regardless of distance. Face covers help prevent pre-symptomatic and asymptomatic individuals from inadvertently spreading COVID-19 to others. They are meant to protect others in case you are sick. Students will be required to wear a face cover in classrooms. If you require accommodations due to a disability or health-related concern, please contact the Disability Resource Center. Please note that the university may modify face covering policies throughout the semester. For more information about face coverings, please visit the FAQ page: https://eoss.asu.edu/health/announcements/coronavirus/faqs#face-faq.

Computer Access Requirements

ASU Sync classes can be live streamed anywhere with the proper technology. We encourage you to use a laptop or desktop equipped with a built-in or standalone webcam. You will need an internet connection that can effectively stream live broadcasts. It is recommended that your internet download speed is at least 5.0 mbps. You can use this tool to test your current connection: https://www.speedtest.net/.

Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in an online environment. Although you will be able to access course content with mobile devices, you must use a computer for all assignments and virtual labs completed in Canvas. I do not recommend the use of iPads or Chromebooks for ASU Sync because these devices do not work for class exams that may be proctored remotely. If you are not able to personally finance the equipment that you need to attend class via ASU Sync, ASU has a laptop and WiFi hotspot checkout program available through the ASU Library: https://lib.asu.edu/laptops-and-hotspots.

Who is eligible?
Any currently enrolled ASU student is eligible to checkout a laptop or WiFi hotspot. The current availability of laptops can be found here: https://lib.asu.edu/laptops-and-hotspots.

Borrowing and returning laptop rules
- Laptops are lent on a first-come, first-serve basis and cannot be reserved in advance. They can be returned at any time but will be due at the conclusion of the Fall 2020 semester.
- Rentals are limited to one laptop per student.
- Laptops are available for checkout at the following libraries on all four campuses: (Please check online for current library hours)
    o Downtown Phoenix campus Library
    o Polytechnic campus Library
    o Tempe: Hayden and Noble Libraries
    o West campus: Fletcher Library
- Return laptops to any ASU Library Information Desk (not at the drop box or other location)
- Refer to ASU Library Computer Use Policy and ASU Computer, Internet, and Electronic Communications Policy: https://lib.asu.edu/policies/workstation.
- Borrowers are responsible for loss, damage, and theft of the laptop while in their possession. Borrowers should verify the condition of the laptop at the time of check-out and upon check-in.

Additional Requirements
This course requires the following technologies:
Web browsers (e.g., Chrome, Mozilla Firefox, or Safari)
Adobe Acrobat Reader (free)
Webcam, microphone, headset/earbuds, and speaker
Microsoft Office (Microsoft 365 is free for all currently-enrolled ASU students)
Reliable broadband internet connection (DSL or cable)

STUDENT RESPONSIBILITIES
Graduate courses require a high level of integrity, personal commitment, and accountability. Therefore, consistently attending the course is an integral part of your professional development. It is not enough simply to show up at the class meetings. Students are expected to participate in discussions fully. Complete all necessary readings or activities prior to class.

It is also important that students: 1) display respect for all members of the class – including the instructor and peers, 2) pay attention to and participate in all interactive student partner/instructor sessions and activities, and 3) observe the rules of appropriate online behavior (also known as netiquette). This includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. All students are accountable for adhering to these expectations:

- Students are expected to use appropriate language and behavior that does not demean or dehumanize any individual or groups, whether or not such individuals are present in the classroom.
- Students are to respect one another's diverse experiences and perspectives and by listening and responding with thoughtfulness and sensitivity.
- All students must hold confidential any student personal information or student opinions/perspectives shared in the course.
- Students are to refrain from conducting private conversations (written or verbal) during class.
- Students are expected to turn off cell phones and electronics and put away outside work and reading materials.
- Students are expected to communicate any concerns, conflicts, questions, or requests for accommodations in a timely manner.
- Students are expected to complete all course assignments by the due date.
- Students will abide by the ACA code of professional ethics.
- Students are expected to engage in critical self-reflection as a means to understand oneself in relation to engaging in the course material.

TRAINING VALUES STATEMENT
An essential part of training is understanding and appreciating all aspects of human diversity, including race, ethnicity, national origin, citizenship status, language, gender identity, sexual orientation, religion, age, ability status, socioeconomic status, and veteran status. Students are expected to use their training to free themselves, as much as possible, from prejudice related to any of these aspects of diversity. The program is committed to creating and maintaining a positive training climate that (a) allows for open inquiry, free expression, and effective conflict resolution and (b) promotes the understanding and affirmation of all aspects of human diversity.

Attendance and Participation:
To get the most from this class, regular attendance and participation is required. Personal perspectives are crucial to the success of this course and it can disrupt class dynamics if

one or more students attend on an irregular basis, arrive late, or leave class early. <u>All students are expected to attend class, be on time, and be prepared each week.</u> Completion of any required or suggested readings **prior** to attending class is critical to your success. All students are expected to be active agents in their learning through participating in class discussions and activities, bringing into the discussion relevant information from the text/readings, other references, raising relevant questions, and engaging in appropriate, professional behavior. Any student who experiences difficulty in participating for any reason is encouraged to speak privately with the instructor. The instructor will keep a record of class participation and engagement.

If you are not feeling well/may need to miss class, please let me know as soon as possible. The instructor will keep an accurate record of class attendance. Points will be taken off (4 points each time) for attending class late and/or leaving class early. It is the responsibility of the student to inform the instructor of any anticipated absences and obtain notes, etc. from fellow students. Please contact the instructor in advance for any anticipated absences. **More than one unexcused absence (including missing class without advance notification) will result in losing 50 participation points from your total points.**

- Students must adhere to university policies for the observance of religious practices in accordance with policy ACD 304–04, "Accommodation for Religious Practices." For more information, see https://www.asu.edu/aad/manuals/acd/acd304-04.html.
- Students wishing to obtain an excused absence(s) for university sanctioned events/activities must follow policy ACD 304–02, "Missed Classes Due to University-Sanctioned Activities." For more information, see https://www.asu.edu/aad/manuals/acd/acd304-02.html.

GRADING AND EVALUATION
The course is graded A to E. Poorly written assignments, presentations, or papers will receive lower grades regardless of the content; it is suggested that spelling, grammar, and punctuation always be checked.

Class Participation & Attendance: 15%
Weekly Discussion Board Posts: 25%
Group Presentation: 25%
Final Exam: 35%

A+	97-100	B	84-86	C-	70-73	E	< 60
A	94-96	B -	80-83	D+	67-69		
A-	90-93	C+	77-79	D	64-66		
B+	87-89	C	74-76	D -	60-63		

ASSIGNMENTS AND DUE DATES
You are expected to turn in all assignments on the due dates listed. All assignments must be posted to Canvas **on the date and time they are due**. It is your responsibility to ensure that assignments are successfully uploaded onto Canvas. If you experience difficulty with

uploading to Canvas, please let me know as soon as possible and email the assignment BEFORE the due date to ensure that it is submitted on time. Otherwise, the assignment will be considered late and may not be accepted. Course rubrics will be posted on Canvas for various assignments.

*Note: Assignment due dates follow Arizona Standard time (MST). Note: *Arizona does not observe daylight savings time.* For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester in the event you wish to contest any grades.

Late or Missed Assignments: I generally do not accept late assignments. If you have extenuating circumstances, please contact me immediately to discuss your options. **If you do not contact me prior to submitting a late assignment, I will consider the assignment missed and you will not receive credit for the assignment.** Please note that in the rare case that an assignment is accepted late, points will be deducted from the assignment at the instructor's discretion (e.g., 10 percentage points off each day assignment is late; assignments more than 3 days late will not be accepted and will receive 0 points).

Small Group Discussion and Participation during Synchronous Learning
Each week we will use time in class to discuss course content, reflect on the readings, and process new knowledge together. You are expected to utilize process skills, observational skills, offer feedback, use immediacy, sensitivity and empathy. You are expected to be authentic, self-disclosing honestly about your experiences and perceptions. It is up to you to decide the level of self-disclosure, involvement, and participation you feel comfortable with.

Weekly Reading Posts (due weekly on Sunday, by 11:59pm MST; see course schedule)
These weekly reading posts are designed to ensure your timely completion of assigned chapter readings and your comprehension of the material. It is strongly encouraged that you read the material prior to posting your responses. See Appendix for reading post questions. The grading criteria for each week's reading post responses is as follows:
- **10 points** for responding partially to the questions and not integrating material from the course readings.
- **20 points** if you responded to all parts of the questions and your response integrates material from the course readings for that week.

Group Presentation of Psychopharmacology Treatment Plans (Dates will vary and will be assigned on the first day of synchronous learning; 2-3 members per group)
Students will provide a (pseudo) clinical case highlighting a clinical diagnosis on the topic listed on the date you are presenting and how you plan to integrate psychotropic medications in working with this client. You will also integrate discussion questions (2-3) within your presentation to engage the class in dialogue. You will present this in PowerPoint form that includes the following:
- Diagnostic considerations, cultural considerations, and discussion of different treatment options.

- Your decision-making process in determining the potential classes of psychotropic medications you are considering, along with potential side-effects, and rule/out of certain medications.
- Potential ethical concerns related to use of the medications for the specific clinical diagnosis.
- How you plan to collaborate with the client's medical provider and/or psychiatrist in treatment planning.
- Brief discussion of issues related to treatment resistance and/or client compliance with treatment.
- Clinical recommendations you would provide to the client, including alternatives for addressing symptoms.
- 2-3 discussion questions integrated within the presentation.

This is a 45-50 minute presentation, with 2-3 discussion questions integrated throughout the presentation.

Final Exam (100 minutes, administered on Canvas; Due: no later than Tuesday, August 10th, by 1:00pm MST).
This course will have one final exam. The exam will consist of multiple choice and short answer questions and will assess students' knowledge of neuroanatomy, neurotransmitters, and basic groups of psychotropic medications. Please note that you should be familiar with the generic names of commonly used psychotropic medications in accordance with clinical diagnoses. This final exam will be **timed** (100 minutes) and you will have **only one chance** to complete the exam. Once you open up the exam, you will have to complete the exam within the time frame allotted.

READINGS AND COURSE SCHEDULE
The schedule below is subject to change by the instructor. If any changes are made, students will be notified in class and an updated syllabus will be posted online.
Assigned readings listed on the syllabus should be completed before you come to class on that day.
**Note: In addition to the readings listed below, you may be required to read additional articles that reflect current themes that emerge in class discussion. While these are not listed in the syllabus, they are considered a mandatory portion of the curriculum. These additional readings will be posted on Canvas as needed.

Week	Dates	Topics	Readings	Activities	Deadline
1	Synchronous learning: **None**				
	Asynchronous learning: **June 30th - 5th**	• Introduction to Psychopharmacology • Integrated Models	• Preston: Ch. 1, 2	Post <u>Week 1 Discussion</u>	**July 5th (by 11:59pm)**

				post responses	
2	Synchronous learning: **July 6th**	• Brief Introductions and Sign-up for Presentations • Neurobiology • Psychopharmacology • Revisiting Clinical Interview	• Preston: Ch. 3, 4 • Trujillo article (2019)		
	Asynchronous learning: **July 7th - 11th**	• Medication Nonadherence and Discontinuation • OTC Supplements • Preliminary Diagnostic Considerations	• Preston: Ch. 5, 6, 21, 23, 24	Post <u>Week 2 Discussion</u> post responses	**July 11th (by 11:59pm)**
3	Synchronous learning: **July 13th**	• Treatment of Unipolar depression • Antidepressant Medications	• Preston: Ch. 7, 17	Group presentation: depression and related disorders	
	Asynchronous learning: **July 14th -18th**	• Treatment of Bipolar disorders • Bipolar Medications	• Preston: Ch. 8, 18	Post <u>Week 3 Discussion</u> post responses	**July 18th (by 11:59pm)**
4	Synchronous learning: **July 20th**	• Treatment of Anxiety Disorders • Antianxiety Medications	• Preston: Ch. 9, 19	Group presentation: Anxiety-related disorders	
	Asynchronous learning: **July 21st -25th**	• Treatment of OCD and Related Disorders	• Preston: Ch. 10 • McKay article (2019)	Post <u>Week 4 Discussion</u> post responses	**July 25th (by 11:59pm)**
5	Synchronous learning: **July 27th**	• Treatment of Psychotic Disorders	• Preston: Ch. 11, 20, 22	Group presentation:	

	Asynchronous learning: **July 28th - August 1st**	• Antipsychotic Medications • Emerging Treatments for Psychiatric Disorders • Treatment of PTSD and Related Disorders	• Preston: Ch. 12 • Ruglass et al., article (2019)	Psychotic disorders Post Week 5 Discussion post responses	**August 1st (by 11:59pm)**
6	Synchronous learning: **August 3rd**	• Treatment of Substance-Related Disorders • Treatment of Sleep-Wake Disorders	• Preston: Ch. 14, 15	Group presentation: Substance-related or sleep-wake disorders	
	Asynchronous learning: **August 4th -8th**	• Treatment of ADHD • Other Disorders • Child and adolescent Psychopharmacology	• Smith et al., article (2019) • Preston: Ch. 16, 25	Post Week 6 Discussion post responses	**August 8th (by 11:59pm)**
7	Synchronous learning: **August 10th**	No in-class learning: Final Exam Due by 1:00pm (MST)		Complete Final Exam on Canvas by 8/10 at 1:00pm MST	**August 10th (by 1:00pm MST)**

COURSE AND UNIVERSITY POLICIES

Syllabus Disclaimer:
The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Canvas.

Communication with Instructor:

ASU email is an official means of communication among students, faculty, and staff. You will be contacted via the email address that is registered with the University. Students are expected to read and act upon email in a timely fashion (within 48 hours, business days). Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. In general, I will also try to respond to your emails within 48 hours on business days (M-F). Please do not expect to receive communications about specific assignments beginning 9:00PM the night before they are due. **All instructor correspondence will be sent to your ASU email account**. For help with your email go to: MyASU > Service > Live Chat OR New Ticket.

Religious Observances:
Students should notify course instructors at the beginning of the semester about the need to be absent from class due to religious observances. If you need accommodations for religious observances, please let me know at the beginning of the semester to make arrangements. For more information about ASU's policy, see https://www.asu.edu/aad/manuals/acd/acd304-04.html.

Online Course Evaluations:
Please complete the online evaluation for this course at the end of the term. Your evaluations assist in the development and improvement of this course. You can access your course evaluations via **My ASU** or by going to http://asu.edu/evaluate.

Prohibition of Commercial Notetaking Services:
In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date. For more information, see https://www.asu.edu/aad/manuals/acd/acd304-06.html.

Classroom Behavior:
We want to build a classroom climate that is safe for all. It is important that we 1) display respect for all members of the classroom – including the instructor and students; 2) pay attention to and participate in all class sessions and activities; 3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and 4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment.

Establishing a Safe Environment:
Learning takes place best when a safe environment is established in the classroom. Students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks

and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. For more information, see https://www.asu.edu/aad/manuals/ssm/ssm104-02.html.

Trigger Warning:
Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I will attempt to provide warnings when introducing this kind of material. If you have concerns about encountering anything specific in the course material (or materials from peers) please contact me at Nancy.Truong@asu.edu or the faculty head, Lisa Spanierman.

Academic Grievance and Grade Appeal:
Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the CISA Grade Appeals policy: https://cisa.asu.edu/sites/default/files/grade_appeal_procedure.pdf.

Student Accessibility and Inclusive Learning Services:
In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Student Accessibility and Inclusive Learning Services facilitate a comprehensive range of academic support services and accommodations for qualified students. Eligibility is based on qualifying documentation and assessment of individual need. Students who believe they have a current and essential need for accommodations are responsible for requesting accommodations and providing qualifying documentation to the Student Accessibility and Inclusive Learning Services.

Every effort is made to provide reasonable accommodations for qualified students with disabilities. It is the student's responsibility to inform the instructor at the beginning of the semester regarding disability accommodations. It is also the student's responsibility to provide written documentation from the Student Accessibility and Inclusive Learning

Services indicating appropriate accommodations. For more information about Disability Resources and the Student Accessibility and Inclusive Learning Services, please visit: https://eoss.asu.edu/drc. If you have a documented disability and wish to discuss academic accommodations, please let me know as soon as possible.

Academic Integrity:
Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see https://provost.asu.edu/academicintegrity.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, plagiarizing, academic deceit (such as fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact me for permission to do so. If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with me in advance of submitting an assignment. Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: https://provost.asu.edu/academic-integrity/resources/students.

Student Code of Conduct:
ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (https://www.asu.edu/aad/manuals/ssm/ssm104-01.html), Computer, Internet, and Electronic Communications policy (https://www.asu.edu/aad/manuals/acd/acd125.html), ASU Student Academic Integrity Policy, and outlined by the Office of Student Rights & Responsibilities (https://eoss.asu.edu/dos/srr). Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (https://www.asu.edu/aad/manuals/ssm/ssm201-10.html). The Office of Student Rights and Responsibilities accepts incident reports (https://eoss.asu.edu/dos/srr/filingreport) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Prohibition Against Discrimination, Harassment, and Retaliation:
"ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information." Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Students are encouraged to report harassment to instructors and the Dean of Students Office.

Statement on Inclusion:
Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

Title IX:
Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

 As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, https://goto.asuonline.asu.edu/success/online-resources.html.

Mental Health:
As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty

concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: https://eoss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Campus Resources:
As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: https://students.asu.edu/academic-success
- Counseling Services: https://eoss.asu.edu/counseling
- Financial Aid: https://students.asu.edu/financial-aid
- Disability Resource Center: https://eoss.asu.edu/drc
- Major/Career Exploration: https://universitycollege.asu.edu/major-and-career-exploration
- Career Services: https://career.asu.edu/
- Student Organizations: https://eoss.asu.edu/clubs
- ASU Writing Centers: https://tutoring.asu.edu/student-services/writing-centers
- ASU Police Department: https://cfo.asu.edu/police
- International Student Resources: https://issc.asu.edu/student/resources/academic-support-services

This course is offered by the College of Integrative Sciences and Arts (CISA). For information about the College, visit the website: http://cisa.asu.edu/. If you have questions about this course, please speak with your instructor. If your instructor is unable to address your questions, please send your inquiry to cisa@asu.edu.

APPENDIX

CED 591: Weekly Reading Post Questions:

Week 1 Reading Post Questions:
1. Why is it important for mental health clinicians to study psychopharmacology? What are the ethical issues associated with clinicians discussing medication with clients?

2. What has been some of the arguments made within the mental health field regarding pro-medication vs. pro-psychotherapy? What are your thoughts on this and what are some potential biases mental health clinicians may have regarding psychotropic medications?

3. Why may it be important to understand a client's cultural context within psychopharmacology? How may cultural beliefs impact medication adherence?

Week 2 Reading Post Questions:
1. An increasing number of psychiatric disorders may have neurobiologic elements. What are at least three pathways to psychopathology that may have a biologic component?

2. Briefly describe the role of serotonin, dopamine, and acetylcholine.

3. What are some factors that may lead to medication nonadherence and how might you broach this topic with clients?

4. What are some potential consequences to discontinuing medication abruptly and what are some factors that are important to consider when stopping psychotropic medication use?

Week 3 Reading Post Questions:
1. How do newer antidepressants (e.g., SSRIs, SNRIs) compare to older medications (e.g., TCAs) in terms of effectiveness and side effect profiles?

2. Name and briefly describe three other approaches other than antidepressant medication that has been shown to also reduce depression and alter neurobiology.

3. Why is it important to screen for bipolar disorder?

4. Lithium is considered a first-line agent in treating bipolar disorder. Describe three side effects of Lithium use and ways to manage/minimize these side effects.

Week 4 Reading Post Questions:
1. How might you determine if a client would benefit from psychotropic medications to manage anxiety?

2. What are some of the advantages/disadvantages of other medications over benzodiazepines in treating anxiety disorders?

3. Compare and contrast various medications used in the treatment of OCD. What are the advantages and disadvantages of SSRIs vs. clomipramine in treating OCD?

4. What are some recommended strategies to reduce/manage the side effects of commonly prescribed medications for OCRDs?

Week 5 Reading Post Questions:
1. What can be done to reduce the side effects of anti-psychotic medications? What are some of the advantages of the newer antipsychotic medications over the older neuroleptics?

2. What are some of the theories about the etiology of schizophrenia?

3. How are antidepressants being used in the treatment of PTSD?

4. Describe the role of norepinephrine and PTSD.

Week 6 Reading Post Questions:
1. What are the intoxication and withdrawal symptoms of alcohol-related disorders and how would you describe this to a client? Why may it be important to take adequate history information from a client with co-occurring conditions such as substance abuse with other mental health diagnoses?

2. How would you educate clients on the various side effects of sleep/insomnia and sedating medications?

3. What are some of the unique challenges in prescribing psychotropic medication to children?

4. What are some of the side effects of psychotropic medications for treating ADHD in children? How would you describe the side effects to a child?

CED 591: Grading Rubric for Psychopharmacology Treatment Plan (Group Presentation)

Group members:_____

Students will provide a (pseudo) clinical case highlighting a clinical diagnosis on the topic listed on the date you are presenting and how you plan to integrate psychotropic medications in working with this client. This will be a 45-50 minute presentation. You will also integrate discussion questions (2-3) within your presentation to engage the class in dialogue. You will present this in PowerPoint form that includes the following:

Criteria	Points Given	Possible Points
Discussion of diagnostic considerations integrating cultural considerations and potential treatment options		**10**
Elaborating on your decision-making process in determining potential classes of psychotropic medications to consider with this case, side effects, and decision-making process of ruling out certain medications		**10**
Discussion of potential ethical considerations related to medication use for the specific clinical diagnosis and other ethical considerations (if applicable)		**10**
Brief overview of how you plan to collaborate with the client's medical provider and/or psychiatrist in treatment planning		**10**
Brief discussion of issues related to treatment resistance and/or client compliance with treatment		**10**
Clinical recommendations you would provide to the client, including alternatives for addressing symptoms		**10**
Integrate 2-3 discussion questions within the presentation to engage the class in dialogue		**10**
Total Points:		**70**
Total Grade:		