



## **Psychopharmacology in Counseling**

**COUN 5055**

**Summer One**

**3 Credit Hours**

### **CONTACT INFORMATION**

**Instructor: Thomas Foster, Ph.D.**

**Phone number:**

**Email address: tfoster@ulm.edu**

**Office location: Remote**

**Office hours: TBA**

**Preferred mode of communication with instructor: email**

**Preferred mode of communication with other students: email, Moodle**

**Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).**

### **COURSE DESCRIPTION**

Reviews basic and intermediate topics related to biopsychology, pharmacokinetics, sociocultural issues, and the main categories of psychotropic medications used in mental health.

### **PREREQUISITES**

None

### **Commitment to Diversity and Accommodations**

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

**Special circumstances.** Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

## **Course Content, Objective, CACREP Standards, and KPI**

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## Content Areas

**This course is designed to enable the student to:**

- Discuss and critique the philosophies and perspectives that surround psychotropic medications
- Understand the basic and intermediate neurological components and their functioning
- Understand the functioning of pharmacokinetics and how these processes apply to psychotropic medication
- Understand and critique the underlying biological mechanisms, side effects, dosage levels, and other implications of each family of psychotropic medication
- Possess a perspective of how clinical mental health, addiction, and school counselors can play a role in clients' use of psychotropic medication as part of their treatment plan

## Objectives

### Program Objective related to CACREP 5.A. Addiction Counseling

Students will learn content and skills in the practice of addiction counseling that will be measured at two points in time with a success rate at or above 70%.

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## CACREP Standards

**From the objective above, students will learn the following CACREP standards and some will be evaluated for the KPI #1 for the 5.A Addiction Counseling**

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	<b>Addiction 5.A.</b>
neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others	1.e
classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	2.h

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## COURSE TOPICS

- Philosophies and perspectives of psychotropic medication

- Neurology and pharmacokinetics
- The families of psychotropic medication and their effects

## **Instructional Methods**

The primary methods of instruction for this course comes from an asynchronous format that utilizes weekly recorded lectures, recorded clinical assessment demonstrations, and assigned readings. Students are required to engage in a discussion board through asynchronous or synchronous formats. Asynchronously, students create recorded video discussion posts individually or in groups using Flipgrid and provide written feedback to others' posts. Synchronously, students can participate in a live discussion board held weekly, where they can interact with the professor and other students over Zoom.

## **Student Performance Evaluation: Criteria and Procedures**

### **Coffee Shop Discussion Board Posts (50 points)**

Each week be prepared to discuss the readings in the Coffee Shop Discussion Board. Pull out one thing out of the weekly readings and/or lectures each week you want to expand upon, have questions about, want to contest, and/or any of the following:

- How these things relate to you on a personal level (please disclose appropriately),
- How you are conceptualizing the content from the Interpersonal Biology perspective of Brain, Mind, and Relationships, and
- How these things will make you a better addiction, clinical mental health, and/or school counselor

Format. This semester students will have the option to attend the Live Discussion Board on Mondays at 10amCT or submit a video post through Flipgrid. The Flipgrid link is found by clicking on the Coffee Shop Discussion Board in each week's module. You can find the link on Canvas to register.

Students who choose to post a video in Flipgrid may do so as a monologue or dialogue with others. Students who choose to submit a monologue must provide a 3-4 minute post reviewing, reflecting upon, and critiquing the material from the week and respond to at least two others' video posts for that week. These responses should push the conversation forward by asking challenging questions and/or bringing new ideas to the conversation.

Students who want to post a dialogue must record their discussion on Zoom and upload the discussion to a post in Flipgrid for others to view. Students who choose this option do not have to

respond to others' posts for that week. Please put the names of all of the students in the dialogue in the subject line.

Students are free to change their formats week to week. Below is an informal rubric for how I grade the Discussion Board / Flip.

### **Mid-Term Exam (50 points)**

Student will be tested over the first half of the content of the class. Instructions for the exam will be provided on Moodle.

### **Final Exam (50 points) KEY PERFORMANCE INDICATOR (KPI)**

Students will be tested over all the content of the class. Instructions for the exam will be provided on Moodle. This exam will serve as the Key Performance Indicator #1 for the CACREP Standard 5.A. Addiction Counseling. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

### **Psychopharmacology Project (50 points)**

Each student will create a Word or Power Point document that will possess a section for each family of psychotropics. They will list the brand name, dosage range, side effects, an explanation of how the medication works and is processed out of the body, and any known interaction effects. This project is meant to be used in clinical practice and can serve as a cheat sheet for them and also a psychoeducation tool for clients.

Students will include five additional medications from any family of psychotropics that are not covered in class to the project.

### **EVALUATION AND GRADE ASSIGNMENT**

A total of 200 are available for this course:

Grades will be assigned as follows:

A = 100-90% (200 - 180 points)

B = 89 – 80% (179 - 160 points)

C = 79 –70% (159 - 140 points)

D = 69 – 60% (139 –120 points)

F = 59-0% (119 – 0 points)

### **CLASS POLICIES AND PROCEDURES**

At a minimum, all policies stated in the current ULM Student Policy Manual & Organizational Handbook should be followed (see [catalog.ulm.edu/index.php?catoid=24](http://catalog.ulm.edu/index.php?catoid=24)). Additional class policies include:

#### **A. Textbook(s) and Materials:**

**Required:**

Ingersoll, E. R., & Rak, C. F. (2015). *Psychopharmacology for the mental health professions* (2nd ed.). Boston, MA: Cengage.

Siegel, D. J. (2012). *Pocket guide to interpersonal neurobiology*. New York, NY: Norton.

Wurztel, E. *Prozac nation*. Mariner Books.

### **Suggested:**

Preston, J. D., O'Neal, J. H., & Talaga, M. C. (2013). *Handbook of clinical psychopharmacology for therapists*. Oakland, CA: New Harbinger Publications.

### **Technology for the Class**

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

0. **Attendance Policy:** This is an online class so Canvas assignments are required weekly and students are required to check their ULM e-mails daily.
- C. Make-up Policy:** There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)
- D. Academic Integrity:** Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed and it will be reported. All papers will be checked for plagiarism.
0. **Course Evaluation Policy:** At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

1. **Student Services:** Information about ULM student services, such as Student Success Center ([www.ulm.edu/studentsuccess/](http://www.ulm.edu/studentsuccess/)), Counseling Center ([www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)), Special Needs ([www.ulm.edu/counselingcenter/special.htm](http://www.ulm.edu/counselingcenter/special.htm)), and Student Health Services, is available at the following Student Services website [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/).
2. **Emergency Procedures:** (N/A for online courses.)
3. **Discipline/Course Specific Policies:** Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

Grading and emailing: Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

**Late Policy:** No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

**Student Services:** The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

**Information about ULM student services can be found via these links:**

Student Success Center [www.ulm.edu/studentsuccess](http://www.ulm.edu/studentsuccess)

Counseling Center [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

Special Needs at [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/)

Library [www.ulm.edu/library/reference.html](http://www.ulm.edu/library/reference.html)

Computing Center Help Desk [www.ulm.edu/computingcenter/helpdesk](http://www.ulm.edu/computingcenter/helpdesk)

Current college's policies on serving students with disabilities can be obtained on the ULM website: [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone: 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

**Mental Wellness on the ULM Campus:**

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: [318-342-5220](tel:318-342-5220)

The Marriage & Family Therapy and Counseling Clinic: [318-342-5678](tel:318-342-5678)

Remember that all services are offered free to students, and all are strictly confidential.

*If you have special needs that I need to be made aware of, you should contact me within the first two days of class.*

**Sexual Harassment or Gender-Based Discrimination:**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX

Coordinator at [318-342-1004](tel:318-342-1004); you may also file a complaint online, 24 hours a day, at: [www.ulm.edu/titleix](http://www.ulm.edu/titleix)

**Tentative Calendar**

**\*Schedule subject to change – will be announced on Moodle and via Warhawks email**

<b>Weeks</b>	<b>Topics</b>	<b>Readings, Lectures, Projects Due</b>
<b>Week 1</b>	<b>Introductions</b>	<b>Readings: Ingersoll &amp; Rak: 1 – 4 Siegal: 1-10; Wurtzel: Prologue, 1-2</b>
	<b>Neurology and Pharmacokinetics</b>	
	<b>Perspectives in Psychopharmacology: Medical Model, Psychological Model, Social, and Cultural</b>	<b>Lectures: 1 - 2</b>
<b>Week 2</b>	<b>Antidepressant Medication</b>	<b>Readings: Ingersoll &amp; Rak: 5 – 6; Wurtzel: 3-4</b>
	<b>Anxiolytic Medication</b>	<b>Lectures: 4 - 5</b>
		<b>Mid-Term Exam Due</b>
<b>Week 3</b>	<b>Antipsychotic Medication</b>	<b>Readings: Ingersoll &amp; Rak: 7 – 8; Wurtzel: 5-6</b>



## Mood Stabilizers

Lectures: 6 - 7

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<b>Week 4</b>	<b>Psychotropics for Substance Use Disorders</b>	<b>Readings: Ingersoll &amp; Rak: 9 &amp; 11; Wurtzel: 7-8; Chapter 3: Neuroscience and the Brain (found in Moodle)</b>
	<b>Neurological Effects of Substances</b>	
	<b>Using Psychotropics with Children</b>	<b>Lectures: 8 - 9</b>
		<b>Psychopharmacology Project Due</b>
		<b>Final Exam Due</b>

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### KPI Assessment Final Exam COUN 5055 Grading Rubric

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Note: Ratings of 3 or above indicate performing well for student's stage of development.

### Assignment Specific Requirements and Professional Identity CACREP Standards

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<b>Assignment Specific</b>	<b>CACREP Standard</b>	<b>Performance Level 1-5</b>
	<b>Addiction</b>	
	<b>5.A.</b>	
neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others	1.e	

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classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation 2.h

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**Performance  
Level 1-5**

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**Average** (i.e., total scores divided by number of requirements/standards)

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**Percentage** (i.e., an average performance level of 3.5 will be  $3.5/5 = 70\%$ )

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**Total  
Points** (i.e., syllabus assigns 30 points to assignment –  $70\% = 21$  points)

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