

**Southeastern Oklahoma State University  
Department of Behavioral Sciences  
Clinical Mental Health Counseling**

**Professionals for the 21<sup>st</sup> Century: Competent, Committed, and Ethical**

<b>Course Name and Number:</b>	COUN 5573: Psychopharmacology in Counseling
<b>Number of Credits:</b>	Three (3) graduate semester credit hours
<b>Day and Time of Class:</b>	Online
<b>Room and Location of Class:</b>	None
<b>Instructor's Name:</b>	Steven Roring, PhD, Licensed Psychologist, LPC
<b>Instructor's Office Location:</b>	None
<b>Instructor's Office Hours:</b>	I am available via email if you have any questions that may be addressed in this way.
<b>Instructor's Office Phone Number:</b>	
<b>Instructor's Email Address:</b>	sroring@se.edu
<b>Date of This Revision:</b>	Spring 2019
<b>Prerequisites:</b>	Permission Required

**Catalog Description:** This course provides an overview of commonly prescribed psychotropic medications in the field of professional counseling. The course assists the counselor in understanding his or her role in working with medical professionals in the concurrent treatment of mental health issues using an interdisciplinary approach. Also addressed in this course are medications and drugs of abuse included in the substance-use disorders section of the most current version of the *Diagnostic and Statistical Manual of Mental Disorders*. (Prerequisite: Permission required)

**Required Textbooks and Other Materials:**

- Hedges, D., & Burchfield, C. (2006). *Mind, brain, and drug: An introduction to psychopharmacology*. Boston: Pearson Education, Inc.
- American Counseling Association. (ACA). (2014). *ACA code of ethics*. Alexandria, VA: Author.
- Association for Multicultural Counseling and Development (AMCD). (2015). *Multicultural and Social Justice Counseling Competencies*. Alexandria, VA: Author.
- Kaut, K. P., & Dickinson, J. A. (2007). The mental health practitioner and psychopharmacology. *Journal of Mental Health Counseling*, 29, 204-225.

- King, J. H., & Anderson, S. M. (2004). Therapeutic implications of pharmacotherapy: Current trends and ethical issues. *Journal of Counseling and Development*, 82, 329-336. doi:10.1002/j.1556-6678.2004.tb00318.x
- Rivas-Vazquez, R. A., Johnson, S. L., Blais, M. A., & Rey, G. J. (1999). Selective serotonin reuptake inhibitor discontinuation syndrome: Understanding, recognition, and management for psychologists. *Professional Psychology: Research and Practice*, 30, 464-469. doi: 10.1037/0735-7028.30.5.464
- Rosenbaum, J. F., Fava, M., Hoog, S. L., Ascroft, R. C., & Krebs W. B. (1998). Selective serotonin reuptake inhibitor discontinuation syndrome: A randomized clinical trial. *Biological Psychiatry*, 44, 77-87. doi:10.1016/S0006-3223(98)00126-7
- See also the supplemental Internet resources available on the companion Blackboard website.

### **Recommended Textbooks:**

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Stahl, S. M. (2014). *Stahl's essential psychopharmacology: The prescriber's guide* (5th ed.). New York: Cambridge University Press.

**Blackboard Website:** Candidates will be required to utilize the companion Blackboard website for this course. This website may be accessed at: <http://blackboard.se.edu>. Course handouts will be provided on this website throughout the duration of the course. Candidates will need to access this website for handouts, special announcements, etc., prior to each week of scheduled readings or assignments.

### **Major Goals, Training Competencies, and Knowledge/Skills Outcomes, which are Aligned with University, School, Department, Program, and Accreditation Standards, Include the Following:**

Upon successful completion of the course, candidates will:

- 1.) Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. [[CACREP Section II.G.1.j.](#)]
- 2.) Understand theories of learning and personality development, including current understandings about neurobiological behavior. [[CACREP Section II.G.3.b.](#)]
- 3.) Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. [[CACREP CMHC Knowledge Area A.6.](#)]
- 4.) Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. [[CACREP CMHC Skills and Practices B.1.](#)]
- 5.) Provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders. [[CACREP CMHC Skills and Practices D.8.](#)]
- 6.) Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients. [[CACREP CMHC Skills and Practices F.2.](#)]
- 7.) Understand 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. [[CACREP CMHC Knowledge Area G.3.](#)]
- 8.) Know the impact of co-occurring substance use disorders on medical and psychological disorders. [[CACREP CMHC Knowledge Area K.3.](#)]

**Research or Project Component:** Candidates will examine the research-based information pertaining to psychopharmacological intervention. In addition, candidates will complete a research paper regarding a specific psychotropic medication used to treat mental health symptomatology. This paper will need to be at least 8 pages in length not counting title and reference page and include at least 8 references. The paper will need to include the following: Name of medication and chemical properties (e.g., GABA inhibitor, serotonin, etc.); brain regions affected by this medication; side effects and contraindications; research support (e.g., randomized clinical trials) for use and client populations that use this medication; and how you would work with a client who informed you they misuse or abuse this medication. Your topic ideas need to be posted to the appropriate Discussion Forum (i.e., Research Paper Topic) in Blackboard by January 25, 2019 at 11:59 pm. This paper is due by April 19, 2019 at midnight (11:59pm) in Blackboard.

**Field Components:** None

**Diversity Component:** Candidates will examine multicultural issues pertaining to psychopharmacological intervention.

**Technology Component:** Candidates will complete reflection paper using a computer word-processing program. In addition, candidates will use Blackboard adjunctively throughout the course.

**Ethics Component:** Candidates will discuss ethics issues pertaining to the use of psychopharmacology in the treatment of mental health disorders.

**Content Areas:**

1. Neurons, synapses, and the brain: A brief introduction to neuroscience.
2. Neurotransmitters and receptors.
3. Pharmacokinetics and pharmacodynamics.
4. The biology of mental disorders.
5. Sedative hypnotics, anxiolytics, and alcohol.
6. Psychostimulants, amphetamines, cocaine, caffeine, and nicotine.
7. Antidepressants.
8. Mood stabilizers.
9. First- and second-generation antipsychotics and anticholinergics.
10. The neurobiology and treatment of dementia.
11. St. John's wort, ginkgo, kava, valerian and other herbal interventions.

**Performance Activities and Course Requirements:**

The candidate will be expected to complete the following requirements:

1. Access the companion Blackboard website for the course regularly.
2. Participate in online discussions.
3. Read all textbook and outside reading assignments.
4. Complete three examinations in Blackboard.
5. Prepare one course reflection paper.
6. Complete unannounced quizzes at the discretion of the instructor.

**Methods of Instruction:** Subject areas in this course will be presented using a variety of instructional methods. Examples of these methods include brief video lectures, online videos, and PowerPoint slides with information from required textbooks.

**Methods of Assessment and Evaluation:** The course grading system will comply with the university's procedures using A-F grading based upon (see specific guidelines below):

1. Online participation
2. Examinations (3)
3. Participation points regarding online discussions
4. Research paper\*
5. Possible Unannounced Quizzes (at the discretion of the instructor)
6. Possible Point Deductions for Failing to Download Required Documents from the companion Blackboard website (at the instructor's discretion).

**All candidates are required to adhere to the *SE Student Code of Conduct* regarding academic dishonesty, including acts of cheating and plagiarism. A copy of the current version of the *SE Student Code of Conduct* is available on the SE Student Support Services website:**

**<http://homepages.se.edu/student-life/student-handbook/>. In addition, candidates must comply with all requirements outlined in the *Clinical Mental Health Counseling Student Handbook and Policies and Procedures Manual*.**

A breakdown of the specific point values for all examinations and assignments (not including unannounced quizzes or point deductions for failing to download documents from Blackboard) is provided below. You may wish to insert your grades into the table to determine your grade as the semester progresses. *All course requirements must be completed to receive a passing grade:*

	Points Available	Points Obtained	Percentage
<b>Examination I</b>	100	/100 =	%
<b>Examination II</b>	100	/100 =	%
<b>Examination III</b>	100	/100 =	%
<b>Formal Discussion Participation</b>	100	/100 =	%
<b>Course Research Paper</b>	100	/100 =	%
<b>TOTAL</b>	500*	/500* =	%

\* Total possible points in the course may change if quizzes are included by the instructor or if deductions are made for failing to download required documents from the companion Blackboard website.

**Grading Policy:** Letter grades based upon the total points earned during the semester will be determined according to the follow rubric:

Letter Grade	Overall Percentage	Total Point Range
A	90-100	448-500*
B	80-89	398-447*
C	70-79	348-397*
D	60-69	298-347*
F	59 or Below	0-297*

\* Point ranges may change if quizzes are included by the instructor or if candidates fail to download required documents from the companion Blackboard website.

**Attendance Policy:** None. But, you will need to post to the Discussion Forum titled, "Syllabus Consent", to give consent that you understand the syllabus and expectations for the class by January 18, 2019 at 11:59pm . Simply post "yes". Also, if you need clarification, this is the place to do so. There will be another Discussion Forum titled, "Water Cooler", where students can provide posts throughout the semester should questions about the syllabus, assignment, etc. come up. If you have sensitive information to discuss with me (e.g., grade, performance in class, etc.), email me. I will monitor the Water Cooler forum regularly in the event students need information from me.

### **Candidate Assessment Measures, Performance Evaluation Criteria, and Procedures:**

- 1.) **Examinations:** All examinations will include several multiple-choice questions. Some examinations may also include true/false, matching, and/or essay questions. Examinations will cover designated reading materials or other information in Blackboard (e.g., powerpoints). There will be a total of three examinations throughout the course of the semester. Tentative dates for these examinations are presented on the attached schedule (subject to change). The final examination will not be comprehensive.

**Examination Completion Policy:** All examinations must be completed on the date scheduled, as listed in the accompanying course schedule/calendar (or amended calendar, if applicable). Students may not make up examinations for any other reason, such as employment, trainings, vacation, etc. If a student has a documented medical emergency, (i.e. personal illness or family medical emergency), he/she must directly contact the course instructor, via email, prior to the beginning of the examination on the date it is scheduled, or as soon as possible thereafter. If a student will be unable to take the examination as scheduled due to his/her participation in an official University-sanctioned event, he/she must provide official documentation to the course instructor no less than one (1) week prior to the examination date. Failure to directly notify the course instructor as described above will result in a grade of zero (0) on the exam. If the university deadline to withdraw from the course has passed, the student will be assigned a grade of "F" in the course. As a reminder, if a student earns a failing grade (D or F) in any graduate counseling course, he/she will be suspended from the CMHC program or the School Counseling program for a period of no less than one calendar year and would be required to reapply to the SE School of Graduate and University Studies (SGUS) and to the respective graduate counseling program. Please refer to the *CMHC Student Handbook and Policy and Procedures Manual* for details regarding this academic retention, suspension, and dismissal policy (ARSD policy).

- 2.) **Participation in Formal Class Discussions Regarding Adjunctive Course Textbook:** On the dates indicated in the Proposed Class Schedule (presented later in this syllabus) students will be required to participate in meaningful class discussions, online, regarding reading assignments from the required course textbooks. A total of ten class discussions will be completed allowing for up to 100 points. It is the student's responsibility to take the initiative to participate in class discussions. Failure to read each chapter in the book or participate in these class discussions will significantly impact a student's grade in this course. In addition, students may not "make up" class discussions. If a class discussion is missed for any reason, a student will receive a participation score of zero (0) for that day. The initial post will need to include 10 sentences and is due by Friday nights at midnight (11:59pm), while your response to another student needs to be at least 5 sentences and is due by Saturday night at midnight (11:59pm).

<b>Online Discussion Rating Scale</b>	
<b>Points Possible</b>	<b>Participation Level</b>
0	Student did not complete assignment and/or clearly did not read the required readings.
1-2	Student demonstrated a <i>poor</i> level of class participation regarding the required readings.
3-4	Student demonstrated a <i>fair</i> level of class participation regarding the required readings.
5-6	Student demonstrated a <i>moderate</i> level of class participation regarding the required readings.
7-8	Student demonstrated a <i>good</i> level of class participation regarding the required readings.
9-10	Student demonstrated an <i>excellent</i> level of class participation regarding the required readings.

- 4.) **Quizzes:** During the course of the semester, the instructor may elect to administer unannounced quizzes regarding any subject covered in the course to assess candidate learning. If such quizzes are administered, final point totals in the course will be adjusted accordingly.
- 5.) **Class Handouts:** Throughout the semester, the instructor will post class handouts on the companion Blackboard website for this course. All handouts will be posted at least 24 hours prior to the beginning of the week (i.e., Monday). Candidates are required to review these handouts. There will also be videos of myself discussing information regarding material for the week that will be available by the beginning of the week.

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*This syllabus may be modified at the discretion of the instructor, as circumstances require.*

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**Any student needing special accommodations due to a disability should contact the Coordinator of Student Disability Services, Student Union, Suite 204 or call (580) 745-2254 (TDD# 745-2704). It is the responsibility of each student to make an official request for accommodations to the Coordinator.**

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**Equal Opportunity Statement:**

In Compliance with Title VI of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and other Federal Laws and Regulations, Southeastern Oklahoma State University does not discriminate on the basis of race, color, national origin, sex, sexual identity, sexual orientation, age, religion, handicap, disability, or status as a veteran in any of its policies, practices or procedures, this includes but is not limited to admissions, employment, financial aid, and educational services.

**Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) states:**

No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance....” Southeastern Oklahoma State University does not discriminate on the basis of sex in its education programs or activities, in compliance with Title IX and the U.S. Department of Education’s regulations at 34 C.F.R. §§ 86.1 et seq. Individuals who believe they have been discriminated against on the basis of sex may contact S.E.’s Title IX Coordinator at 580-745-3090, [titleix@se.edu](mailto:titleix@se.edu), or PMB 2750.

**COUN 5573: Psychopharmacology in Counseling**  
**Proposed Class Schedule:**

<b>Date</b>	<b>Topic(s) Covered</b>	<b>Reading Assignment(s) Due</b>	<b>Other Assignment(s) Due</b>
1/14/19	Course Introduction, Syllabus Review, Candidate Expectations;		Post to Blackboard Discussion forum by 11:59 pm on 1/18
1/21/19	Role of the Non-Medically Training Counselor Regarding Psychopharmacological Interventions; Ethical and Cultural Issues [ <a href="#">CACREP Section II.G.1.j.</a> ; <a href="#">CACREP CMHC Skills and Practices B.1. and F.2.</a> ; <a href="#">CACREP CMHC Knowledge Area G.3.</a> ]	<i>ACA Code of Ethics</i> ; <i>AMCD Multicultural Counseling Competencies</i> ; Kaut & Dickinson Journal Article; King & Anderson Journal Article;	<b>Research Paper Topic Due 1/25</b> (Post three or more topic ideas to Blackboard discussion forum). Discussion 1
1/28/19	Neurons, Synapses, and the Brain: A Brief Introduction to Neuroscience [ <a href="#">CACREP Section II.G.3.b.</a> ]	Hedges & Burchfield: Chapter 1	Discussion 2
2/4/19	Neurotransmitters and Receptors [ <a href="#">CACREP Section II.G.3.b.</a> ]	Hedges & Burchfield: Chapter 2	Discussion 3
2/11/19	Pharmacokinetics and Pharmacodynamics [ <a href="#">CACREP Section II.G.3.b.</a> ]	Hedges & Burchfield: Chapter 3	Discussion 4
2/18/19	<b>Examination I</b> <i>[Hedges &amp; Burchfield Chaps 1, 2, &amp; 3;]</i>		
2/25/19	Sedative Hypnotics, Anxiolytics, and Alcohol [ <a href="#">CACREP CMHC Knowledge Area A.6., G.3., and K.3.</a> ; <a href="#">CACREP CMHC Skills and Practices D.8.</a> ]	Hedges & Burchfield: Chapter 5; Stahl pages 159-164; 11-15	Discussion 5
3/4/19	The Psychostimulants, Amphetamines, Cocaine, Caffeine, and Nicotine [ <a href="#">CACREP CMHC Knowledge Area A.6., G.3., and K.3.</a> ; <a href="#">CACREP CMHC Skills and Practices D.8.</a> ]	Hedges & Burchfield: Chapter 6; Stahl pages 165-170; 319-322;	Discussion 6
3/11/19	The Psychostimulants, Amphetamines, Cocaine, Caffeine, and Nicotine (Cont.); The Antidepressants [ <a href="#">CACREP CMHC Knowledge Area A.6., G.3., and K.3.</a> ; <a href="#">CACREP CMHC Skills and Practices D.8.</a> ]	Hedges & Burchfield: Chapter 6 (Cont.); Chapter 9; Rivas-Vazquez et al. and Rosenbaum et al. Journal Articles Stahl pages 449-454; 379-384	Discussion 7
3/18/19	<b>No Class—Spring Break</b>	Relax! :)	
3/25/19	The Antidepressants (Cont.) [ <a href="#">CACREP CMHC Knowledge Area G.3.</a> ]	Hedges & Burchfield: Chapter 9; Stahl pages 25-31; 349-355; 677-683	Discussion 8
4/1/19	<b>Examination II</b> <i>[Hedges &amp; Burchfield Chaps 5, 6, &amp; 9; Stahl Assigned readings]</i>		

Date	Topic(s) Covered	Reading Assignment(s) Due	Other Assignment(s) Due
4/8/19	The Mood Stabilizers [ <a href="#">CACREP CMHC Knowledge Area G.3.</a> ]	Hedges & Burchfield: Chapter 10; Stahl pages 385-390; 361-368	Discussion 9
4/15/19	The Mood Stabilizers (Cont.); First- and Second-Generation Antipsychotics and Anticholinergics [ <a href="#">CACREP CMHC Knowledge Area G.3.</a> ]	Hedges & Burchfield: Chapter 10 (Cont.); Chapter 11 Stahl pages 139-144; 323-329	Discussion 10 <b>Research Paper Due 04/19 (11:59 pm)</b>
4/22/19	First- and Second-Generation Antipsychotics and Anticholinergics (Cont.) [ <a href="#">CACREP CMHC Knowledge Area G.3.</a> ]	Hedges & Burchfield: Chapter 11 Stahl pages 53-63; 527-535	
4/29/19	The Neurobiology and Treatment of Dementia; St. John's Wort, Gingko, Kava, Valerian, and Other Herbal Interventions	Hedges & Burchfield: Chapters 12 & 13 Stahl pages 225-229	
5/06/19	<b>Examination III</b> <i>[Hedges &amp; Burchfield Chaps 10, 11, 12, &amp; 13; Stahl assigned readings]</i>		