



COLLEGE OF EDUCATION
COUNSELOR EDUCATION
ALABAMA A&M UNIVERSITY

Instructor	
Course Number	COUN 624
Course Title	Understanding Psychotropic Medications for Counselors
Call Number/Section	
Class Times	
Class Location	
Textbook	<i>Psychopharmacology</i> R.H. Ettinger
Office and Office Hours	
E-mail address	
Telephone number	

COURSE DESCRIPTION

This course is designed to acquaint non-medical mental health professionals (counselors, social workers, and psychologists) with the category and therapeutic effects of drugs used to treat behavioral disorders, as well as the adverse effects of both prescribed and major illicit drugs.

COURSE GOAL

The purpose of this course is to introduce the therapeutic effects of medications used to treat mental health disorders as well as illicit drugs that may exacerbate mental health disorders.

Specific objectives:

1. Provide students with basic premises of the biological elements of psychopharmacology including relevant neurology, physiology, and pharmacokinetics.
2. Gain understanding of essential elements to the pharmaceutical intervention of selected mental health disorders including.
3. Gain understanding of psychological intervention of substance use disorders.
4. Explore individual, cultural, physiological considerations of pharmaceutical interventions and substance use disorder treatment

Assignments

- A. Attendance and Participation- Students are expected to attend and participate in each class meeting (see Appendix A).
- B. Medication Papers- Select a pharmacologically treated disorder on which to present to the class. Based on the type of work/population you intend to work with research common presenting problems and medications used as treatment along with counseling (see Appendix B).
- C. Medication Presentations- Select two of your medication paper topics to present on in class (see Appendix C).
- D. Quizzes (10)- Complete each chapter quiz by Saturday @ 11:59pm.
- E. Exams (Midterm & Final)- Midterm exam will cover chapters 1-6. Final exam will cover chapters 7-10. Exam dates are noted on the class schedule. Both exams will include multiple choice and short answer, as well as essay questions and case study/vignette diagnostic questions

Grading Scale

Assignment	Points
A. Attendance and Participation	70
B. Medication Papers (50 pts each)	200
C. Medication Presentations (40 pts each)	80
D. Quizzes (10)	100
E. Exams (Midterm & Final)	200
Total	600

Points range	Grade	Percentage
538-600	A	90%-100%
478-537	B	80% - 89%
417-477	C	70%- 79%
357-416	D	60% - 69%
0- 356	F	0% - 59%

SERVICES FOR PERSONS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with

Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services, Student Center, Room 203, (256) 372-4263.

COMMITMENT TO DIVERSITY

The College of Education, Humanities, and Behavioral Sciences is committed to providing students with appropriate and sufficient knowledge, abilities, and dispositions that will enable them to understand, accept, and embrace diversity and equity in the learning process.

ETHICS STATEMENT

All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University. Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

Grading Turnaround Time

Assignments within this online course are due on Saturdays by 11:59 p.m CST. Most assignments will be returned within a week. If an assignment, however, is extremely comprehensive such as the Group Plan, then Instructors are given longer to return all submitted work.

Connectivity

As an online student, you are expected to maintain an active and persistent connection and presence in this class. Saying that your computer is not working is not an acceptable excuse, nor is not submitting an assignment due to computer software related issues. You have to have a back-up plan if you plan on taking an online course. Failure to stay connected and engaged in the class will lead to unsuccessful attempt at passing this class.

In addition, your instructor is your instructor. He or she is not an IT Specialist. Thus, you will need to work with AAMU as much as possible to resolve computer issues or your computer company for more robust computer issues. Again, you have to have a back-up plan in place when taking an online course.

Best Ways to Troubleshoot:

1. Make sure you have downloaded all the software required in this course as outlined under the **START HERE** button.
2. If you are having trouble with one of the Web 2.0 products in the course (i.e, Screenr), troubleshoot using their site.
3. If you are having trouble with Internet Explorer, try another Web Browser like Firefox or Chrome.
4. Use a different computer.
5. If you do not have a different computer, use AAMU's library computer or a local library computer.

6. Use a friend's computer or family computer

Late Work

Assignment Deadlines: Each assignment will be due Saturday (night) by 11:59 p.m CST.

Late Work: LATE WORK IS NOT ACCEPTED UNLESS ACCOMPANIED BY A UNIVERSITY EXCUSE, NO ACCEPTIONS. If there are unforeseen circumstances, you must email the instructor as soon as possible otherwise you will receive the grade of "0" for that assignment.

<i>CACREP</i>	<i>DATES</i>	<i>CHAPTERS/ TOPICS</i>	<i>ASSIGNMENTS</i>
	<i>Aug 15- 21</i>	Syllabus Overview Chapter 1 Organization and Function of the Nervous System; Overview of top neurotransmitters	Quiz #1
5.D.2.k	<i>Aug 22- 28</i>	Chapter 2 Pharmacokinetics and Pharmacodynamics	Quiz #2
	<i>Aug 29- Sept 4</i>	Chapter 3 Mood Disorders: Major Depression and Bipolar Disorder	Quiz #3 Medication Paper 1 due Saturday @ 11:59pm.
	<i>Sept. 5-11</i>	Chapter 4 Anxiety and Stress- Related Disorders: Panic, GAD, OCD, andPTSD	Quiz #4
	<i>Sept 12-18</i>	Chapter 5 Psychotic Disorders: Schizophrenia	Quiz #5 Medication Paper 2 due Saturday @ 11:59pm.
	<i>Sept 19-25</i>	Chapter 6 Attention and Development al Disorders: ADHD	Quiz #6

		and ASD	
	<i>Sept 26- Oct 2</i>	Medication Presentation 1	Medication Presentation 1 due Saturday @ 11:59pm
	<i>Oct 3- Oct 9</i>	Midterm	<i>Midterm</i>
	<i>Oct 10-16</i>	Chapter 7 The Pharmacology of Opiates and Analgesia	Quiz #7
	<i>Oct 17-23</i>	Chapter 8 Substances Abuse and the Neurobiology of Addiction	Quiz #8 Medication Paper 3 due Saturday @ 11:59pm.
	<i>Oct 24-30</i>	Chapter 9 The Pharmacology of Scheduled Psychoactive Drugs: Psychostimulants, Psychedelics, and Marijuana	Quiz #9
	<i>Oct 31-Nov 6</i>	Chapter 9 continued	
	<i>Nov 7-13</i>	Chapter 10 The Pharmacology of Non-Scheduled Psychoactive Drugs: Alcohol, Nicotine, and Caffeine	Quiz #10 Medication Paper 4 due Saturday @ 11:59pm.
	<i>Nov 14-22</i>	Medication Presentation 2	Medication Presentation 2 due Saturday @ 11:59pm.

	<i>Nov 23-27</i>	Thanksgiving	Review for final
	<i>Nov 28- Dec 4</i>		Review for final
	<i>Dec 6 Final Exam</i>	Final Exam	Final Exam

Appendix A. Participation

Rubric for Participation

GRADE	CRITERIA
0	Absent
1	<ul style="list-style-type: none"> Present, but distracted (e.g., on Zoom- camera off, not in camera focus; in person- using cell phone during class or laptop for purposes other than note taking)

	<ul style="list-style-type: none"> • Contributes little to discussion • Demonstrates no comprehension/retention of assigned reading
2	<ul style="list-style-type: none"> • Present, not disruptive • Tries to respond when called on but does not offer much • Demonstrates very infrequent involvement in discussion
3	<ul style="list-style-type: none"> • Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. • Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). • Does not offer to contribute to discussion, but contributes to a moderate degree when called on. • Demonstrates sporadic involvement.
4	<ul style="list-style-type: none"> • Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. • Offers interpretations and analysis of case material (more than just facts) to class. • Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing involvement.³
5	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). • Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. • Demonstrates ongoing very active involvement.

Appendix B. Medication Paper Rubric

Medication Presentation Rubric		
1. Description and theories	Provide a description of the disorder and relevant theories supporting pharmacological treatment	0 1 2 3 4 5

	and how this treatment works (e.g., down regulation, up regulation, blocking, reuptake, increasing neurotransmitter release	
2. Pathogenesis	Include the neurotransmitters involved, areas of brain most implicated, psychosocial factors.	0 1 2 3 4 5
3. Medication	Main drugs used for treatment along with their prominent side-effects.	0 1 2 3 4 5
4. Future directions	Future directions for pharmacological treatment and/or research for this disorder.	0 1 2 3 4 5
5. APA	Adhering to APA guidelines	0 1 2 3 4 5

Appendix C. Medication Presentation Rubric

Medication Presentation Rubric

Content	Presentation provides accurate and complete explanations of key concepts and theories, drawing on relevant literature. Demonstrates a good understanding of the material. Reader/listeners gain insights.	0 1 2 3 4 5
Organization	The presentation had a clear introduction, content, and conclusion. Presentation is also clear, logical, and organized. The listener can follow the flow of the information presented.	0 1 2 3 4 5
Delivery	Level of presentation is appropriate for the audience. Presentation is paced for audience understanding and holds listeners' interest.	0 1 2 3 4 5
Visual/Creativity	Information is represented and organized to maximize user comprehension. Main points stand out.	0 1 2 3 4 5