

ASHLAND THEOLOGICAL SEMINARY
CLC 7758 Psychopharmacology for Counselors

Summer Semester, 2020
Online Course
Tuesdays, 9:00am – 11:30am, June 30, July 7, 14, 21, 28

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IMPORTANT NOTE: *This course was originally scheduled to occur as a face-to-face course, in Columbus, however, because of the dynamics created by COVID 19, all classes have been moved to an online format. The determination of whether June courses can resume a face-to-face modality will not be final until May 15... therefore... the syllabus has been designed to accommodate an online delivery, but may be adjusted... pending the decision on May 15th.*

I. COURSE DESCRIPTION

This course will explore the varied biological mechanisms commonly associated with the expression of psychological disorders and their relationship to pharmacological treatments. Students will be introduced to general principles of neurobiology, normative brain function, pathophysiological processes, and the major categories of psychotropic medications. Consideration will be given to professional and ethical boundaries when integrating psychopharmacology knowledge into counseling practice.

Prerequisites: CLC 5511 Human Growth and Development, CLC 7729 Differential Diagnosis

II. STUDENT LEARNING OBJECTIVES (with DLOs)

This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format. **At the conclusion of this course, students will:**

1. Recognize and describe the role of neurobiological factors in the genesis of common psychological disorders (Depressive, Bipolar, Anxiety, and Psychotic disorders). (PKO 1)
2. Effectively distinguish among the commonly prescribed psychopharmacological medications, and describe their therapeutic effects, side effects, and contraindications. (PKO 1)

3. Identify and successfully use professional psychopharmacology/medication resources to learn about a drug's critical properties (e.g., therapeutic indications, typical dosing, psychopharmacology, metabolism, contraindications, adverse reactions, etc.). (PKO 1, PSO 2)
4. Understand professional and ethical dimensions associated with the use of psychopharmacological knowledge in counseling (e.g., boundaries, psychoeducation, referral, and consultation). (PKO 1, PSO 2)

Knowledge Objective #1 (*Students will demonstrate knowledge about the profession of counseling including history, professional roles, organizational structures, ethics, standards, and credentialing*)

Professional Skills Objective #2 (*Students will demonstrate the ability to apply effective strategies for treatment, planning and intervention counseling*)

III. KNOWLEDGE BASE

A. Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure: This course meets the Ohio Administrative Code (OAC) requirement for:

- 4757-13-01 (5) (a) Clinical Psychopathology, Personality and Abnormal Behavior
- 4757-13-01 (5) (e) Treatment of Mental and Emotional Disorders

B. CACREP CMHC Standards Met in this Course Include:

- 5.C.2.g. – “impact of **biological and neurological mechanisms** on mental health”
- 5.C.2.h. – “classifications, indications, and contraindications of **commonly prescribed psychopharmacological medications** for appropriate medical referral and consultation”
- 2.F.3.e. – “**biological, neurological, and physiological factors** that affect human development, functioning, and behavior” ^{SEP}

IV. TEACHING STRATEGIES FOR STUDENT LEARNING

This course will be taught in a fully online format, incorporating both synchronous (i.e., the expectation to meet live, online, each scheduled class session) and asynchronous (i.e., work at-your-own-pace from home) components. These elements of the course will employ a variety of modalities for delivering course materials, including pre-recorded lectures (designed for remote viewing), reflection, case conceptualization, multiple choice exercises/tests, written assignments, and activities designed to assist in the formation of critical thinking. The pace of this course will be student driven, to the extent that this allows for the accomplishment of course objectives for the majority of students. The content domain of this course is somewhat unique in its emphasis on biological systems and pharmacological principles... please note, it is realized this

material may lie beyond the comfort zone of many (or perhaps most) students and, therefore, may generate significant angst; in consideration of this, class time will incorporate ample opportunities for robust interaction, and emphasize student-driven questions/interests, critical thinking/critique of the content/theories, as well as involving clarification/reinforcement of difficult concepts from the readings and pre-recorded lectures.

The preponderance of course material will be conveyed asynchronously; it is important that video lectures be viewed between classes as they will be the primary source of content and will serve as preparation for the synchronous discussions and exercises. Weekly (live) online sessions are scheduled for Tuesdays, from 9:00am until 11:30am (on the dates identified above); these will permit an opportunity to review, clarify, and discuss readings/lecture and provide a forum for related questions sparked by the readings. Optimal functioning in this course will be impacted by the reliability and speed of one's internet connection; streaming video content and accessing online resources may be hindered by an unstable internet connection or low download/upload speeds. The following webpage is provided as a tool for assisting you in evaluating the quality of your audio/video streaming, and for testing the connectivity of your camera/microphone; please consider conducting a "Pre-call" test of your system ahead-of the initial (June 30th) class session; this can ensure you have sufficient bandwidth and connection stability to participate (<https://tokbox.com/developer/tools/precall/>).

It is requested that students select a location for participating in class activities (synchronous and asynchronous) that: (1) provides adequate privacy, (2) is conducive to learning (largely distraction-free), and (3) is equipped with an Internet connection that is both stable and offers sufficient bandwidth to facilitate participation. It is highly recommended that students be familiar with their computers, their browser functions (native or third-party), the BlackBoard Learning Management System in general, and the video-conferencing component (Zoom) in particular. In addition, it will be valuable to know how to access a variety of one's system's settings (e.g., webcam, sound input and output, possible Bluetooth connections, etc.) *prior* to attending the first session. Please note, a stand-alone Zoom app is available for many operating systems, and may offer a more efficient and easier way to join class; for those who wish to download and install one of these programs, you will be asked to sign-in upon initialization... please use your Ashland Id/password, or your Ashland-issued Gmail account information. If you're not comfortable using any of these tools, please refer to the extensive library on the Learn AU site.

REQUIRED TEXTS:

Ingersoll, R. E. & Rak, C. F. (2016). *Psychopharmacology for Mental Health Professionals: An Integrative Approach* (2nd ed.). Boston, MA: Cengage Learning. ISBN-13: 978-1285845227

Sinacola, R. S., Peters-Strickland, T., & Wyner, J. D. (2019). *Basic Psychopharmacology for Mental Health Professionals* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN- 978-0134893648

ADDITIONAL REQUIRED READING

Additional articles or book chapters (beyond the required textbooks) will be assigned; these resources will be available, via electronic access (e-book database on the University Library page), on the Blackboard Learn website, or the professor's website (web-addresses are included below).

Littrell, J. (2015). *Neuroscience for Psychologists and Other Mental Health Professionals: Promoting Well-Being and Treating Mental Illness*. New York, NY: Springer Publishing. ISBN-13: 978-0826122780

Preston, J., O'Neal, J. H., & Talaga, M. C. (2017). *Handbook of Clinical Psychopharmacology for Therapists* (8th ed.). Oakland, CA: New Harbinger Publications, Inc. ISBN-13: 978-1626259256

Note: The Litrell (2015) and the Preston, O'Neal, & Talaga (2017) texts are available for purchase as print, or digital/electronic books, however, please note that both of these resources are available as digital, full text versions... **free**... through the EBOOK collection (EBSCO) included in the Ashland University library holdings. Due to ongoing changes in the University's digital collections, it cannot be guaranteed these resources will be available/accessible during the course, therefore it is advised that alternative arrangements are made to secure these readings if the resources are removed (i.e., purchase physical copy, digital purchase, rental, library loan).

Litrell (2015) Permalink –

<http://proxy.ashland.edu:2048/login?url=https://search.ebscohost.com.proxy.ashland.edu:2648/login.aspx?direct=true&db=nlebk&AN=977025&site=ehost-live>

Preston, O'Neal, & Talaga (2017) Permalink –

<http://proxy.ashland.edu:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1478903&site=ehost-live>

VI. COURSE SCHEDULE

WEEK	TOPIC	MATERIAL(S) DUE	READINGS
Pre 1 <i>June 9</i>	A Rationale for Psychopharmacology		Litrell (2015): Ch. 1 Ingersoll & Rak (2016): Ch. 1 Preston, O'Neal, & Talaga (2017): Ch. 1 Sincola, Peters-Stirckland, & Wyner (2019): Ch 1
Pre 2 <i>June 16</i>	Introduction to Neurobiology	Reading Quiz 1 (Due): covers material from Pre 1	Litrell (2015): Ch. 2 Ingersoll & Rak (2016): Ch. 2 Sincola, Peters-Stirckland, & Wyner (2019): Ch 2
Pre 3 <i>June 23</i>	Introduction to Pharmacokinetics and Pharmacodynamics	Reading Quiz 2 (Due): covers material from Pre 2	Litrell (2015): Ch. 3 Ingersoll & Rak (2016): Ch. 3 Sincola, Peters-Stirckland, & Wyner (2019): Ch 3
CLASS Begins Preparatory readings to be completed prior to initial face-to-face class; content presented in these readings will be reviewed during first lecture			
1 <i>June 30</i>	Overview of Anatomy, Physiology, Neurobiology, Pharmacokinetics, and Pharmacodynamics	Reading Quiz 3 (Due) covers material from Pre 3	Ingersoll & Rak (2016): Ch. 4 Preston, O'Neal, & Talaga (2017): Ch. 2
2 <i>July 7</i>	The Neurobiology of Mood Disorders and their Pharmacological Treatment: Antidepressants	Test 1 (<i>Posted</i>) View Video 1	Litrell (2015): Ch. 4 Ingersoll & Rak (2016): Ch. 5 Sincola, Peters-Stirckland, & Wyner (2019): Ch 3
3 <i>July 14</i>	The Neurobiology of Anxiety Disorders and their Pharmacological Treatment: Anxiolytics & Hypnotics	Test 1 (<i>Due</i>) View Video 2	Litrell (2015): Ch. 5 Ingersoll & Rak (2016): Ch. 6 Sincola, Peters-Stirckland, & Wyner (2019): Ch 5
4 <i>July 21</i>	The Neurobiology of Psychotic-spectrum Disorders and their Pharmacological Treatment: Antipsychotics & Mood Stabilizers	View Video 3	Litrell (2015): Ch. 6 Ingersoll & Rak (2016): Chs. 7, 8 Sincola, Peters-Stirckland, & Wyner (2019): Chs 4, 6
5 <i>July 28</i>	Additional Issues in Psychopharmacology: Resources, Future Directions, Ethics, Faith, and Counselors	Test 2 (<i>Posted</i>) Clinical FAQs due View Video 4	Litrell (2015): Ch. 10 Ingersoll & Rak (2016): Ch. 10 Sincola, Peters-Stirckland, & Wyner (2019): Ch. 14
CLASS ENDS Class will no longer convene; additional time is provided to complete Exam 2			
Post 2 <i>Aug. 11</i>		Test 2 (<i>Due</i>)	

VII. GRADING ELEMENTS

Attendance

This course is scheduled to meet on Tuesdays, from 9:00pm – 11:30pm on June 30th, July 7th, 14th, 21st, and 28th. Considering the compressed/accelerated format of this course, maintaining pace with the weekly lectures (posted on BlackBoard Learn) and “class” attendance, are exceptionally important; online dialogue, participation in activities, and student-initiated questions are vital parts of the learning process. Missed classes *can be expected* to disrupt the learning process and are very likely to interfere with performing adequately on class requirements (ultimately impacting the student’s grade). It is important to be familiar with the attendance policy, which in this online format applies to the prerecorded lectures (these are required to watch) and one’s presence in weekly, live sessions. Ashland Theological Seminary’s Student Handbook policy on attendance will be observed. Please note this policy’s stance on missed classes: “Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.” It is the student’s responsibility to acquire missed lecture materials and/or handouts from other students. ***This policy also includes tardiness.***

Assignments/Assessment of Student Learning

- 1) Exams.** Examinations will consist of material from lecture content and course readings (i.e., required textbooks as well as additional assigned readings). There will be two exams scheduled for weeks 2 and 5 of the course (these will be posted/administered online); each will consist of approximately 40 questions, covering a specified content domain and may contain a combination of True/False, multiple choice, matching, or other objective items. Specific information on each exam, and its content domain, will be provided in class. ***(~53% of final grade)***
- 2) Reading Quizzes.** Considering the online nature of this course and the abbreviated number of face-to-face sessions, Reading Quizzes are designed to assess students’ comprehension of the fundamental concepts addressed in preliminary readings for weeks **Pre 1**, **Pre 2**, and **Pre 3** (i.e., the three weeks prior to the initial face-to-face meeting); these will be brief, online (“open-book”), objective format quizzes (15 questions) that focus attention on essential elements of the readings, that will assist students in evaluating their familiarity with the independently navigated pre-class content, and assist them in being prepared for the material covered in the first face-to-face meeting. ***(~30% of final grade)***

- 3) Clinical FAQs.** The prevalent use of psychotropic medications as a primary treatment for clinical and subclinical presentations of psychological turmoil has increased the need for counselors to be knowledgeable about the manner in which these drugs function, and be prepared to dialogue with clients about important issues related to their role in treatment. For this assignment, students will be provided 5 questions they are likely to encounter in clinical work (related to the use of medications in treating psychological conditions). For each question, students are to develop a single-page response, informed by course readings, lecture content, class dialogue, and/or other reputable sources, that expresses their perspective on the issue and accurately captures the current empirical data. Rather than providing a technical explanation to each question, responses are intended to be written in a fashion that resembles how it might be explained to a client, incorporating relevant technical language or concepts when helpful. (**~17% of final grade**)

VIII. CALCULATION OF GRADE AND CONNECTION OF LEARNING OUTCOMES

The following points and distribution will be used in the calculation of the student's final grade:

Grading Element	Associated Student Learning Outcomes	Associated CACREP CMHC Standards	Point value	Percentage of Final Grade
Examinations	1, 2, 3, 4	5.C.2.g., 5.C.2.h., 2.F.3.e.	80	~ 53%
Reading Quiz	1, 2, 3, 4	5.C.2.g., 5.C.2.h., 2.F.3.e.	45	~ 30%
Clinical FAQ's	1, 2, 3, 4	5.C.2.g., 5.C.2.h., 2.F.3.e.	25	~ 17%
Total			150	

SPECIAL NOTES ON GRADING

1. Incompletes and Extensions will be granted for emergencies only.
2. The student is responsible for reading and meeting the requirements of this syllabus. See the professor if in doubt.
3. All materials generated by the student are expected to demonstrate professionalism. Materials of poor quality are unacceptable and may be returned to the student to be redone and/or result in the lowering of the student's grade. See the professor with questions in advance of assignment due dates.
4. Any unprofessional or unethical conduct may result in consequences up to, and including failure in the course. **Completion of this course does not equip the student to engage in pharmacologic consultation (OAC 4732-5-01 (11)); OAC**

4732-3-01 C(3)) or engage in activities beyond their scope of practice (OAC 4757-15). The information contained in this course should not be construed as medical advice, a substitute for the opinion of a qualified medical provider, or as a source for independent (i.e., personal) medical decision-making.

5. In order to satisfy all course requirements in a timely manner, students will need to remain current with all assignments. Students who anticipate having to miss a class, or who are absent for unanticipated reasons are responsible for securing any materials covered in that class.

IX. SEMINARY GRADING SCALE

Grade	Percent	Grade Points	Description
A	97-100	4.0	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	92-96	3.7	
B+	89-91	3.3	
B	86-88	3.0	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	83-85	2.7	
C+	80-82	2.3	
C	77-79	2.0	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	74-76	1.7	
D+	71-73	1.3	
D	68-70	1.0	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	65-67	0.7	
F	Below 65	0	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

X. RECOMMENDATIONS FOR LIFELONG LEARNING

Students are encouraged to leverage their newly acquired familiarity with psychopharmacology to remain acquainted with emerging trends in the use of medications for treating psychological conditions, the release/approval of new psychotropic medications, and the interface between drug therapies and psychotherapies. Continuing education opportunities, consultation with colleagues in other disciplines (e.g., physicians, psychiatric nurse practitioners, physician's assistants, etc.), and advanced training represent avenues for maintaining, updating, and expanding one's knowledge of this continually evolving dimension of mental health.

XI. ACADEMIC INTEGRITY POLICY

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

XII. SEMINARY WRITING CONSULTATION SERVICE

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [Writing Center Online](#) and select "Online and Graduate" from the schedule menu.

XIII. ACCESSIBILITY RESOURCES AND ACCOMODATIONS

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

RECOMMENDED RESOURCES (optional)

Advokat, C. D., Comaty, J. E., & Julien, R. M (2014). *Julien's Primer of Drug Action* (13th ed.). New York, NY: Worth Publishers.

Field, T. A., Jones, L. K., & Russell-Chapin, L. A. (2017). *Neurocounseling: Brain-Based Clinical Approaches*. Alexandria, VA: American Counseling Association.

Lichtblau, L. (2010). *Psychopharmacology demystified*. Belmont, CA: Wadsworth, Cengage Learning.

Muse, M. & Moore, B. A. (Eds.). (2012). *Handbook of Clinical Psychopharmacology for Psychologists*. New York, NY: John Wiley & Sons.

Prus, A. (2017). *Drugs and the Neuroscience of Behavior* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Purves, D., Augustine, G. J., Fitzpatrick, D. Hall, W. C., LaMantia, A.-S. White, L. E. (Eds.). (2012). *Neuroscience* (5th ed.). Sunderland MA: Sinauer Associates.

Stahl, S. M. (2013). *Anxiety Disorders: A Guide for Integrating Psychopharmacology and Psychotherapy*. New York: Routledge. [SEP]

Stahl, S. M. (2017). *Essential Psychopharmacology Prescriber's Guide* (6th ed.). New York, NY: Cambridge University Press.

Stahl, S. M. (2013). *Stahl's Essential Psychopharmacology: Neuroscientific Basis and Practical Applications* (4th ed). New York: Cambridge University Press. [SEP]

Stein, D., Lerer, B. & Stahl, S. M. (2012). *Essential Evidence-Based Psychopharmacology* (2nd ed). New York: Cambridge University Press [SEP]

Reis de Oliveira, Schwartz, T. & Stahl, S. M. (2013). *Integrating Psychotherapy and Psychopharmacology: A Handbook for Clinicians*. New York: Routledge Press. [SEP]