



**Course Number: CG 669**  
**Course Title: Psychopharmacology  
for Counselors**  
**Semester: Fall 2020**

**Course Delivery Method:** Seated Classroom Meetings on Campus  
**Course Section:**  
**Meeting Time and Place:**  
**Course Credit Hours:** 3 Credit Hours

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**FACULTY CONTACT INFORMATION:**

OFFICE HOURS: BEFORE AND AFTER CLASS AND BY APPOINTMENT,

OFFICE NUMBER:

PHONE:

EMAIL: [JOEL.EFFLER@LMUNET.EDU](mailto:JOEL.EFFLER@LMUNET.EDU)

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**I. COURSE DESCRIPTION:**

The understanding of the basic neurobiology of psychopathology and how psychotropic medications treat such conditions is the foundation of this class. An emphasis is placed on the role of the counselor as a member of a treatment team who helps facilitate client treatment compliance and monitors the efficacy and side effect manifestations of psychotropic treatment, while helping to integrate that treatment with other nonpharmacological modalities.

**II. COURSE OBJECTIVES:**

**Course Objectives or Purposes**

- A. Describe the basic mechanisms by which the human CNS works and how mental illness affects its functioning.
- B. Describe how psychotropic medications affect the CNS and how they affect the course of mental illness.
- C. Identify symptoms of and accurately diagnose mental disorders that are treated by psychopharmacologic agents.
- D. Identify medical conditions that affect the course of mental illness.
- E. Identify appropriate psychopharmacologic treatments for identified mental illnesses.
- F. Identify and monitor the signs of effective psychopharmacologic treatment.

- G. Identify and monitor side effects of psychopharmacologic treatment.
- H. Demonstrate effective consultative skills in working with professionals prescribing psychotropic drugs.
- I. Demonstrate effective consultative skills with clients/patients and their parents who are being treated with psychotropic medications.

**Carter and Moyers School of Education - Institutional Proficiencies**

#14. Understand and implement *Assessment and Evaluation*.

**State of Tennessee PreK – 12 Professional Counseling Standards**

NA

**CACREP 2016 Standards**

**Section 5-C: CLINICAL MENTAL HEALTH COUNSELING**

- g. impact of biological and neurological mechanisms on mental health
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

**III. TEXTS/MATERIALS FOR THE COURSE:**

Sinacola R.S., Peters-Strickland, T. & Wyner, J.D. (2020). *Basic Psychopharmacology for Counselors and Psychotherapists*: 3rd Edition. Boston, MS: Pearson. ISBN-13: 978-0134893648

**Additional Readings/Knowledge Base**

Balon, B. (2009). Old but still gold: Lithium in stabilizing the mood. *Indian Journal of Psychiatry*, 51(2): 157–158.

Budzynski, T. h., Budzynski, H. K., Evans, J. R., & Abarbanel, A. (2009). *Introduction to Quantitative EEG and Neurofeedback, Advanced Theory and Applications*: Second Edition. Burlington, MA: Academic Press.

Klerman, G. L. (1990). The psychiatric patient's right to effective treatment: implications of Osheroff v. Chestnut Lodge. *American Journal of Psychiatry*, 147:409-418

Lambert, N. M., Hylander, I, & Sandoval, J. H. (2004). *Consultee-Centered Centered*

*Consultation.*

Mahwah, NJ: Lawrence Erlbaum Associates.

Preston, J. P., O’Neal, J. H., & Talaga, M. C. (2010). *Handbook of Clinical Psychopharmacology for Therapists: 5<sup>th</sup> Edition.* Oakland, CA: New Harbinger.

Robbins, J. (2008). *A Symphony in the Brain.* New York, NY: Grove Press.

Wegmann, J. (2008). *Psychopharmacology: Straight Talk on Mental Health Medications, 2<sup>nd</sup> Edition.* Eau Claire, WI: Premier Publishing & Media.

**IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:**

**Attendance** - even with successful completion of make-up assignments, class absences could result in a reduction in the final course grade. **Class attendance requires staying the entire class period.** Refer to the *Graduate Catalog* for further academic restrictions.

Assignment A

Class participation, homework, and (primarily) quizzes (**25 points**)

Assignment B

**Comprehensive Exam** (multiple choice/short answer). In class (**100 points**)

Assignment C

[Key Assignment # 1] - **Research Paper (100 points)** – submitted to Via.

The candidate will write a brief research paper on the use of a psychotropic medication off-label, familiarizing the candidate with the range of a common psychotropic medication treatment practice. *Completed assignment will address the CACREP Professional Identity standards listed below:*

**CACREP-2016.5.C.2.g:** impact of biological and neurological mechanisms on mental health

Assignment D

[Key Assignment # 2] - **Case Study (100 points)** - submitted to Via.

This will be an in-depth study of client including diagnoses, comprehensive treatment summary (with medications), and plan for consultation with medical and other professionals working with the client. This project will be presented to the class with a brief summary handout provided for each candidate in class. Detailed instructions for this project may be found in the appendix. *Completed assignment will address the CACREP Professional Identity standards listed below:*

**CACREP-2016.5.C.2.h:** classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

### Course Evaluation/Assessment

Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

Percentage	Grade
100-95	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-75	C
74-70	C-

#### V. METHODS OF INSTRUCTION:

Methods of Instruction Methods of instruction will include didactic lectures, collaboration, demonstration, evaluation, analyses of research articles, and student presentations. Active participation and learning through dialogue is strongly encouraged in this Masters level course. It is expected that the students will share the responsibility for others and their own learning.

**Clinical Experiences:** Course includes a field experience component of service learning where student will spend at least 5 hours in Service Learning in a community environment, and submit a Service Learning Reflection to document and reflect upon this experience, as guided by assignment completion guideline and rubric.

#### VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

##### Technology

Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.** Course syllabus and Online Gradebook will be maintained

##### Turn-it-in

Portions of written work may be required to be submitted to *Turn-It-In*, the computer program designed for checking literature duplication. Submitting additional course work to *Turn-It-In* is at the instructor's discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

##### Unit Commitment to Diversity

The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language,

religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

LiveText

**Each student will be required to establish an account with the LiveText program by the second class session.** LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. LiveText is located online at <http://www.vialivetext.com> and can be purchased through the LMU Bookstore.

Library Resources

The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library’s website ([library.lmunet.edu](http://library.lmunet.edu)) for full details. There are many professional databases including: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection**: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than 1 million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information & critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement & intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

**VII. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:**

**Schedule of Classes and Assignments**

<b>Week No.</b>	<b>DATE</b>	<b>ASSIGNMENTS/WHAT’S HAPPENING IN CLASS</b>
<b>1</b>		- Introductions - Introduction of Subject - Review of Syllabus

		- <b>Reasons for Studying Psychopharmacology (Chap 1)</b> - <b>Basic - Neurobiology (Chap 2)</b> CACREP-2016.5.C.2.g: impact of biological and neurological mechanisms on mental health
2		- <b>Psychopharmacology and Pharmacokinetics (Chap 3),</b> - <b>History Taking and Assessment Techniques (Chap 4)</b> CACREP-2016.5.C.2.g: impact of biological and neurological mechanisms on mental health CACREP-2016.5.C.2.h: classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
3		- <b>Treatment of Unipolar Depression (Chap 5)</b>
4		- <b>Treatment of Bipolar Disorders (Chap 6)</b>
5		- <b>Treatment of Anxiety Disorders (Chap 7)</b>
6		- <b>Treatment of Sleep Disorders (Chap 11)</b>
7		- <b>Treatment of Psychotic Disorders (Chap 8)</b>
8		- <b>Treatment of ADHD and Disorders of Attention (Chap 9)</b>
9		
10		
11		
12		
13		
14		
15		

VIII. HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE): N/A

IX. **TRANSPARENT INSTRUCTION:**

The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualifying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the learning objectives including the skills and knowledge to be gained—both for the class and beyond college. The Tasks will list the activities and steps that students will perform to complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.

- X. [EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DEPARTMENT OR PROGRAM MISSION STATEMENT: DESIRED – NUMBERED IN SEQUENCE]: [N/A]

### Counseling Program Mission Statement

The Counseling Program has as its primary mission the preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region, and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social and vocational development.

Program offerings, service learning activities and field experiences are designed to encourage personal, professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

### XI. IMPORTANT DATES IN THE ACADEMIC CALENDAR SPRING 2020:

Event	Date(s)
Classes Begin	August 17
Last Day to Add Classes	August 26
Labor Day (no classes)	September 7
Last Day to Drop Course without “WD”	September 15
Mid-Terms	October 5-9
Homecoming (classes held as scheduled)	October 8-11
Last Day to Drop Course without “F”	October 23
Thanksgiving holiday (no classes)	November 25-27
Last Day of Classes	December 4
Final Exams	December 7- 11
Commencement (10 a.m.)	December 12

### LMU INFORMATION FOR ALL COURSES and PROGRAMS

#### XII. UNIVERSITY SERVICES:

**ACADEMIC SUPPORT SERVICES:** LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academic-and-student-services/index.php> for more information

regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

**COUNSELING:** LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at [jason.kishpaugh@lmunet.edu](mailto:jason.kishpaugh@lmunet.edu) and/or 423.869.6277 (800-325-0900 ext. 6277).

### **XIII. University Policies:**

**UNDERGRADUATE ATTENDANCE:** To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. It is the student's responsibility to complete all course requirements even if a class is missed. The University understands that certain absences are unavoidable and recognizes the following as excused absences:

- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)
- Jury duty
- Military duties
- Religious observances of a student's faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an "excused absence" the opportunity to make up work missed without any reduction in the student's final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University's academic integrity policy (which can be found in the LMU Undergraduate Catalog <https://www.lmunet.edu/academics/catalogs.php>).

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete's responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the



instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

*Approved at Academic Council October 18, 2018*

**UNOFFICIAL WITHDRAWALS:** Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the University, automatically receives the grade “F” for such course(s), so noted on the student’s academic transcript, and may be administratively withdrawn. Unofficial Withdrawals are reviewed after grades post for each term. Any student earning all F’s is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date. Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

**ADMINISTRATIVE WITHDRAWALS:** Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar’s Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an F recorded on the transcript for each course. (See “Unofficial Withdrawal.”)

**FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:**

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

**STUDENTS WITH DISABILITIES POLICY:** LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services,

to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at [dan.graves@lmunet.edu](mailto:dan.graves@lmunet.edu) and/or 423.869.6531 (800-325-0900 ext. 6531).

**DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES** can be found in the student handbooks and catalogs published online as part of the LMU Website:

Catalogs: <https://www.lmunet.edu/academics/catalogs>

Handbooks: <http://www.lmunet.edu/student-life/handbooks>

**HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT :**

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call(423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/counseling/index.php>.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at [titleix@lmunet.edu](mailto:titleix@lmunet.edu), or by phone at (423) 869-6618. The Title IX Coordinator/ Institutional Compliance Officer's office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment,

Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

**HAZING:** Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

**COURSE EVALUATIONS:** In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

**OUTCOMES ASSESSMENT TESTING:** Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate's degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of

\$20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student's subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:

- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

**IN THE EVENT OF INCLEMENT WEATHER** Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

**INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY:** Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

**XIV. MISSION STATEMENTS:**

**LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT** can be found at the following link to LMU's website: <HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP>.

**XV. STUDENT COMMUNITY ENGAGEMENT:** A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <https://www.lmunet.edu/leadership-and-outreach/index.php> or contact the Director of Leadership and Outreach, Kaci Ausmus, at [Kaci.Ausmus@lmunet.edu](mailto:Kaci.Ausmus@lmunet.edu).

**XVI. TurnItIn.com notification:** Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy

posted at the TurnItIn.com site.

- XVII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.**

## Appendix 1: Completion Guides for Key Assignments

### Standards and Scoring Rubrics for Research Paper - Key Assignment #1

#### CG 669 – Psychopharmacology for Counselors - Key Assignment #1: Research Paper

#### Completion Guidelines for Research Paper

**General:** The purpose of this assignment is to develop knowledge of a particular psychotropic medication and how it is used in the treatment of a specific psychiatric condition.

#### I. General Guidelines

Choose a psychotropic medication of interest and describe how it is used to treat a specific psychiatric condition “off label.” *You must choose a medication that was originally developed for one condition (for example, psychosis) and discuss how it is now used to treat another condition.*

#### II. Organization/Outline of Paper

A. **Title.** For example: *Use of Morsane in the Treatment of Adolescent Bipolar Disorder.*

B. **Name/Describe the medication.** Provide the chemical (generic) and brand name(s) of the medication. Describe how this medication works, including the class to which this drug belongs (e.g., a phenothiazine) and a brief, general description of how it works chemically (e.g, a dopamine antagonist), the history of the development of this drug and the condition(s) it was designed to treat.

C. **Describe the psychiatric condition of your choice.** Describe a single psychiatric condition for which this drug is treated. Remember that you choosing a condition for which the drug was not originally developed as treatment. You may include the basic DSM IV-TR or DSM 5. We have to be flexible in describing your condition, according to the information you find in your sources. The research literature has not totally caught up with DSM-5 diagnoses (and perhaps never will). For example, you may find a plethora of information in using a particular neuroleptic (antipsychotic) for adolescent Bipolar NOS. This is no longer recognized as a condition in the DSM-5; this condition has been more or less replaced by *Other Specified Bipolar and Related Disorder*. However, the term Bipolar NOS might still be used in a number of reasonably current articles you find in your research. Therefore, you may be using both terms in your paper. Be sure that you note this in your paper. For example, “Smith (2013) found the antipsychotic, Abilify, to be effective for adolescents with Bipolar (NOS). Jones (2015) found less promising results with males than females using this drug for the treatment of Other Specified Bipolar and Related Disorder. For the purpose of

this paper, the diagnoses, Bipolar (NOS) and Other Specified Bipolar and Related Disorder will be considered to be equivalent.”

**D. Describe how your chosen drug is used to treat your chosen condition.**

From peer-reviewed journals, discuss studies that use your drug for your condition. Discuss (as much as you are able to find this in the literature) how your drug (designed to treat one condition) came to be used to treat another condition. Describe the rationale (if you can find it) for using your drug for this condition and outcome studies that discuss the efficacy as well as the problems with this use of your medication.

**E. Conclusions.** Discuss your impressions about the efficacy, dangers, and overall wisdom of the use of your chosen medication for your chosen condition. Is it justified? If so, when (e.g., for severe conditions, not responsive to drugs designed to treat that condition). Be sure to discuss your conclusions on how a client or the parent of a minor client should be counseled on the use of this medication for this condition, including dangers, potential benefits, etc.

**III. Length/Style of Paper**

Your paper should be a minimum of five to seven pages in length (not including title page and references), double spaced, with 12 point, Times New Roman Font. APA style should be used throughout. You should cite a minimum of four sources from scholarly, peer reviewed journals. In addition to these source, you may consult printed literature from drug companies when describing your medication (make sure you cite it as such).

**Scoring Rubrics for CG 669 – Psychopharmacology for Counselors**

**Research Paper - Key Assignment #1**

<b>Elements</b>	<b>Above Sufficient</b>	<b>Sufficient</b>	<b>Below Sufficient</b>
Writing/technical aspects.	Author, title, source, dates, etc. follows APA style, Excellent grammar, spelling and academic voice are used.	Author, title, source dates, etc. approach correct APA style. Proficient grammar, spelling and academic voice are used.	Author, title, source dates, etc. are flawed by APA style stands. Below average grammar, spelling and academic voice are used.
CACREP 2016 - CACREP 2016 - 5.C.2.g impact of biological and neurological mechanisms on mental health	The candidate articulates clearly the 1) general biochemical action the drug being researched and 2) how this action affects general functioning of the	The candidate describes the general action of the drug while clearly describing only two of the items 2) – 4).	The candidate describes the general action of the drug while clearly describing only one of the items 2) – 4).

	<p>brain and 3) specifically addresses the symptoms of mental disorders. The candidate 4) clearly articulates how what is considered a side effect when treating the symptoms of one disorder can be a treatment effect for another.</p>		
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**CG 669 – Psychopharmacology for Counselors - Key Assignment #2: Case Study**

**Completion Guidelines for Case Study**

**General:** The purpose of this project is for the candidate to develop and to demonstrate skills acquired in this course in describing, diagnosing, and developing a treatment plan for potential psychiatric clients, including suggested psychotropic medications. You will analyze the information/data available to you and make your recommendations based on the assumption that you are licensed to prescribe psychotropic medications. This requirement is based on the expectation that you will be or not be some day qualified to practice medicine, but to help you to think as a physician, nurse practitioner, specialized psychologist (in some states) etc. to better understand how psychotropic medication are used as part of a comprehensive treatment plan for clients.

**I. Selection of Subject**

A subject will be selected from a school or clinical setting *for whom at least some background and assessment or other clinically relevant data is available*. The candidate will take appropriate measures to secure the permission of the supervisor of the facility from which the subject is selected. The candidate will also ensure that confidentiality of the subject is maintained. The extent of your assessment data may be limited, say, to TCAP data, an interview, and one or more observations.

**II. Gathering Further Information/Data**

The candidate will interview the student/client, if possible, and take other acceptable measures to secure enough information to describe, diagnose, and develop a treatment plan. It would be most preferable to interview the subject, and interviewing parents would be helpful. Remember that you must stay within the guidelines of



confidentiality you have learned as a candidate at LMU and that all your activities must be known and approved by the appropriate director(s) of the facility in which you are working with the subject.

### III. Guidelines for Report Write Up

#### A. Development of Report Outline

##### 1) Purpose of the Report:

The candidate will first define the presenting problems problem/symptoms of the subject that are the basis for their “referral.”

##### 2) Additional Sections/Headings

Additional sections will be defined according to the purpose stated above. Sections/headings might include the following:

- **Demographics**: Name, grade, DOB, age, school, etc. (remember to use bogus information here to maintain confidentiality).
- **Sources of Information**: Interview, observations, review of permanent record, individual tests, etc.
- **Discussion of Information/Interview/Test Data**: What are the indications of the information/data you have.
- **Summary/Conclusions/Diagnosis**: Summarize the meaning of your information, in the context of your Referral Question (above). Offer one or more DSM-5 diagnosis. You may also discuss previous DSM-IV-TR diagnoses, providing entries as appropriate for Axes I-III.
- **Recommendations/Treatment Plan**: Considering the Referral Question, what are your recommendations? Such recommendations should include:
  - a) **Family/group/individual counseling** to address specifically stated goals (manage anxiety, work through specific loss, etc.)
  - b) **Medications treatment**. Identify specific drugs you would recommend and your rationale for choosing
  - c) **Consultation/Agency Liaison/Other Treatments**. Work with social agencies, schools, other medical/mental health professionals. What referrals, if any, would you make.
  - d) How would you **monitor treatment and side effects** and **monitor/ensure patient compliance**, reporting this information to prescribing professionals and other relevant treatment team members.
  - e) What **specific side effects** would you look for?
  - f) **Other recommendations** (consultation, other referrals etc.) as you consider appropriate

2) **Length/Writing Style**

Your report should be between *six to eight (6-8) pages* in length. You may use any font or point (not smaller than 12-point, please...my eyes are like the rest of me – middle aged). Be sure to **USE HEADINGS**. A good strategy is to begin with using the headings in the description of your assignment, above.

IV. **Presentation in Class**

You will present more or less informally your report to class. There will not be a particular scoring rubric for this presentation. Using visual aids or other technological aids (e.g., power point) are optional. Just make sure that you are familiar with your report so that you can answer any questions you might be asked. Make a copy of your report for each of your classmates so they can follow you as you review your report.

**Final Note: You should not share your report with the subject of your study, members of their family, or other personnel in your work setting. This is to avoid the assumption that your recommended psychotropic treatment is a part of a realistic treatment plan to be considered for your subject.**

**CG 669 – Psychopharmacology for Counselors –**

**Key Assignment #2 - Case Study Scoring Rubrics**

<b>Elements</b>	<b>Above Sufficient</b>	<b>Sufficient</b>	<b>Below Sufficient</b>
Writing/technical aspects.	Author, title, source, dates, etc. follows APA style, Excellent grammar, spelling and academic voice are used.	Author, title, source dates, etc. approach correct APA style. Proficient grammar, spelling and academic voice are used.	Author, title, source dates, etc. are flawed by APA style stands. Below average grammar, spelling and academic voice are used.
CACREP 2016 - 5.C.2.h classifications, indications, and contraindications of commonly prescribed psychopharmacologic al medications for appropriate medical referral and consultation	The candidate thoroughly demonstrates the ability to analyze mental disorders in terms of need for psychotropic medication treatment. The candidate develops one or more diagnoses, and rules out any other general diagnoses which could reasonably be	The candidate develops one or more reasonable, general diagnoses for their patient, ruling out other diagnosis(es) that could be reasonably considered. The candidate covers at least two, but not all of items 1) – 4). The candidate provides at least a some	The candidate develops one or more reasonable, general diagnosis for their patient, but covers less than two of points 1)- 4) and/or the candidate only marginally addresses point 5) or fails to address it at all.

	<p>considered. The candidate analyzes the patient’s psychotropic medication/other mental health treatment needs in terms of 1) psychiatric symptomology, 2) terms of medical symptoms/conditions related to the identified diagnosis(es), 3) and in terms of other relevant factors (age, support services eligible, and potential for treatment compliance. 4) Having determined that the patient needs at least a certain type of psychotropic medication (say, an antidepressant), the candidate justifies the consideration of a particular drug(s). In other words, considering all information you have about that patient, why did you pick that particular antidepressant? 5) The candidate develops a comprehensive treatment plan in consideration of 1) -3) (above), which includes use of or at least consideration of one or more psychotropic medication and at least two other</p>	<p>discussion addressing point 5).</p>	
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	treatment modalities (in-patient treatment, medical exams/treatments, support groups, specific types of counseling/psychother apy, etc.		
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