# San José State University School of Social Work Sc Wk 283, Psychopharmacology for Social Workers, Spring 2014

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| Instructor: | Rachael Cresci, DBH, LCSW |
| Office Location: | Social Work Department |
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| Email: | rachael.cresci@sjsu.edu |
| Office Hours: | 1 hour before class, by appointment or skype office hours  professor.rachael.cresci |
| Class Days/Time: | Monday 6:00 PM to 8:45 PM |
| Classroom: | CL 308 |
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## Faculty Web Page and MYSJSU Messaging (Optional)

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at http://www.sjsu.edu/people/firstname.lastname or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

**Catalog Description**

Historical trends and specific cultural, ethnic, gender and age related issues of alcohol and drug use are presented. Psychotherapeutic drugs and the pharmacologic basis of medicines for psychiatric disorders and culturally competent treatment interventions for substance abuse will be discussed. Social Work program elective.

## Course Description

This advanced elective course will focus on the history, epidemiology, social ecology, and pharmacology of psychoactive substances, both licit and illicit. In addition to defining and reviewing biological and chemical aspects of various drugs, the course will examine historical trends, specific age-related and environmental issues (including specific cultural, ethnic, gender, and sexual orientation issues). The course will discuss life-cycle considerations, psychotherapeutic drugs and the pharmacological basis of medicines for psychiatric disorders, evidence-based prescribing practices, psychopharmacology and comorbid conditions, public health, and the role of social workers in serving clients with mental health conditions. Finally, the course will discuss current issues in social work related substance abuse research and policy, and conclude with international perspectives on psychopharmacology and social work.

## Course Competencies & Practice Behaviors (Student Learning Objectives)

The following Competencies are realized through this course:

7. *Apply knowledge of human behavior and the social environment*

4. *Engage diversity and difference in practice*

3. *Apply critical thinking to inform and communicate professional judgments*

Upon completion of ScWk 283, students will be able to:

1. Apply the person in environment (PIE) perspective enabling them to work effectively with different systems and service providers in order to empower clients to become active participants in their treatment process. Understand theoretical foundations used in social work that examine the reciprocal relationships between human behavior and social environment, including systems theory and the ecological perspective. PB: 7 (b) (Theoretical framework)
2. Utilize current theories regarding the structure of the brain, function of neurotransmitters, and stress-diathesis model, neuropsychopharmacology in order to become effective members of the treatment team and empower their clients. Demonstrate knowledge of theories related to understanding biological, sociological, cultural, psychological, and spiritual development across life span. PB: 7 (a) (Theoretical framework)
3. Understand the different evidence-based psychopharmacological treatment algorithms for specific psychiatric symptoms, diagnosis, relevant to the client’s age and comorbid medical conditions. Utilize conceptual frameworks that inform the process of assessment and intervention. PB: 7 (b) (Theoretical framework)
4. Understand how cultural factors affect prescribing practices and drug trials and drug approvals. Demonstrate understanding of the transcultural perspective and how dimensions of this perspective may inform practice, including dimensions of culture; self-reflexivity/positionality; power, privilege and oppression; respectful partnership; and frameworks for culturally responsive practice. PB: 4 (a,c,d,e) (Diversity)
5. Discern the importance of the local systems of care including medical, behavioral health as well as the importance of health care reform in both the facilitation and impediment of health and well-being of individual of different ages and cultural backgrounds. Understand that social systems both facilitate and impede health and well-being of individuals and families, particularly in relation to diverse populations (e.g. race, ethnicity, class, sexual orientation, immigration status, disability etc.) PB: 4 (a,c,d,e) (Diversity)
6. Apply the PIE, differential psychiatric diagnosis and evidence-based psychopharmacological interventions for clients of different ages and backgrounds. Discuss and critically appraise how theories apply to practice, including empirical support and utility for diverse populations. PB: 3 (a) (Critical Thinking)
7. Demonstrate effective, professional oral and written communication skills in application of theory. PB: 3 (a,c) (Critical Thinking)

## IV-E Competencies

This class addresses the following IV-E Competencies: [Insert competency numbers]

## Required Texts/Readings

### Textbook

Dziegieleski, S. (2009). *Social Work Practice and Psychopharmacology, 2nd Edition*. New York, NY. Springer Publishing Company.

Recommended

American Psychiatric Association. (2013). Diagnositc and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing.

### Other Readings

As Assigned by Instructor

### Other equipment / material requirements (optional)

(Include as necessary e.g., if students need a VHS tape for recording, obtain specific software to do homework, etc. here.)

## Library Liaison (Optional)

For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the Social Work Research Guide available at http://libguides.sjsu.edu/scwk. The Social Work Library Liaison is: Teresa Slobuski, who may be reached by phone (408.808.2015) or email (Teresa.Slobuski@sjsu.edu).

## Classroom Protocol

Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to one’s peers as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices. Students are expected to use laptop computers for classroom related work.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic\_programs/calendars/academic\_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/**.** Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at http://www.sjsu.edu/advising/.

## Assignments and Grading Policy

Your grade in this course will be based on your presentations, written work, tests and participation as follows:

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| --- | --- | --- | --- |
| **Assignment** | **Points** | **Due Date** | **Course Student Learning Objectives** |
| Assignment 1  Video Case Presentation | 5 | 3/31/2014 | SLO: 2, 3, 4, 5 |
| Assignment 2  Client Presentation and Treatment Plan | 35 | 4/28/2014 | SLO: 1, 3, 5, 6, 7 |
| Assignment 3  Quizzes | 40 | Ongoing | SLO: 1, 2, 3, 5, 6 |
| Assignment 4  Social Work Perspective | 10 | 5/12/2014 | SLO: 1, 2, 3, 4, 5, 6 |
| Class Participation | 10 |  | SLO: 1, 2, 3, 4, 5, 6 |

**Penalty for Late Work**

All assignments will be turned at the start of class by the due date. Assignments turned in after the due date will be subject to an automatic 5% deduction. Errors in spelling, grammar and syntax will also be subject to a grade penalty.

**Class Participation:**

As part of class participation, students are expected to critically analyze information that is presented/discussed, bring examples and applications of the concepts being covered, be prepared to discuss readings, and provide additional insights on issues from their own special knowledge and expertise. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early.

**Assignment 1**

Complete an 8 minute video presentation on a pharmacological treatment for a client including:

1. Pharmacological treatment, rationale, relevance to treatment plan
2. Medication class, functioning and side-effects (what to expect)
3. Your role in supporting the client through their medication trial

Submit video via You Tube:

If you do not already have a YouTube Account, you will need to [create one](http://www.youtube.com/signup). If you have questions, please see the [instructions on how to create a YouTube account](http://support.google.com/youtube/bin/static.py?hl=en&guide=1646810&page=guide.cs).

When creating your video, you can use [iMovie on a Mac](http://support.google.com/youtube/bin/static.py?hl=en&topic=1728570&guide=1728585&page=guide.cs), [Windows Movie Maker](http://support.google.com/youtube/bin/static.py?hl=en&topic=1728571&guide=1728585&page=guide.cs), or [record directly into YouTube from your webcam](http://support.google.com/youtube/bin/answer.py?hl=en&answer=57409), you can also use your smart phone. It is also suggested that you look at YouTube's [Encoding Do's and Don'ts](http://support.google.com/youtube/bin/static.py?hl=en&guide=1728585&page=guide.cs).

After you create and upload your video, [set the video to "Unlisted"](http://support.google.com/youtube/bin/answer.py?hl=en&answer=181547) to protect your privacy and provide me with the [URL to your video](http://support.google.com/youtube/bin/answer.py?hl=en&answer=57741). If you set the video to "Private", it will not be viewable by anyone except you (i.e. it will not be gradable).

**Assignment 2**

The objective in constructing a comprehensive treatment plan is to increase students’ ability in the management and facilitation of efficacious outcomes in behavioral health treatment. Students will be provided with a template and a grading rubric.

*Your plan should include the following:*

1. A one page summary of the client’s identifying information to include subsections:
   1. Age, gender, race/ethnicity;
   2. Reason for seeking or being referred to treatment;
   3. Social, family and occupational history and current supports;
   4. Presence of physical health problems;
   5. History of behavioral health treatment;
   6. History of substance use (including caffeine and tobacco);
   7. Current situation (residential, marital, social and daily activity).
   8. Presenting Problem (including a list of specific symptoms/behaviors frequency, intensity and duration) Utilize both the client’s perspective as well as any collaborating data (make sure that you identify the source).
   9. Mental Status exam.
   10. Clinical formulation and differential diagnosis
2. List the client’s strengths and indicate how you see these strengths aiding in the client’s recovery. Note whether there are any specific barriers or challenges in providing service to this client, e.g. culture, language, class, coerced treatment or criminal justice involvement.
3. In beginning to think about the presenting problem/symptoms, what are the client’s goals, what do you believe are realistic objectives for your interventions? This section may be combined.
4. Preliminary and/or ongoing interventions for the presenting problem. You should specify the ACTUAL interventions and strategies that you are employing for this client. **Please also articulate and cite with specific reference** the theoretical and/or evidence based practice which you are employing to work with this client, e.g., CBT, MI, IPT, case management, stress reduction, linkage, education, supportive, recommendations for physical or nutritional interventions etc.
5. List (dosages not necessary) the current psychiatric medications and target symptoms for which the client is being treated.
6. Indicate your role in relationship to the medication treatment, e.g., do you have the opportunity to interact individually or in a case meeting with the prescriber.
7. Indicate whether you have attempted to address the patient’s progress, attitude and /or satisfaction with their medication treatment.
8. Following a number of sessions, meetings or encounters with this client, summarize their response to the treatment plan, e.g., no change, improvement, deterioration, satisfaction.
9. Based upon a lack of improvement, deterioration or need for continued improvement, how would you modify this plan?

**Assignment 3**

Ten brief quizzes will be administered at the beginning of class. The quizzes will usually be 5 true-false or multiple choice questions on the topics from the previous week. The 2 lowest scoring quizzes will be dropped.

**Assignment 4**

Students will write a paper about their perspectives on one of the following question.

Should social worker's support the enforcement of legislation mandating the use of psychotropic medications with consumers?

What are some important factors that parents, educators, and treatment providers should consider when prescribing psychotropic medications to minors?

**APA Format and Writing Requirements:**

Specific APA and writing requirements should be described. Wording should be determined base on sequence and should requirements (wording below is a sample, not required).

All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is optional*. All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

**Use of Turnitin.com: (OPTIONAL)**

Due to the increase of scholarly works being plagiarized, San José State University and its faculty are beginning to implement safeguards, one of which is an electronic anti-plagiarism service called *Turnitin.com.* For the protection and education of all students, using an anti-plagiarism service will add your scholarly papers to the academic database so that others cannot plagiarize your hard work. Details will be discussed in class.

**Grading**

The grading and evaluation distribution for the class is outlined below.

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| --- | --- |
| **Percentage.** | **Grade.** |
| 97-100%. | A + |
| 93-96%. | A. |
| 90-92%. | A - |
| 87-89%. | B + |
| 83-86%. | B. |
| 80-82%. | B - |
| 77-79%. | C + |
| 73-76%. | C. |
| 70-72%. | C - |
| 67-69%. | D + |
| 63-66%. | D. |
| 60-62%. | D - |
| Below 60%. | F.. |

## University Policies

### Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial\_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD\_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

## School of Social Work Policies

### School of Social Work Writing Policy

The Instructor will return selected assignments (as specified elsewhere in the syllabus) ungraded if at least five unique errors are found in grammar, punctuation, sentence structure, spelling, typos, APA style, or other basic writing errors. Late penalty points may apply, as specified in the syllabus.

**A unique error is an error that will be counted 1 time**. For example, if a possessive apostrophe is left off of a word 5 times in a paper, it will be counted as 1 error (i.e. a possessive apostrophe error). It is the student’s responsibility to make corrections throughout the paper and ensure there are no additional instances of the error in the paper before re-submitting the paper and submitting next assignments.

## University Resources (EACH OF THE FOLLOWING IS OPTIONAL)

### SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

### SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

# ScWk 283 Psychopharmacology for Social Workers, Spring 2013

*List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available. APA style for citing books and articles is preferred, but is not required]*

This schedule is subject to change with fair notice. I will announce any changes in class.

Table Course Schedule

| Session | Date | Topics, Readings, Assignments, Deadlines |
| --- | --- | --- |
| 1 | 1/27 | **Overview of course**. Overview of psychopharmacology  Review of assessment, mental status and differential diagnosis.  **DMS 5**  Activities: Review mental status  Bennett, A., & Evans, B. (2008). Mental Status Exam. University of Cincinnati. Retrieved from <http://aitlvideo.uc.edu/aitl/MSE/MSEkm.swf>  Bentley, K. Best Practices and Resources for Psychopharmacotherapy: Interview with Kia J. Bently, PhD. The Social Work Podcast, June 17, 2008. <http://socialworkpodcast.blogspot.com/2008/06/best-practices-and-resources-for.html>  Readings: Dziegieleski, Chapter 1 Medication use as Part of Health and Mental Health Practice.  Lecture, readings and activities are designed to assist students with applying the person in environment (PIE) perspective enabling them to work effectively with different systems and service providers in order to empower clients to become active participants in their treatment process and differential psychiatric diagnosis and evidence-based psychopharmacological interventions for clients of different ages and backgrounds. Understand how cultural factors affect prescribing practices and drug trials and drug approvals.  Demonstrate effective, professional oral and written communication skills in application of theory |
| 2 | 2/3 | **The Brain**  Activities: Review  The 3-D Brain (2005). Cold Spring Harbor Laboratory <http://www.g2conline.org/2022>  Levi,V, Antai-Otong, D., Pennebaker, D.F., & Riley, J. Pharmacological Therapy, Chapter 28, Unit 3, Therapeutic Interventions, Retrived from <http://www.delmarlearning.com/companions/content/0766817121/sample/28_Otong_Pages.pdf>  Matto, H. C., & Strolin-Goltzman, J. (2010). **Integrating Social Neuroscience and Social Work: Innovations for Advancing Practice-Based Research.** *Social Work, 5*(2), 147-156. Doi: 10.1093/sw/55.2.147  Readings: Dziegieleski, Chapter 2 Understanding How Medications Work: The Human Brain  Lecture, readings and activities are designed to assist students with Utilize current theories regarding the structure of the brain, function of neurotransmitters, and stress-diathesis model, neuropsychopharmacology in order to become effective members of the treatment team and empower their clients and the different evidence-based psychopharmacological treatment algorithms for specific psychiatric symptoms, diagnosis, relevant to the client’s age and comorbid medical conditions. Demonstrate effective, professional oral and written communication skills in application of theory. |
| 3 | 2/10 | **Pharmacokinetics & Pharmacodynamics**  Readings: Dziegieleski, Chapter 3 Practice Tips and Helping the Client & Chapter 4 Taking a Medication History, Documentation and Treatment Planning  **Prescription Medications/Generics**  Readings: Dziegieleski, Chapter 5 Prescription and Nonprescription Medications: What Every Social Worker Should Know  Campinha-Bacote, J. (2007). Becoming culturally competent in ethnic psychopharmacology. *Journal of Psychosocial Nursing and Mental Health Services, 45*(9), 26-33.  Lecture, readings and activities are designed to assist students with the utilization of different evidence-based psychopharmacological treatment algorithms for specific psychiatric symptoms, diagnosis, relevant to the client’s age and comorbid medical conditions. Understand how cultural factors affect prescribing practices and drug trials and drug approvals.  Demonstrate effective, professional oral and written communication skills in application of theory |
| 4 | 2/17 | **Psychopharmacology and Comorbid Medical Conditions**  Readings:  Ferrando, S., & Levenson, J.L. (2011). Psychopharmacology for Medically Ill Patients. *Psychiatric Times, 28*(12). Retrieved from:  <http://www.psychiatrictimes.com/display/article/10168/2003109>  Cowley, D. (2011). Psychiatry at the interface with general medicine. Journal Watch Specialties. Retrieved from <http://psychiatry.jwatch.org/cgi/content/full/2011/1230/5>  Lecture, readings and activities are designed to assist students with the utilization of current theories regarding the structure of the brain, function of neurotransmitters, and stress-diathesis model, neuropsychopharmacology in order to become effective members of the treatment team and empower their clients. Students with apply the person in environment (PIE) perspective enabling them to work effectively with different systems and service providers in order to empower clients to become active participants in their treatment process and differential psychiatric diagnosis and evidence-based psychopharmacological interventions for clients of different ages and backgrounds.  Discern the importance of the local system of care including medical, behavioral health as well as the importance of health care reform in both the facilitation and impediment of health and well-being of individuals of different ages and cultural backgrounds. |
| 5 | 2/24 | **Depressive Disorders**  Readings: Dziegieleski, Chapter 8 Treatment of Major Depression: Social Work Interventions  Anderson, I.M., Ferrier, I.N., Baldwin, R.C., Cowen, P.J., Howard, L., Matthews, K., McAllitster-Williams, R.H., Peveler, R.C., Scott, J., & Tylee, A. (2008). Evidence-based guidelines for treating depressive disorders with antidepressants: A revision of the 2000 British Association for Psychopharmacology guidelines. *Journal of Psychopharmacology, 22*(4), 343-396. Retrieved from <http://psychiatriefes.org/uploads/guideline/antidepressants.pdf>  Lecture, readings and activities are designed to assist students with the utilization of current theories regarding the structure of the brain, function of neurotransmitters, and stress-diathesis model, neuropsychopharmacology in order to become effective members of the treatment team and empower their clients. Students with apply the person in environment (PIE) perspective enabling them to work effectively with different systems and service providers in order to empower clients to become active participants in their treatment process and differential psychiatric diagnosis and evidence-based psychopharmacological interventions for clients of different ages and backgrounds. |
| 6 | 3/3 | **Bipolar and Related Disorders**  Chapter 9 Treatment of Bipolar Disorder in Adults, Adolescents, and Children  Brigham, P. (2007). The Psychopharmacology of Bipolar Disorder. Retrieved from: <http://drugtopics.coursemill.com/shared/advanstar/course/0009-9999-12-011-H04-P/Article.pdf>  Lecture, readings and activities are designed to assist students with the utilization of current theories regarding the structure of the brain, function of neurotransmitters, and stress-diathesis model, neuropsychopharmacology in order to become effective members of the treatment team and empower their clients. Students with apply the person in environment (PIE) perspective enabling them to work effectively with different systems and service providers in order to empower clients to become active participants in their treatment process and differential psychiatric diagnosis and evidence-based psychopharmacological interventions for clients of different ages and backgrounds. |
| 7 | 3/10 | **Anxiety, Obsessive-Compulsive & Trauma Related Disorders**  Readings: Dziegieleski, Chapter 10 Treatment of Anxiety Disorders  Dopheide, J., & Park, S. (2002). The psychopharmacology of Anxiety. *Psychiatric Times*,  <http://www.psychiatrictimes.com/display/article/10168/47826>  Baldwin, D.S., Anderson, I.M., Nutt, D.J., Bandelow, B., Bond, A., Davidson, J.R.T., den Boer, J.A., FIneberg, N.A., Knapp, M, Scott, J., Wittchen, H.U. (2005). Evidence-based guidelines for pharmacological treatment of anxiety disorder: recommendation from the British Association for Psychopharmacology. *Journal of Psychopharmacology, 19*(6), 567-596. Retrieved from: <http://www.bap.org.uk/pdfs/Anxiety_Disorder_Guidelines.pdf>  Lecture, readings and activities are designed to assist students with the utilization of the utilization of current theories regarding the structure of the brain, function of neurotransmitters, and stress-diathesis model, neuropsychopharmacology in order to become effective members of the treatment team and empower their clients. Students with apply the person in environment (PIE) perspective enabling them to work effectively with different systems and service providers in order to empower clients to become active participants in their treatment process and differential psychiatric diagnosis and evidence-based psychopharmacological |
| 8 | 3/17 | **Psychotic Disorders**  Readings: Dziegieleski, Chapter 11 Schizophrenia and Psychotic Disorders  Antipsychotic Medication Guide. Retrieved from: <http://www.bpd-mind.fsnet.co.uk/AntipsychoticGuide.pdf>  Lecture, readings and activities are designed to assist students with the utilization of current theories regarding the structure of the brain, function of neurotransmitters, and stress-diathesis model, neuropsychopharmacology in order to become effective members of the treatment team and empower their clients. Students with apply the person in environment (PIE) perspective enabling them to work effectively with different systems and service providers in order to empower clients to become active participants in their treatment process and differential psychiatric diagnosis and evidence-based psychopharmacological interventions for clients of different ages and backgrounds. |
| 9 | 3/24 | **Spring Recess** |
| 10 | 3/31 | **Psychopharmacology and Children**  Readings: Dziegieleski, Medications for Children and Older Adults, Chapter 7  Activities:  Frontline: The Medicated Child  <http://www.pbs.org/wgbh/pages/frontline/medicatedchild/view/>  Frontline: ADHD  <http://www.pbs.org/wgbh/pages/frontline/shows/medicating/watch/>  Lecture, readings and activities are designed to assist students with Apply the person in environment (PIE) perspective enabling them to work effectively with different systems and service providers in order to empower clients to become active participants in their treatment process and differential psychiatric diagnosis and evidence-based psychopharmacological interventions for clients of different ages and backgrounds.  Discern the importance of the local system of care including medical, behavioral health as well as the importance of health care reform in both the facilitation and impediment of health and well-being of individuals of different ages and cultural backgrounds. |
| 11 | 4/7 | **Psychopharmacology and Children**  Treating Neurodevelopmental Disorders  ADHD and Impulse Control Disorders  Children and Adults  Lecture, readings and activities are designed to assist students with Apply the person in environment (PIE) perspective enabling them to work effectively with different systems and service providers in order to empower clients to become active participants in their treatment process and differential psychiatric diagnosis and evidence-based psychopharmacological interventions for clients of different ages and backgrounds.  Discern the importance of the local system of care including medical, behavioral health as well as the importance of health care reform in both the facilitation and impediment of health and well-being of individuals of different ages and cultural backgrounds. |
| 12 | 4/14 | **Complementary and Alternative Medicine**  Readings: Dziegieleski, Chapter 6-Complementary and Alternative Medicine.  Suggested Readings: Straford, D., Vickar, G., Berger, C., & Cass, H. (2012). The flying publisher guide to complementary and alternative medicine treatments in psychiatry. Chapter 4, 6, & 7  Retrieved from: <http://www.operationflyingpublisher.com/pdf/FPG_008_ComplementaryandAlternativeMedicineTreatmentsinPsychiatry_2012.pdf>  Lecture, readings and activities are designed to assist students with application the person in environment (PIE) perspective enabling them to work effectively with different systems and service providers in order to empower clients to become active participants in their treatment process. Understand how cultural factors affect prescribing practices and drug trials and drug approvals. |
| 13 | 4/21 | **Sleep Disorders**  Pagel, J.F., Parnes, B.L. (2001). Medications for the treatment of sleep disorders. *The Primary Care Companion to the Journal of Clinical Psychiatry, 3*(3), PMC181172. Retrieved from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC181172/>  Lecture, readings and activities are designed to assist students with the utilization of current theories regarding the structure of the brain, function of neurotransmitters, and stress-diathesis model, neuropsychopharmacology in order to become effective members of the treatment team and empower their clients. Students with apply the person in environment (PIE) perspective enabling them to work effectively with different systems and service providers in order to empower clients to become active participants in their treatment process and differential psychiatric diagnosis and evidence-based psychopharmacological interventions for clients of different ages and backgrounds. |
| 14 | 4/28 | **Pain Disorders**  Readings: Clark, M. (2007). Psychopharmacology and Chronic Pain. Primary Psychiatry,*14*(9), 70-79. Retrieved from:  <http://www.primarypsychiatry.com/aspx/articledetail.aspx?articleid=1230>  Cox,F. (2010). An overview of pharmacology and acute pain: part one, pain series #4. *Nursing Standard, 25*(4), 34-38.  **Addiction**  Edends, E. (2010). Novel pharmacological approaches to drug abuse treatment. Pubmed, 3, 343, doi: 10.1007/7854\_2009\_29  General Principles for the Use of Pharmacological Agents to Treat Individuals with Co-Occurring Mental and Substance Use Disorders. Retrieved from: <http://www.samhsa.gov/co-occurring/docs/Pharm_Principles_508.pdf>  Lecture, readings and activities are designed to assist students with the utilization of current theories regarding the structure of the brain, function of neurotransmitters, and stress-diathesis model, neuropsychopharmacology in order to become effective members of the treatment team and empower their clients. Students with apply the person in environment (PIE) perspective enabling them to work effectively with different systems and service providers in order to empower clients to become active participants in their treatment process and differential psychiatric diagnosis and evidence-based psychopharmacological interventions for clients of different ages and backgrounds. |
| 15 | 5/5 | **Psychopharmacology** **and the Elderly**  Caley, C.F. (2012). Psychopharmacology for the elderly: Focus on depression, psychosis, and bipolar disorders. *DrugTopics.com*, 30-38. Retrieved from <http://drugtopics.coursemill.com/shared/advanstar/course/0009-9999-12-011-H04-P/Article.pdf>  Lecture, readings and activities are designed to assist students with applying the person in environment (PIE) perspective enabling them to work effectively with different systems and service providers in order to empower clients to become active participants in their treatment process and differential psychiatric diagnosis and evidence-based psychopharmacological interventions for clients of different ages and backgrounds. Discern the importance of the local system of care including medical, behavioral health as well as the importance of health care reform in both the facilitation and impediment of health and well-being of individuals of different ages and cultural backgrounds. |
| 16 | 5/12 | **Conclusion**  **Ethical Issues, Health Care Reform and International Practices**  Readings: Dziegieleski, Chapter 12 Conclusion: Social Workers as Proactive Professionals  Roberts, L., & Jain, S. (2011). Ethical Issues in Psychopharmacology: Considerations for Clinical Practice. *Psychiatric Times, 28*(5), 50-56.  Lecture, readings and activities are designed to assist students with apply the person in environment (PIE) perspective enabling them to work effectively with different systems and service providers in order to empower clients to become active participants in their treatment process.  Understand how cultural factors affect prescribing practices and drug trials and drug approvals.  Demonstrate effective, professional oral and written communication skills in application of theory. |