San José State University  
College of Social Sciences  
Psychology 232 (01), Clinical Psychopharmacology,  
Spring, 2011

Instructor: Glenn M. Callaghan, Ph.D.  
Office Location: DMH 322  
Telephone: (408) 924-5610  
Email: Glenn.Callaghan@sjsu.edu  
Office Hours: Mondays 8:00-10:30; Wednesdays 8:00-9:00  
Class Days/Time: W 9:00 - 11:45  
Classroom: DMH 308  
Prerequisites: Psychology 1, psychobiology or equivalent, eligibility for graduate study in psychology

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Desire 2 Learn (http://sjsu.desire2lean.com). You can get there directly or through my faculty web page accessible through the SJSU home page (search my last name) or http://www.sjsu.edu/people/glenn.callaghan.

Course Description
This course combines clinical psychological issues with biology and psychophysiology. This course is resides in both the Masters of Arts in Experimental Psychology and Masters of Science in Clinical Psychology programs. The course will emphasize both basic research and applied clinical science. Because the program is a required core course in the MS Clinical Program, there will be an emphasis placed on the clinical application of medications in the context of psychological services. However, the course does place an additional emphasis on the biological processes of neurotransmission. All of the material is taught at the graduate level and will be demanding.

Not everyone has a background in biology, and this will make some of the material harder to learn. I have chosen a text that appears to be relatively straightforward, but some of the material on mechanisms of action (e.g., on pharmacodynamics and pharmacokinetics) will be difficult for some students. You may want to study this material together in groups. I strongly recommend that you utilize the strengths of
classmates who have a stronger background in psychobiology or consider picking up a basic text on the subject.

A note on my teaching philosophy: This is our class. I have information that I want you to have and that you need to have if you are going to gain employment or licensure in the mental health profession. However, how I deliver this information and how you learn it can be somewhat flexible. If at any time you are feeling lost, unhappy, or not satisfied with the course, you must let me know. Nine out of ten times I can make adjustments in either style or pacing so that you are not only learning the information you need to know, but you are having a more enjoyable time doing it (well, relatively more enjoyable, anyway). Each semester I utilize feedback from students for the next class to make the course a better learning experience. Should you have feedback about this process, feel free to let me know.

Course Goals and Student Learning Objectives

Specifically, our course objectives are as follows:

1. Create an understanding of the role of psychopharmacology in clinical psychotherapy service delivery and research;
2. develop a basic understanding of the systemic effects of drugs and issues of bioavailability, tolerance, interactive effects;
3. familiarize you with the processes and mechanisms of neurochemical transmission;
4. develop your understanding of the mechanisms of action of prescription medications and drugs of abuse;
5. learn the common medications used for different psychological disorders;
6. develop a basic understanding of the integration and collaboration of mental health care into medical and other settings using psychopharmacological treatments; and
7. develop your critical thinking skills about the role of medications in the treatment of psychological disorders and human suffering.

Required Texts/Readings

Required Texts


Optional Texts


The required texts are available at the campus bookstore. You can often order any of the books on-line at a reduced price. Used books are always fine, but the books do need to be the current editions that we are using in the course. Because of the rapid changes in the field of psychopharmacology, older editions will not be acceptable.

Supplementary Journal Articles

A copy of supplementary journal articles is available for you to pick up at Maple Press (481 E. San Carlos St.; 408-297-1000). These are essential readings and you will be responsible for them during the semester. Supplementary does not mean optional.

A Note on Readings

There is a great deal to read in this class, and much of it is very dense material. Some of the weeks will have a very reasonable amount of readings, some will have much more. You need to read all of what is assigned. For weeks with a considerably large amount of reading, you may want to begin reading in advance of that week. As your semester progresses, you will have more assignments due and more to read for all of your classes. Keep that in mind as you look at the readings in advance.

Classroom Protocol

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the tests occur (except the last exam). You are responsible for keeping current on any deviations from the class syllabus, again, particularly rescheduling of tests. Check the class web site if you cannot be in class and want to check the times for exams, etc. Generally, I will lecture in class, and participation is highly encouraged. Participation makes the class much more interesting and allows you to develop your critical thinking skills. Questions are welcome at any time.
Professional Communication

The best method of contacting me is via email. Please allow 1-2 business days for a response. I do not typically respond to email on weekends.

Email is NOT a place to get extensive help with exam questions or with papers. If you have questions about a paper or larger assignment, you must come to office hours to discuss them; I will not read drafts of papers over email. If you have specific questions about an upcoming exam with respect to material covered, please tell me the question and then make an attempt to answer the question. I will let you know if you are on track and amend the answer to make it better, if need be. Please do not send more than two questions at a time. If you have more than two questions, office hours are the place to get those answered.

As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g., Joe.Student@internet.com). If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7, absence on 7-11-07).
2. In the greeting, please address your professor by his or her title (e.g., Dr. or Professor).
3. Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in.
4. Be clear in your statement about what you are asking for or of what you are informing the reader.
5. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask. If you have overslept, are tired, hangover, or whatever, please do not make requests based on those reasons.
6. Use a polite and respectful tone.
7. Use complete sentences.
8. Do not use abbreviations for words that are often used in text messages.
9. Use upper and lower case letters.
10. Be sure to use correct grammar and spelling in your message.
11. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.
12. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).
Personal Computer (Laptop) Use

All of the notes for the course are available for you to print out and bring to class. In general you do not need to have a laptop for the class lectures. If you prefer to take notes on your laptop, you need to see me for permission to bring the laptop to the class. You cannot use a laptop or any computer device in class unless you have spoken to me first. Without exception, laptop users will sit in the first two rows of the classroom. You may never connect to the internet during class or use your computer for personal or entertainment purposes during class time.

Classroom Etiquette

There are only a few real issues here, and they are easy. These issues are not typically a problem; that said, doing any of these will not be tolerated and will be grounds for dismissal from the class.

1. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
2. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
3. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
4. Never use a cell phone during an examination period.
5. Do not text message during lecture.
6. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams. If you use a computer, please use it for course related work during class time.
7. Do not sleep during class.

Desire 2 Learn and E-Campus

This course is now entirely on Desire 2 Learn. To get there go to https://sjsu.desire2learn.com/. You are responsible for regularly checking the website. Announcements will be made there.

A link can be also found on my faculty web page: http://www.sjsu.edu/people/glenn.callaghan

See http://www.online.sjsu.edu for more information regarding using Desire to Learn.

All of the material shown on the overheads in lectures is available on the course website for you to download. These materials are not, I repeat, are not, meant to be a substitute for coming to class. Please remember that these notes are for your convenience. I may add material or make slight changes to the notes that you download. When this occurs, I expect that you will simply take additional notes on
the material that I provide in class. If you like the notes, I encourage you to download them in advance. This way, if we get ahead, you will have the notes.

Attendance

This is a graduate course, so attendance is required. You are expected to be on time to class and when returning from the break. If you need to miss a class period, please let me know by phone or email. Missing one class is not typically a problem. You should not miss more than one class during the semester. You cannot reschedule exams except for medical reasons.

Office Hours

My office is room DMH 322. My phone number there is 924-5610. If I am not in my office, please leave a message for me at this number. I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can call, e-mail, or see me after class to set an appointment. I want to be available to you. If you call or email me, you can generally expect a response back in 48 hours during the week. If you call or email on a Friday or over the weekend, you will not hear back from me until the next business day (typically Monday).

The best time to catch me is right after class, but let me know if you need to see me at another time. With office hours it is first come, first served. If you do not want to wait or were not able to see me, please set a time with me individually. During office hours we can discuss course questions, psychology as a career, or other topics of interest to you.

Please note that I am a busy professor, but I absolutely want to make time for our meetings. If I am unavailable at a time you try to see me, let me know, and we will make time to meet together.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, 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/.
Students should be aware of the current deadlines and penalties for dropping classes. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/.

Information about the latest changes and news is available at the Advising Hub at
Assignments and Grading Policy

Assign Readings Policy

You are required to do the weekly reading before coming to each class. If it appears through class discussion that you have not thoroughly done the weekly reading, I will institute a pop-quiz strategy. If we end up having pop-quizzes, they will be counted toward your grade. To encourage you to do the difficult reading, a take home “quiz” will be required for those book chapters, and Reading Responses are required for those additional articles assigned.

Reading Responses

For each article or chapter in the course reader that is to be read you are responsible for providing a brief summary and response. I am looking for you to briefly summarize the major position(s) of the article and pose your critical responses to each article.

Responses are due at the beginning of each mini-module. There are two purposes to the article responses (1) to encourage you to read thoughtfully, and (2) to provide evidence to me that you have both read and understood each assignment. You are not required to provide responses for the chapters from the text books.

For each response you should:
- Very briefly outline the major conceptual issues for that article (no more than ¼ of the page).
- Pose at least one critical question and answer of the authors that shows you have engaged the article thoughtfully. Provide a brief discussion of why this is an important question to ask or what your answer is (academically) to that question (no more than ¾ of the page).

I would like you to follow this format for each response:
- Your name in the upper right corner, PSYC 232, and the date.
- For each response use this format with mini-headers in bold:
  - Summary
  - Critical Response
- You may print your responses on single spaced pages.
- Each response should take about ¾ of a single spaced printed page.
- The summary should be no more than one-third of your total reading response.
- Hand written responses will never be accepted in this or any other course that I teach.
Exams

Exams will be essay based questions with room for you to write directly on the exam form. Each exam will be worth 100 points. The final is required and is not cumulative. (You may not take the exam early to leave for your summer break.) All exams are closed book. These exams will test your knowledge of both the clinical and biological issues relevant to each module.

Vignette Responses

There will be two vignettes given over the course of the semester. Each vignette will illustrate clinical issues central to the drugs we are discussing and reading about. They will be brief paragraphs to take home and read. You will be required to compose a two-page double spaced response (with 1-inch margins and 12 point font) based on the questions for each vignette. If you are unfamiliar with writing vignette responses, please talk with the other students to get suggestions and advice for how to approach this task.

All vignette responses must be type written, double-spaced, using a 12-point font. Any deviations (clever or otherwise) from this format will lose 10% of the vignette grade. You can use all material available to you for this assignment; however, the writing must be your own. Grammar and spelling count toward the grade.

Drug Name Quizzes

For each section dealing specifically with legal and illegal drugs, you will be required to memorize a list of generic and trade drug names as well as the class they belong to (e.g., fluoxetine, Prozac, SSRI). These quizzes will not take place on exam day unless the class chooses to do that. Instead, the drug name quizzes will occur as scheduled below. All students must take the drug name quizzes on the same day. You cannot take these quizzes as a make up exam.

While memorization is not fun for anyone, it is the only way to learn these names. Knowing these drugs is essential for work in the mental health field in both research and applied positions. The exams will require that you know these as well.

Online Quizzes

The quizzes are meant to stimulate your reading of the text and keep you ahead of the lecture material. All quizzes will be multiple-choice and will be based on the assigned readings.

The quizzes are completed on Desire2Learn at your convenience (not during class). They will be available online each week and due according to the schedule below. Quizzes will only be due as posted online and will not be able to be turned in later than that deadline. Quizzes will typically only be available for the week prior to the deadline.
IMPORTANT NOTE: You must be certain to save your answers (the "save all" option) BEFORE hitting the “finish” button to submit your quiz. If you do not save the answers, you will receive a score of 0 for having no answers completed. If this occurs accidentally, notify me immediately.

University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sjsu.edu/senate/S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 website for Student Conduct and Ethical Development 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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.
SJSU Writing Center

Writing comprises a large percentage of your grade in this course; however, it is not expressly a course instructing better writing skills. I am always happy to look at drafts of your paper, but I cannot teach you grammatical or other essential skills to better your writing. You are better off seeking assistance from me for content in your paper and going elsewhere for help with basic writing skills. I strongly encourage you seek assistance with your writing at the San Jose State University Writing Center in Clark Hall, Suite 126. It is a free service to students and will typically result in a much better paper for this course. Given that a portion of the paper grade is based on writing, grammar, and spelling, you should consider utilizing this service. Their contact information is 408-924-2308 or on the web at The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop--in basis, no reservation required. Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/.
## Psychology 232, Spring, 2011

△ indicates article response due that day; * indicates take home quiz due that day.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-Jan</td>
<td>The Basics</td>
<td>Meyer &amp; Quenzer ch 1, 2, 3, 8</td>
</tr>
<tr>
<td></td>
<td>Overview of psychopharmacology/Bringing a drug to market</td>
<td>Preston ch 1-4</td>
</tr>
<tr>
<td>△2-Feb</td>
<td>Principles of pharmacology: Pharmacokinetics (Absorption, bioavailability, metabolites, half-lives)</td>
<td>Preston Appendix A, B, G</td>
</tr>
<tr>
<td>23-Feb</td>
<td>Exam 1</td>
<td></td>
</tr>
<tr>
<td>∆1-2-Mar</td>
<td>Biology and pharmacology of mood disorders</td>
<td>Meyer &amp; Quenzer ch 6, 16</td>
</tr>
<tr>
<td>∆2-9-Mar</td>
<td>Bipolar Affective Disorder, mood stabilizers, atypical antipsychotic medications</td>
<td>Preston ch 6,7,15,16, Appendix C</td>
</tr>
<tr>
<td>16-Mar</td>
<td>Major Depressive Disorder, antidepressants (MAOIs, TCAs, SSRIs, atypicals)</td>
<td>Brondolo &amp; Mas (2001)</td>
</tr>
<tr>
<td>23-Mar</td>
<td>Expectancy and Placebo effects in research</td>
<td>Mann (2005)</td>
</tr>
<tr>
<td>9-Mar</td>
<td>Drug Quiz 1 (mood)</td>
<td>Haddad (2001)</td>
</tr>
<tr>
<td>6-Apr</td>
<td>Exam 2</td>
<td>∆1: Belmaker (2004)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brondolo &amp; Mas (2001)</td>
</tr>
<tr>
<td>∆1-13-Apr</td>
<td>Biology and pharmacology of anxiety disorders</td>
<td>Mann (2005)</td>
</tr>
<tr>
<td>no class</td>
<td>Introduction to the use of psychostimulants</td>
<td>Haddad (2001)</td>
</tr>
<tr>
<td>∆2-4-May</td>
<td>ADHD, nicotine, caffeine, use of antipsychotics for schizophrenia, medication compliance, conjoint family therapy</td>
<td>Kirsch &amp; Sapperstein (1998)</td>
</tr>
<tr>
<td>11-May</td>
<td></td>
<td>Klein (1998)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Moncrieff (2004)</td>
</tr>
<tr>
<td>27-Apr</td>
<td>Drug Quiz 2 (anxiety)</td>
<td></td>
</tr>
<tr>
<td>4-May</td>
<td>Drug Quiz 3 (antipsychotics)</td>
<td></td>
</tr>
<tr>
<td>11-May</td>
<td>Vignette 2 due</td>
<td></td>
</tr>
<tr>
<td>19-May</td>
<td>Exam 3 (Monday, May 19 from 7:30-9:30)</td>
<td></td>
</tr>
</tbody>
</table>