

**SAN JOSÉ STATE UNIVERSITY
SCHOOL OF SOCIAL WORK**

Psychopharmacology for Social Workers
(ScWk 283 Section 02)

Semester: Fall, 2009

Instructor: Kevin McGirr, RN, MS, MPH

Class Meeting Time: 6:00 to 8:45 pm

Classroom Location: Clark 229

Office Location: WSQ 217E

Office Hours: ½ hour before and after class

Phone Number: 415 476-4172 or 415-290-3416

Email: ptownn@sbcglobal.net

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, public health, and social health consequences of alcohol and other drug (AOD) abuse of importance for social workers, as well as consider psychotherapeutic drugs and the pharmacological basis of medicines for psychiatric disorders. Finally, the course will discuss current issues in social work related substance abuse research and policy, and conclude with international perspectives on AOD and social work.

Learning Objectives

1. Discuss tools and techniques for social work assessment in mental health, as they relate to the use of psychotropic medications and other drugs. (M2.7-Assess and Intervene)
2. Articulate an understanding of theory relevant to populations at risk in behavioral health and the interface of these populations with psychotropic medications and other drugs. (M2.5-Critically Evaluate Theory)
3. Demonstrate skill in evaluating the empirical evidence for the use of psychotropic medications. (M4.4-Assess Quality of Practice)

4. Articulate knowledge about social work interventions in the screening, diagnosis, and monitoring of psychotropic medications. (M2.7-Assess and Intervene)
5. Demonstrate the capacity for critical thinking, self-awareness and self-reflection in relation to social work practice and the use of psychotropic medications and other drugs. (M2.6-Self Evaluation)
6. Apply with integrity social work values, ethics, and legal mandates in all phases of contacts in social work in mental health, as they relate to the use of psychotropic medications and other drugs. (1.4 Resolve Ethical Dilemmas)
7. Demonstrate understanding of a multi-systems transcultural perspective to social work interventions as they related to psychotropic medications and other drugs. (M1.5-Apply Transcultural Multi-Systems)
8. Demonstrate advanced skills in communication and problem solving (M 2.3--Communication)

Title IV-E Competencies:

This class covers the following curriculum competencies for the Title IV-E Child Welfare Training Programs: (LIST NUMBERS such as.1.1, 1.2, 1.3, etc.)

COURSE REQUIREMENTS

Learning Experiences:

This course will use a lecture-discussion format, printed material, and case studies, Extensive reading of textbooks, journals, and documents is required, as well as developing/using strategies for retrieving current and newly developing information.

Grading and Evaluation:

Course grades will be based on completion of the assignments listed below. Specific guidelines and directions for the assignments will be distributed in class. The due date for each assignment is identified in the course calendar.

| | |
|-----|-------------------------|
| 20% | Individual Presentation |
| 40% | Two quizzes (20% each) |
| 40% | Final Paper |

The final grade will be determined as follows:

| | | |
|------------|----|--------|
| A+ 98-100% | C | 73-76% |
| A 93-97 | C- | 70-72 |

| | |
|----------|----------------|
| A- 90-92 | D+ 67-69 |
| B+ 87-89 | D 63-66 |
| B 83-86 | D- 60-62 |
| B- 80-82 | F 59 and below |
| C+ 77-79 | |

Written papers should be in the format of the *Publication Manual of the American Psychological Association* (5th ed.). Exceptions to this format are the "running head," which is optional. Margins should be "reasonable" (generally, one inch margins are adequate for papers), and do two spaces at the end of a sentence.

Class Participation:

Social Work is an applied discipline wherein students are expected to think and analyze both conceptually and practically. Expression of that thinking, both in written and oral form, is expected to reflect the education outcome mission of the transcultural, family-community practitioner. Course work (reading, preparation, papers, presentations) is expected to be carried out in a professional and thoughtful manner. Grades will be determined by the ability to use proper syntax, express ideas clearly, punctuate, spell, and (where appropriate) employ symbolic and non-verbal modes of communication. Work will be critically analytical rather than descriptive or regurgitative.

1. Critical Thinking — the degree to which the student demonstrates the ability to evaluate and critique ideas. Grades will be determined by the way the student interacts with peers and brings to bear his/her thinking in evaluating ideas, compares and contrasts ideas, or utilizes conceptual models as a means of evaluating and critiquing ideas.
2. Conceptual Ability — the degree, to which the student demonstrates the ability to conceptualize, abstracts, thinks logically, and organize ideas into a conceptual whole. Grades will be determined on the basis of the student's ability to move across a continuum of abstraction to concreteness, to deal systematically with material, and to deal with the parts as well as the whole.
3. Communication — the degree to which the student demonstrates the ability to organize and transmit ideas in verbal or written form.
4. Research — the degree to which the student demonstrates that the subject matter has been adequately researched. Grades will be determined by the ability to demonstrate in the assignments that material supports knowledge-building by using empirical research, theory, and practice wisdom, and that (where appropriate) differing views are reflected.

Application — the degree to which the student's work demonstrates relevance to transcultural, family-community practice, including women's issues. Grades will be determined by the ability to extract implications as well as applications of social work practice.

SPECIAL NOTE

If you require course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case of building evacuation, please make an appointment with me as soon as possible, or see me during office hours. (Also, please refer to Page 6 of *SJSUEMERGENCYPROCEDURES*).

Course Assignments:

1. Reading and class participation
2. Two short answer quizzes on basic psychopharmacological issues. Details to be discussed in class.
3. Individual presentation: beginning week III, individual students will provide a brief overview of a diagnostic, psychosocial treatment or pharmacological topic. The emphasis here is BRIEF, e.g., 5 to 10 minutes. The topic presentation will be provided by week II and a sign up sheet will be circulated during that class. Details of these presentations will be discussed in class.
4. Course paper of 10 –15 pages on ONE of the following topics
 - a. A review and discussion on the risks and benefits of any one class of prescribed medications
 - b. Contrast and/or compare pharmacological and psychosocial treatments of any one disorder or class of disorders
 - c. Non-adherence to psychopharmacology
 - d. The role, influence, impact and of medication use in general society OR the role, influence and impact of the pharmaceutical industry

APA Format and Writing Requirements:

All papers must follow current American Psychological Association (APA) format guidelines (5th 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.

UNIVERSITY, COLLEGE & DEPARTMENT POLICY INFORMATION

Reasonable Accommodation of Disabilities

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me, see me during office hours, or contact me by e-mail me as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) to establish record of their disability. No matter where students reside, they should contact the SJSU DRC to register. The DRC Web site:

<http://www.drc.sjsu.edu/>

Academic Integrity

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded.

Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. Additional information on academic integrity can be found at: http://sa.sjsu.edu/judicial_affairs/index.html

TEXTBOOKS AND READING ASSIGNMENTS

Preston, J., O'Neil, J. & Talaga, M. (2008). Handbook of Psychopharmacology for Therapists. (5th ed). Oakland, CA.: New Harbinger Publications.

Kramer, P. (1997). Listening to Prozac (revised ed.), New York: Penguin Group.
(used copies should be readily available)

Other readings to be assigned

TOPIC OUTLINE AND READING ASSIGNMENTS

Week I August 25

Introductions, Review of Syllabus Why pharmacy? Evolution of pharmacological interventions, Social Worker role, Patients' Rights, Medication efficacy, Comparisons of Somatic versus Psychosocial interventions

Reading: Preston et al. Chapters 1, 2,
Kramer *(it is advised that you have read this book within the first 10 weeks of the course)*

Week II September 1

Central Nervous System Anatomy
Pharmacokinetics
Pharmacodynamics

Individual Presentation Assignment/ Sign Up

Reading: Preston et al. Chapter 3, 4

Week III September 8

Medication targets: mood, thought, behavior
Medication classes
Medication indications, contraindications, interactions, bioavailability, side effects
Diagnosis overview and considerations

Individual Student Presentations

Reading: Preston et al. Chapter 5

Week IV September 15

Diagnosis and Treatment of Affective disorders

Individual Student Presentations

Reading: Preston et al. Chapter 6, 7, 15, 16

Week V September 22

Diagnosis and Treatment of Anxiety disorders

Individual Student Presentations

Reading: Preston et al. Chapters 8, 9, 11, 17

QUIZ I

Week VI September 29

Diagnosis and Treatment of Psychotic Disorders

Individual Student Presentations

Reading: Preston et al. Chapters 10, 18

Week VII October 6

Diagnosis and Treatment of Personality disorders

Individual Student Presentations

Reading: Preston et al. Chapters 12 plus other readings to be assigned

Week VIII October 13

Diagnosis and Treatment of Behavioral and Childhood Disorders

Individual Student Presentations

Reading: Preston et al. Chapters 21 plus other readings to be assigned

Week IX October 20

Topical areas related to medication treatment: prescribing art and science; age; race; gender; non-adherence; negotiation; psycho-education; monitoring; provider-client relationships

Reading: To be assigned

Week X October 27

Introduction to “self-prescribed medication” use

Individual motivation for drug use

Epidemiology of drug use

Overview of Treatment Interventions

Reading: Preston et al. Chapters 13 plus other readings to be assigned

QUIZ II

Week XI November 3

Alcohol use and abuse

Individual Student Presentation

Week XII November 10

Marijuana, Hallucinogens and “club” drugs

Individual Student Presentation

Week XIII November 17

Narcotics and Psychostimulants (including nicotine)

Individual Student Presentation

Week XIV November 24

Harm Reduction and Abstinence Interventions

Stages of Change

Motivational Interviewing

Individual Student Presentation

Week XV December 1

Summary

Class Evaluation

BIBLIOGRAPHY

Adams, N., & Griedler, D. (2005). Treatment planning for person-centered care: The road to mental health and addiction recovery. Amsterdam: Elsevier.

Bentley, K.J., & Walsh, J. (2006). The social worker & psychotropic medication. (3rd ed.). Pacific Grove, CA.: Brooks/Cole Publishing Company

Breggin, P (1995). Talking back to prozac: what doctors are not telling you about today's most controversial drug. New York: St. Martin's Press

Johnson, J. (2004). Fundamentals of substance abuse practice. Belmont, CA: Thomson Brooks/Cole.

Puzantian, T. & Stimmet, G.L. (2003). Review of psychotropic drugs. New York: McMahan Publishing Group.

Surber, R. W. (Ed.). (1994). Clinical case management: A guide to comprehensive treatment of serious mental illness. Thousand Oaks, CA: Sage.

San José State University Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking¹ and communication² skills to help students achieve academic and professional excellence. These skills encompass one's ability to organize ideas, reason concretely and abstractly, and apply objective and subjective reasoning to ideas, situations, and theories.

One method to evaluate students' critical thinking and communication skills is via written assignments. The Publication Manual of the American Psychological Association (APA; 5th ed.) is a format guide widely used in many social work assignments. However, alternate formats may be expected for writing assignments such as, but not limited to, process recordings, case or progress notes, court reports, and biopsychosocial and family assessments. Please refer to your course syllabus for guidance on APA assignment requirements. If you need writing or editing assistance, please consult with your instructor.

Grades are calculated based upon the scale below:

| | | | | | | | | | |
|--------|----|-------|----|-------|----|-------|----|------------|---|
| 98-100 | A+ | 87-89 | B+ | 77-79 | C+ | 67-69 | D+ | 59 or less | F |
| 93-97 | A | 83-86 | B | 73-76 | C | 63-66 | D | | |
| 90-92 | A- | 80-82 | B- | 70-72 | C- | 60-62 | D- | | |

Plagiarism³ is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.⁴ Cheating is also unacceptable.⁵ Any student who plagiarizes or cheats will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

¹ Critical thinking is the use of intellectual skills that address relevance, accuracy, clarity, depth, and breadth of ideas, situations, and theories. It enables one to self-assess mindfully her or his understanding and thought processes; it includes analyzing an issue or situation, its context, and its elements from multiple perspectives; and, it generates self-improvement as one becomes sophisticated in theorizing, conceptualizing, and communicating.

² Communication is fundamental to social work and occurs in written, oral, and nonverbal forms. All communications, including case notes, reports, and proposals, should be clear and cohesive. Effective communication is essential to effective and efficient social work practice on micro, mezzo, and macro levels.

³ According to SJSU Academic Senate policy F88-10, “. . . plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, 1.2.1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work” (http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm).

⁴ See Academic Senate policy on plagiarism detection (<http://www.sjsu.edu/senate/S02-4.htm>)

⁵ At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole, from another's test or other evaluation instrument; submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy; altering or interfering with grading or grading instructions; sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

SJSU Campus Emergency Procedures

FIRES EARTHQUAKES AND OTHER DISASTERS

- Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.
- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall. Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.
- Tune to radio station KSJS 90.7 FM for campus information.

MEDICAL EMERGENCIES

- Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)
- Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.
- For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.

EVACUATION PROCEDURES

- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.
- Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.
- Use the stairs. Do not use elevators — in case of fire or earthquake many elevators stop in place and you may be trapped.
- Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.

POLICE - FIRE - MEDICAL EMERGENCY

DIAL 9 – 1 – 1

For further information visit the University Police Web site at: <http://www.sjsu.edu/police>