

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

**Psychopharmacology for Social Workers  
(ScWk 283 Section 01)**

**Semester:** Fall, 2011

**Instructor:** Kevin McGirr, RN, MS, MPH

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

**Classroom Location:** Sweeney Room 345

**Office Location:** WSQ 217E

**Office Hours:** ½ hour before and after class

**Phone Number:** 415 476-4172 or 415-922-9526

**Email:** kevin.mcgirr@sjsu.edu

**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.

**Course Student 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.)

#### **TEXTBOOKS AND READING ASSIGNMENTS**

Preston, J., O'Neil, J. & Talaga, M. (2008 or 2010). Handbook of Psychopharmacology for Therapists. (6<sup>th</sup> ed). Oakland, CA.: New Harbinger Publications.

*Either of the following books:*

Kramer, P. (1997). *Listening to Prozac* (revised ed.), New York: Penguin Group.

Watters, E. (2010). *Crazy Like Us: Globalization of the American Psyche*. New York, Free Press

#### **Other readings to be assigned and generally sent to students via email as a PDF**

##### **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 ones 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/](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.

#### **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.

## Assignments and Grading:

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.

<b>Assignment</b>	<b>Points</b>	<b>Course Learning Objective</b>
1. Brief Quizzes	40%	SLO: 1, 2,3,4
2. Individual Presentation	15%	SLO: 8
3. Comprehensive Treatment Plan and Evaluation	40%	SLO: 4,5,6,7,8
4. Community meeting attendance and report	5%	SLO: 7

## **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.

### *Assignment 1*

Up to 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 lowest grades will dropped from two of the quizzes.

### *Assignment 2*

Beginning week III, individual students will be assigned to provide a brief overview of a diagnostic, psychosocial, or pharmacological intervention related topics. The emphasis here is BRIEF, e.g., 10 minutes. The choices of topics 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.

### *Assignment 3*

The objective in constructing this **10-page** comprehensive treatment plan is to increase students' ability in the management and facilitation of efficacious outcomes in behavioral health treatment.

*Your plan should include the following:*

1. A one page summary of the client's identifying information to include:
  - a. Age, gender, race/ethnicity;
  - b. Reason for seeking or being referred to treatment;
  - c. Social, family and occupational history and current supports;
  - d. Presence of physical health problems;
  - e. History of behavioral health treatment;
  - f. History of substance use (including caffeine and tobacco);
  - g. Current situation (residential, marital, social and daily activity).

2. One-half page summary of client's mental status, noting symptom salience, e.g., depressive symptoms, psychosis, behavior, suicide ideation, memory impairment AND their current diagnosis.
3. A list, not to exceed two pages of symptoms, impairments or problems (SIP); noting especially those issues that you assess to be a direct result of the client's behavioral health problem.
4. 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.
5. In beginning to think about the SIPs, what do you believe are realistic objectives for your interventions? This section may be combined with #6 below.
6. Preliminary and/or ongoing interventions for the SIP you indicate in #3 above. Ideally, you will specify the specific intervention or strategy for EACH SIP that you are addressing. If you are NOT addressing a specific problem, you do not need to construct an intervention for that issue. 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 pages)
7. List the client's strengths and indicate how you see these strengths aiding in the client's recovery.
8. List (dosages not necessary) the current psychiatric medications and target symptoms for which the client is being treated.
9. 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.
10. Indicate whether you have attempted to address the patient's progress, attitude and /or satisfaction with their medication treatment.
11. 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. (1/2 page)
12. Based upon a lack of improvement, deterioration or need for continued improvement, how would you modify this plan. (1/2 pages)

*Be sure to indicate citations for your intervention strategies.*

#### *Assignment 4*

Students will be required to attend ONE mutual help, recovery or advocacy meeting of their choice at ANY time during the semester. The objective of this assignment is to facilitate student exposure to self-management, recovery or advocacy activities that occur outside of conventional treatment settings. The student is required to submit a one-page summary including the name, location, date of the meeting, a brief description of the meeting and a personal response. Types of meetings could include: AA, NA, Al-Anon, Harm Reduction groups, SMART, NAMI, Emotional Anonymous, Peer/Consumer lead groups. Consultation with the instructor is encouraged should there be any questions. If you have already attended any of these meetings, you are asked to attend a different type of meeting.

#### **Class Participation:**

Students will be assessed on the frequency, quality, and depth of their in-class participation in class discussions. 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.

#### **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.

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		

## 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](http://www.sjsu.edu/senate/S07-2.htm), 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](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](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 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

### 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.

**ScWk 283 Psychopharmacology for Social Workers      Course Schedule**

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

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	9/6/11	<ul style="list-style-type: none"> <li>• Introductions,</li> <li>• Review of Syllabus</li> <li>• Why pharmacy?</li> <li>• Evolution of pharmacological interventions,</li> <li>• Social Worker role,</li> <li>• Patients' Rights,</li> <li>• Medication efficacy,</li> <li>• Comparisons of Somatic versus Psychosocial interventions</li> </ul> <p>Reading:      Preston et al. Chapters 1, 2, Kramer or Watters (<i>it is advised that you have read one of these books within the first 10 weeks of the course</i>)</p>
2	9/13/11	<p>Quiz</p> <ul style="list-style-type: none"> <li>• Central Nervous System Anatomy</li> <li>• Pharmacokinetics</li> <li>• Pharmacodynamics</li> </ul> <p>Individual Presentation Assignment/ Sign Up</p> <p>Reading:      Preston et al. Chapter 3, 4</p>
3	9/20/11	<p>Quiz</p> <ul style="list-style-type: none"> <li>• Medication targets: mood, thought, behavior</li> <li>• Medication classes</li> <li>• Medication indications, contraindications, interactions, bioavailability, side effects</li> <li>• Diagnoses overview and considerations</li> </ul> <p>Individual Student Presentations</p> <p>Reading: Preston et al. Chapter 5</p>
4	9/27/11	<p>Quiz</p> <ul style="list-style-type: none"> <li>• Diagnosis and Treatment of Affective disorders</li> <li>• Case Discussion</li> </ul> <p>Individual Student Presentations</p> <p>Reading:      Preston et al. Chapter 6, 7, 15, 16</p>
5	10/4/11	<p>Quiz</p> <ul style="list-style-type: none"> <li>• Diagnosis and Treatment of Anxiety disorders</li> <li>• Case Discussion</li> </ul> <p>Individual Student Presentations</p> <p>Reading:      Preston et al. Chapters 8, 9, 11, 17</p>
6	10/11/11	<p>Quiz</p> <ul style="list-style-type: none"> <li>• Diagnosis and Treatment of Psychotic Disorders</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• Case Discussion</li> </ul> <p>Individual Student Presentations</p> <p>Reading: Preston et al. Chapters 10, 18</p>
7	10/18/11	<p>Quiz</p> <ul style="list-style-type: none"> <li>• Diagnosis and Treatment of Personality disorders</li> <li>• Case Discussion</li> </ul> <p>Individual Student Presentations</p> <p>Reading: Preston et al. Chapters 12, other readings TBA</p>
8	10/25/11	<p>Quiz</p> <ul style="list-style-type: none"> <li>• Diagnosis and Treatment of Behavioral and Childhood Disorders</li> <li>• Case Discussion</li> </ul> <p>Individual Student Presentations</p> <p>Reading: Preston et al. Chapters 21 other readings TBA</p>
9	11/1/11	<p>Quiz</p> <ul style="list-style-type: none"> <li>• Topical areas related to medication treatment: prescribing art and science; age; race; gender; non-adherence; negotiation; psycho-education; monitoring; provider-client relationships</li> <li>• Guest Speaker (Recovery)</li> </ul> <p>Individual Student Presentations</p>
10	11/8/11	<p>Quiz</p> <ul style="list-style-type: none"> <li>• Introduction to “self-prescribed medication” (AKA: substance use) use</li> <li>• Individual motivation for drug use</li> <li>• Epidemiology of drug use</li> <li>• Overview of Treatment Interventions</li> </ul> <p>Individual Student Presentations</p> <p>Reading: Preston et al. Chapters 13, other readings TBA</p>
11	11/15/11	<p>Quiz</p> <ul style="list-style-type: none"> <li>• Alcohol, Nicotine and other drug use and abuse</li> <li>• Case discussion</li> </ul> <p>Individual Student Presentations</p> <p>Reading: TBA</p>
12	11/22/11	Community Meeting Attendance (see description above)
13	11/29/11	<p>Quiz</p> <ul style="list-style-type: none"> <li>• Harm Reduction and Abstinence Interventions</li> <li>• Stages of Change</li> <li>• Motivational Interviewing</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		Individual Student Presentation
14	12/6/11	Recovery Summary Final Paper due by email

## 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. (3<sup>rd</sup> 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.

## **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>