San José State University
College of Social Sciences
Psychology 232 (01), Clinical Psychopharmacology
Spring, 2020

Instructor: Glenn M. Callaghan, Ph.D.
Office Location: DMH 308
Telephone: (408) 924-5610
Email: Glenn.Callaghan@sjsu.edu
Office Hours: M 8:30 - 9:00am
W 11:00 - 12:00 pm
Class Days/Time: M 9:00 - 11:45 am
Classroom: DMH 236
Prerequisites: Psychology 126, psychobiology, or equivalent, & eligibility for graduate study in psychology

You are responsible for all of the material in this syllabus including due dates and times, location of assignments on Canvas, and the course and university’s policy on academic integrity.

Faculty Web Page and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page on the Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu (or Canvas) to learn of any updates.

Course Description
From the SJSU Catalog: Description: Prepares counseling professionals to understand aspects of drug use, mechanisms of change and clinical outcomes. Prerequisite: PSYC 126 or equivalent.

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**

**Course Content Learning Outcomes (CLOs)**

Upon successful completion of this course, students will be able to:

- **CLO1**: understand the role of psychopharmacology in clinical psychotherapy service delivery and research
- **CLO2**: possess a basic understanding of the systemic effects of drugs and issues of bioavailability, tolerance, and interactive effects
- **CLO3**: be familiar with the processes and mechanisms of neurochemical transmission and how that impacts psychotropic drug use
- **CLO4**: understand the mechanisms of action of common prescription medications and drugs of abuse
- **CLO5**: be familiar with the common medications used for different psychological disorders
- **CLO6**: develop a basic understanding of the integration and collaboration of mental health care into medical and other settings using psychopharmacological treatments including the use of evidence based practice interventions
CLO7: develop your critical thinking skills about the role of medications in the
treatment of psychological disorders and human suffering to best advocate for
the welfare of clients

These goals will be evidenced through the following assessment strategies:

1. practice applying course content to clinical vignettes and exam mini-vignettes
2. practice critically evaluating the literature through reading responses
3. evidencing pharmacodyamic and pharmacokinetic knowledge in vignettes
   and on exams
4. demonstrate familiarity of common medications on applied clinical vignettes
   and on exams
5. responding to fact based questions and applied questions on exams that
   cover both basic pharmacological processes and clinical applications
6. provide a critical response to a controversy in clinical pharmacology using
   recent literature and showing an integration of material from the course

Program Learning Outcomes

Upon completion of the MS in Clinical Psychology:

PLO1.1 Students will demonstrate breadth of knowledge of a variety of
   psychotherapy theories and in-depth knowledge of one chosen theory of
   intervention

PLO1.2 Students will demonstrate knowledge of empirically supported clinical
   interventions and evidence ability to select treatments for individual clients
   given this literature

PLO2.1 Students will demonstrate effective integration and communication of
   clinical case material

PLO2.2 Students will demonstrate the ability to synthesize contextual and cultural
   variables into presentations of client materials

PLO2.3 Students will effectively respond to queries about clinical material and
   engage in discussions about their clients with supervisors and peers

PLO2.4 Students will be able to think and discuss cases other than their own,
   applying theories, principles, and relevant empirical findings to those cases

PLO3.1 Students will demonstrate understanding of different assessment devices
   and strategies for assessing client outcome over the course of treatment
   including standardized nomothetic and idiographic approaches

PLO4.1 Students will demonstrate depth and breadth of understanding in areas
   including, but not limited to, psychotherapy theory, service delivery, ethics,
   assessment, research methods, family therapy, cultural diversity,
   psychopharmacology, and issues relevant to adult and child clinical
   populations. Students will be able to apply this knowledge to clinical cases

PLO5.1 Students will demonstrate fulfillment of coursework and other pre-degree
   licensing requirements outlined by the Board of Behavioral Sciences
This course meets PLOs 1.1, 1.2, 2.2, 2.3, 4.1, and 5.1.

**Licensure Learning Outcomes**

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

LLO1: For the LPCC requirements, this course meets requirement [J] Psychopharmacology, including the biological bases of behavior, basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified.

LLO2: For the MFT requirements, this course includes instruction in diagnosis, assessment, prognosis, and treatment of mental disorders, including severe mental disorders, evidence-based practices, psychological testing, psychopharmacology, and promising mental health practices that are evaluated in peer reviewed literature as specified in BPC Section 4980.36(d)(2)(A).

LLO3: The course also meets partial requirements specified in BPC Section 4980.36(d)(2) for the following: (iii) The effects of psychoactive drug use.

**Definition of a Credit Hour**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.

The expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

**Required Texts/Readings**

**Required 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**

All copies of supplementary journal articles are available on Canvas. 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.

**Assignments and Grading Policy**

Your grade will be determined by your performance in three categories of the coursework:

<table>
<thead>
<tr>
<th>Assessment Items and Value</th>
<th>How Many?</th>
<th>Points</th>
<th>% of Final Grade</th>
</tr>
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<tbody>
<tr>
<td>Exams</td>
<td>3</td>
<td>100 (300)</td>
<td>60%</td>
</tr>
<tr>
<td>Vignettes</td>
<td>2</td>
<td>50 (100)</td>
<td>20%</td>
</tr>
<tr>
<td>Reading Reponses</td>
<td>7</td>
<td>10 (70)</td>
<td>14%</td>
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<tr>
<td>Reaction Paper</td>
<td>1</td>
<td>30</td>
<td>6%</td>
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<tr>
<td><strong>TOTAL for COURSE</strong></td>
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<td><strong>500</strong></td>
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The grading scheme for this course is determined as follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A plus</td>
<td>99 to 100%</td>
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<tr>
<td>A</td>
<td>92.5 to 98.9%</td>
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<tr>
<td>A minus</td>
<td>90 to 92.4%</td>
</tr>
<tr>
<td>B plus</td>
<td>87.5 to 89 %</td>
</tr>
<tr>
<td>B</td>
<td>82.5 to 87.4%</td>
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<tr>
<td>B minus</td>
<td>80 to 82.4%</td>
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<tr>
<td>C plus</td>
<td>77.5 to 79%</td>
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<tr>
<td>C</td>
<td>72.5 to 77.4%</td>
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<tr>
<td>C minus</td>
<td>70 to 72.4%</td>
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**Reading Responses**

For each uploaded reading (article or chapter – not in either textbook) loaded to Canvas (unless noted below), you are responsible for providing a brief response. I am looking for you to briefly summarize the major position(s) of the article and pose your critical responses to each article. You must include critical thought to each article that shows you have integrated the material and understand it. Articles noted with an asterisk (*) do not require a reading response.

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. Again, 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). It must be longer than your summary.

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:
  - Title of Reading
  - Summary
  - Critical Response
- You will upload your document (as PDF or MS Word documents only) to Canvas.
- Each response should take about ¾ to a full single spaced printed page.
• The summary should be no more than one-third of your total reading response for that article. I am much more interested in your critical thinking than your summarizing skills.

**Exams**

Exams will be multiple-choice questions. There are 50 questions, each worth 2 points for a total of 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. You will need to buy 3 882-E Scantron Forms from the SJSU Bookstore for the class.

**Final Exam**

The final exam will count the same and be the same format as each of the other exam. It is not cumulative. The schedule for the final exam is listed in the course schedule below.

**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 three-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.

This will be submitted online to Canvas. You must used PDF or MS Word document formats.

Canvas has a plagiarism detection and originality analysis system that we will use to our advantage. You will receive feedback about the amount of copying or ineffective referencing you may have done in your paper before you turn in your final version. You can still correct any mistakes or plagiarism based on this feedback BEFORE you turn in your final paper by the deadline. Once the deadline has arrived, the last version uploaded will be your final paper. If you plagiarize your paper it will be detected here. Plagiarism will result in a failure in the course and possible dismissal from the university. I assume that you have completed the plagiarism (tutorial available here:}
Please complete the tutorial on plagiarism at http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm by the time you have taken this class. If not, please do so as it will help you avoid making costly mistakes.

You need to allow an hour sometimes for Canvas to generate a report for you if you choose to use it. That means turning in the paper one hour before it is due to get feedback. If you want to make changes based on the feedback (which is what this process is really intended to be about), then you need to plan a day ahead.

Do NOT email your paper to me.

Please contact me with questions BEFORE the paper is due.

**Reaction paper**

You will be required to write one reaction paper after watching The Medicated Child, a Frontline special after watching The Medicated Child, a Frontline special from PBS.

You can download it to own at iTunes (PBS, Frontline, Medicated Child; available at https://itunes.apple.com/us/tv-season/the-medicated-child/id270735082?i=271370383) for $1.99.

You can also stream it here for free: http://www.dailymotion.com/video/x17awuw_the-medicated-child-2008_news

Your reaction paper should be 2-3 double spaced pages and should evidence your critical thinking about this program with respect to what you have learned in the course to date and how this informs your own drug policies with your clients. You are encouraged to see this with a critical eye and be thoughtful about your commentary.

You may wish to pose a critical question and attempt to answer that, or show how the theme of the program might occur in clinical practice as well as how these issues will impact your choices as a clinician.

This is written in first person, and it does not have to be APA formatted as a paper. Your referencing should use APA formatting.

There are articles in the syllabus (no response required) that might be a place to start he

Grammar and spelling count toward the grade. I would like you to show evidence based writing, so reference key assertions.

**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.

**Canvas and E-Campus**

This course is entirely on Canvas. 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](http://www.sjsu.edu/people/glenn.callaghan)

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.

**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. You are responsible for keeping current on any deviations from the class syllabus, again, particularly rescheduling of tests. Check Canvas 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.

**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
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, response 7, absence on 2-11-20).
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

If you prefer to take notes on your laptop, you need to use your laptop responsibly. You may never connect to the internet during class or use your computer for personal or entertainment purposes during class time. Doing so will result in you no longer being allowed to bring your laptop to class.

Classroom Etiquette

There are only a few real issues here, and they are easy. In general, the guiding principles are to be respectful and attend to what is going on in class. 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 on time. If you are more than 5-10 minutes late, you should not come into the class. This is particularly true for presentation days.
2. 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.
3. 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!)
4. 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.
5. Never use a cell phone during an examination period.
6. Do not text message during lecture.
7. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.
8. Do not sleep during class.

University Policies

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Here are important excepts from these policies:

Consent for Recording of Class and Public Sharing of Instructor Material

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not
publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. **You may NEVER give or sell the course notes or any other course material to an outside agency** (e.g., a study website) as this material is copyrighted and legally protected by both the professor and SJSU.

Education Code of California Law section 66450-52 prohibits any person from selling or otherwise publishing class notes or presentation for a commercial purpose. In addition, Title 5, section 41301 in the Student Code of Conduct for all California State Universities prohibits the publication of academic presentations for commercial purposes.

Members of SJSU work actively to detect compromised coursework made available on the web and will determine the specific source of that compromise. We will seek academic and legal consequences to all individuals who posts any course material to another website (including course notes and test materials).

Distributing course or test material is a violation of academic integrity as well as intellectual property rights. These consequences can include academic dismissal and financial liability in civil court.

With respect to recording lectures, **University Policy S12-7** requires students to obtain instructor’s permission to record the course. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only.

The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. In order to record a class a written request must be made to the instructor, who will respond in writing. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The **University Academic Integrity Policy S07-2** at http://www.sjsu.edu/senate/docs/S07-2.pdf 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.sjsu.edu/studentconduct/.

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 cheat, plagiarize, or otherwise violate the policy of academic integrity in this course, you will fail that assignment and may fail the entire course. All instances of violations of academic integrity will be reported.

Campus Policy in Compliance with the American Disabilities Act

Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed. If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

Please do not hesitate to contact me by email or in person to discuss this.

SJSU Writing Center

The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center has two in-person locations, Clark Hall, Suite 126 and MLK Library, 2nd floor. Workshops and tutoring is also available through online platforms.

To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter.

SJSU Counseling Services

The SJSU Counseling Services is located at the Student Wellness Center, room 300B. Professional psychologists, social workers, and counselors are available to provide consultation on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

SJSU Cares

Students experiencing challenges meeting their basic needs including, but not limited to, access to food, shelter, and a safe space are encouraged to contact SJSU Cares. Students who feel that their class performance may be affected by these challenges are encouraged to notify their professors, if comfortable doing so. Faculty members may be able to provide flexibility within the course for students working with a case manager.
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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>INFORMATION</th>
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<tbody>
<tr>
<td>1-27</td>
<td><strong>Introduction to psychopharmacology</strong></td>
<td>READ THE SYLLABUS! Reading Response 1 over week 1 readings due: 2-3</td>
</tr>
<tr>
<td></td>
<td>• POT: Chapters 1, 2, &amp; 5; Appendix G</td>
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<tr>
<td></td>
<td>• SD: Chapter 1</td>
<td></td>
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<tr>
<td></td>
<td>• Read SD: Disclosure of Competing Interests (xxiii) – AFTER ARTICLES (for context)</td>
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Website: Explanation of and list of DEA controlled substances schedules: [https://www.deadiversion.usdoj.gov/schedules/index.html](https://www.deadiversion.usdoj.gov/schedules/index.html)

<table>
<thead>
<tr>
<th>2-3, 2-10</th>
<th>Pharmacokinetics &amp; Pharmacodynamics</th>
<th>Reading Response 1 Due: 2-3</th>
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<tbody>
<tr>
<td></td>
<td>• POT: Chapters 3, 4, &amp; 21; Appendix A &amp; C</td>
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<td></td>
<td>• Optional: SCD: Chapter 2 – provides a bit of context about pharmacology</td>
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<tr>
<th>2-17</th>
<th>Treatment of psychotic disorders</th>
<th>Reading Response 2 Due: 2-17</th>
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<tbody>
<tr>
<td></td>
<td>• POT: Chapters 11 &amp; 19; Appendix D</td>
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<td></td>
<td>• SD: Chapter 4; pp.569-576; 609-612; 615 (schizophrenia/psychosis)</td>
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* reading response not required

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<tr>
<th>2-24</th>
<th>Exam 1</th>
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* reading response not required
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<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>3-2</td>
<td>Drug treatment of bipolar disorder</td>
<td>Reading Response 3 Due: 3-2</td>
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<td></td>
<td>• POT: Chapters 8 &amp; 17</td>
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<td>• SD: Chapter 5; pp. 561-568 (bipolar)</td>
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<tr>
<th>3-9, 3-16, 3-23 [no class 3-30]</th>
<th>Treatment of depression</th>
<th>Reading Response 4 Due: 3-9</th>
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<td>* reading response not required</td>
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<th>4-6</th>
<th>Treatment using psychostimulants</th>
<th>Reading Response 5 Due: 4-6</th>
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<td>• POT: Chapter 23</td>
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<td>• SD: Chapter 8</td>
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<p>| 4-13                             | Exam 2                                                              |                                                  |</p>
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| 4-20, 4-27 | Drug treatment of anxiety and sleep disorders | Reading Response 6  
Due: 4-20  
VIGNETTE 2 DUE: 4-27 |
|          | • POT: Chapters 9, 10, 12, 18  
* reading response not required |
| 5-4, 5-11 | Alcohol and Substance Use Disorders;  
Opiate use; Special Populations | Reading Response 7  
Due: 5-4 |
|          | • POT: Chapter 14; Appendix B  
* reading response not required |
| 5-18     | Exam 3 from 7:15 - 9:30 am  
per finals schedule | Supplementary articles |
Some Optional Readings for Reaction Paper (no response)


Helpful readings for Vignette 1 (no response)


Helpful readings for Vignette 2 (no response)