



**University of Massachusetts Boston
College of Education and Human Development
School for Global Inclusion and Social Development
Rehabilitation Counseling**

COUNSL 674: Psychopharmacology

GENERAL INFORMATION:

Instructor:

Email:

Office Hours:

CLASS LOCATION/TIME:

Location: class meets weekly for one hour online through Blackboard

COURSE DESCRIPTION:

This course examines psychopharmacology for counselors and is taught from a social justice perspective. It will provide students with an overview of the medications used for treating mental disorders. The basic principles of pharmacology and the interrelationships between pharmacokinetics and pharmacodynamics will also be addressed. The emphasis is on practical and clinical application. Special topics will include: the nature of alcohol and narcotics and the ways they affect addicts in mind and body before, during, and after treatment as well as psychopharmacological treatment for addictions; informed consent; how to find accurate and balanced information about the efficacy and side effects of psychotropic medications; how to educate my clients about the medications they are taking; how to collaborate with prescribing providers and other mental health professionals. Students will also become conversant with regulatory standards for the approval of new medications. Social justice and bioethical issues will figure predominately in this course with reference to for-profit IRB's, recruitment of marginalized groups such as undocumented immigrants, the homeless, and people living in poverty, and discrepancies in prescription practices.

COURSE OBJECTIVES:

The purpose of this course is to introduce students to:

1. This course is designed to provide students with an understanding of the history and philosophy behind psychopharmacology.
- . Students will develop an understanding of the general principles of pharmacodynamics and pharmacokinetics and will learn about the major drug groups used to treat mental disorders. They will also become conversant about the benefits and risks associated with the various classes of psychotropic medications.

- . Students will learn about informed consent, the difficulties of providing genuine informed consent to clients in an industry dominated climate, and how to talk to their clients about issues related to the efficacy and side effects of the psychotropic medications their clients are taking. They will also learn how to work more collaboratively with prescribing providers.
- . This course will provide students with an understanding of the drug development and regulatory processes –from target identification to FDA approval and ongoing safety surveillance (i.e., Phase IV trials).
- . Students will learn how to access independent (i.e., non-industry funded) RCTs and meta-analyses) and compare the results of industry funded versus non-industry funded trial data. Students will learn to think critically about the strengths and weaknesses of a wide range of research as it relates to psychotropic prescribing.
- . Students will learn about the field of bioethics and its relationship to the science and practice of psychopharmacology.
- . Social justice issues, such as the recruitment of marginalized populations for clinical drug trials and discrepancies in prescription practices, will be addressed in attempt to develop more policy-oriented interventions.

REQUIRED TEXTBOOK:

Note Please check with instructor before purchasing the text

Sinacola, R. S. & Peters-Strickland, T., & Wyner, J. D. (2020). *Basic psychopharmacology for mental health professionals*. (3rd Ed.). Hoboken, NJ: Pearson Education, Inc.

Course Structure: Interteaching:

This courses uses Interteaching, is an innovative, evidence-based, behavioral method of classroom instruction. Interteaching consists of several different components (see below and handouts found on Blackboard), the most important of which is pair, or dyadic discussion. One of the best ways to learn and understand a particular piece of information is to discuss it in detail; an even better way to learn something is to teach it to someone else. In essence, by discussing the main points in a reading assignment, clarifying any topics that are confusing, and helping another person—as well as yourself—understand the pertinent information will positively impact your learning and satisfaction.

Course Assessments:

1)Class Participation:

2) Discussion Board Participation:

3) Chapter Quizzes:

4) Written Assignment:

Select a contemporary news story (published within past 12 months from a reputable media/publication outlet about a psychotropic medication controversy involving either a person(s) with disability and/or a service provider and write a 2-page summary of the controversy.

5) Pharmacotherapy Paper:

You will be required to review a currently used psychotropic medication for the treatment of ONE health condition (which could include a co-occurring health condition/disability).

4) Psychopharmacology Interest Paper:

You will be required to complete a 4-5 page (double-spaced) paper based on your personal and professional interests with a relevant topic devoted to psychopharmacology.

COURSE REQUIREMENTS:

Class Participation	=	45 points
Discussion Board Participation	=	50 points
Chapter Quizzes (9 @ 10 points each)	=	90 points
Written Assignment	=	20 points
Psychopharmacology Interest Paper	=	40 points
Pharmacotherapy Paper	=	50 points

<u>Total Possible</u>	=	295 points

UMass Boston Graduate Grading Policy		
Letter	Percentage	Quality points
A	93-100%	4.00
A-	90-92%	3.75
B+	87-89%	3.25
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.25
C	73-76%	2.00

F	0-72%	0.0
INC	Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.	N/A
IF	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A
NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A

Accommodations:

UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know as soon as possible, so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester that they are in attendance at UMass Boston. For more information visit: www.rosscenter.umb.edu. Please note that the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability.

Academic Integrity and Student Code of Conduct

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

Health, Wellbeing, and Success

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success.

- Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.
- Have a campus question or issue? Use [Current Students - UMass Boston \(umb.edu\)](#)
- Want advice in navigating a university or life situation? Contact the Dean of Students Office at www.umb.edu/deanofstudents.
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Mission of the School for Global Inclusion and Social Development: The School for Global Inclusion and Social Development supports inclusive communities, addresses the interrelationship of health, wellness, and social and economic development, and serves as a catalyst to social development at the local, regional, national and international levels. The School is committed to developing future leaders able to address issues of equality of opportunity and enhanced quality of life for all. Central to the School is an understanding of how leadership must be sensitive to contextual and cultural variances and of its potential to bring about positive change. Through transdisciplinary graduate studies, applied and translational research, systemic development, innovation, and dissemination of knowledge and information, the School for Global Inclusion and Social Development embraces its commitment to students, faculty and the community at large.