



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

BIG ORANGE. BIG IDEAS.

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING
COUNSELOR EDUCATION PROGRAMS**

**COUN 540 PSYCHOPHARMACOLOGY FOR MENTAL HEALTH AND SCHOOL SETTINGS
SUMMER 2017**

Course Section:	COUN 540.501, CRN 84422, 3 credit hours	
Course Meetings:	Mondays & Wednesdays, 1:00 – 4:30 PM, 7/10/17 – 8/11/17	
Course Location:	Bailey Education Complex 424	
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CMHC & SC PROGRAM MISSION & OBJECTIVES

The mission of the Clinical Mental Health Counseling Program is to make the world a better place for persons in need through educating excellent counselor-scholars. Our graduates excel in providing healing therapeutic relationships, optimally efficient and effective counseling services, and leading our field to better help persons in need through their work in clinical mental health counseling settings and beyond.

The mission of the University of Tennessee Master of Science School Counseling program is to equip graduate students with the competencies to excel as prek-12 professional school counselors. The faculty in this flagship, land-grant institution expects our graduates to serve as leaders in the profession through advocacy, collaboration, and consultation while attending to the changing, diverse educational community.

1. Graduates will have foundation knowledge necessary for success as professional counselors
2. Graduates will be able to develop therapeutic relationships that are deeply healing, culturally sensitive, developmentally appropriate, and ethical.
3. Graduates will demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness.
4. Graduates will be culturally sensitive and ethical advocates for self, clients, and profession through counseling interventions, programming, and professional and community engagement.
5. **CMHC Graduates** will be well-skilled in the full range of tasks needed for clinical mental health counseling including interventions for prevention and treatment of a broad range of mental health issues; roles of mental health counselors; and settings and service delivery models.
SC Graduates will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students.

COURSE DESCRIPTION

Psychoactive medications are an increasing part of mental health treatment and counselors often serve on treatment teams with responsibilities for input to medical decisions and monitoring potential effects. Educates counselors in the basic pharmacological concepts of drugs in general, with specific emphasis on psychoactive medications, classifications, appropriate referrals, and monitoring. As counseling is a non-medical field, it is assumed that the student has not been exposed to a previous pharmacology course and/or clinical experience with the medication management of clients.

PURPOSE AND FOCUS

This is an advanced graduate course designed to help professional counselors develop a working understanding of psychopharmacology as it applies to their work in clinical mental health and school counseling settings. You will learn how, when, and why medical professionals may prescribe psychotropic medications; how medications work in the body; and how medications may be used as part of a comprehensive, evidence-based approach to treatment. You will explore your own assumptions related to use of medication for mental health concerns, consider ways in which sociocultural factors influence the care clients receive, and consider ways in which complex factors may influence clients' use of psychotropic medications. Finally, you will develop skills for communicating with clients, caregivers, and medical professionals involved in comprehensive treatment of mental health concerns.

CONTENT ADDRESSED

CACREP CURRICULAR CONTENT	2016 STANDARD
neurobiological and medical foundation and etiology of addiction and co-occurring disorders	5.C.1.d
potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	5.C.2.e
impact of biological and neurological mechanisms on mental health	5.C.2.g
classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	5.C.2.h
ADDITIONAL COURSE CONTENT	
help-seeking behaviors of diverse clients	2.F.2.f
biological, neurological, and physiological factors that affect human development, functioning, and behavior	2.F.3.e
evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j
etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	5.C.2.b
techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.3.b
strategies for interfacing with integrated behavioral health care professionals	5.C.3.d
strategies to advocate for persons with mental health issues	5.C.3.e

STUDENT LEARNING OUTCOMES

SLO	STANDARD	EVALUATION
demonstrate working understanding of basic classifications, mechanisms of action, indications, and contraindications of commonly prescribed psychotropic medications	5.C.1.d, 5.C.2.e, 5.C.2.g, 5.C.2.h,	MIDTERM & FINAL EXAMINATIONS
describe intended effects of commonly used psychotropic medications and differentiate these effects from common side and adverse effects of these medications	5.C.2.g, 5.C.2.h, 5.C.3.b, 5.C.2.b, 5.C.3.b	MIDTERM & FINAL EXAMINATIONS
conceptualize the role of psychotropic medications within	5.C.2.g, 5.C.2.h,	MIDTERM & FINAL

the context of evidence-based counseling practice	2.F.3.e, 2.F.5.j, 5.C.3.b, 5.C.2.b, 5.C.3.b	EXAMINATIONS; SKILLS PAPER
facilitate conversations regarding medication evaluation and management with clients, caregivers, and interdisciplinary professionals	5.C.3.d, 5.C.3.e	SKILLS DEMO
examine sociocultural and systemic issues that may impact clients' and counselors' beliefs, values, and access to psychotropic medication	2.F.2.f, 5.C.3.d , 5.C.3.e	MIDTERM & FINAL EXAMINATIONS; SKILLS PAPER & DEMO

PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

- ◆ **C**ommitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
 - ◆ **O**penness to idea, learning, change, giving and receiving feedback, others, and self-development
 - ◆ **R**espect to self and others, including honoring diversity, self-care, and wellness
 - ◆ **I**ntegrity, including personal responsibility, maturity, honesty, courage, and congruence
 - ◆ **S**elf-awareness, including humility, self-reflection, and understanding of place in history
- CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

METHODS OF INSTRUCTION

This course is highly applied. Instructional methods include readings and lectures to reinforce technical components. Instructors will utilize large and small group discussion, case studies, and practice scenarios to develop skills for applying understanding to practice.

REQUIRED TEXT

Ingersoll, R. E., & Rak, C. F. (2016). *Psychopharmacology for mental health professionals: An integrated approach* (2nd ed.). Boston, MA: Cengage.

Additional required and recommended readings will be provided via Canvas

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Assignment	Points	Due
Skills paper and demo proposal	N/A	7/17
Midterm examination	25	7/24
Skills demonstration & paper	50	8/2
Final examination	25	8/9

Grading Scale		
A	Superior	93-100
A-	Intermediate	90-92.9
B+	Very Good	87-89.9
B	Good	83-86.9
B-	Intermediate	80-82.9
C	Less than Satisfactory	77-79.9
+		
C	Well below Standard	70-76.9
D	Clearly Unsatisfactory	60-69.9
F	Extremely Unsatisfactory	0-59.9

ASSIGNMENT SNAPSHOTS
(SEE CANVAS FOR COMPLETE DESCRIPTION AND MATERIALS)

MIDTERM EXAMINATION (25 POINTS) & FINAL EXAMINATION (25 POINTS)

You will complete two timed examinations via Canvas. These will include multiple choice and other objective questions designed to evaluate working knowledge of neurobiology and psychopharmacological interventions (e.g., classifications, indications, contraindications, and side effects of commonly prescribed medications). These will also include short answer questions designed to evaluate your ability to apply this understanding in a practical manner.

SKILLS DEMONSTRATION & PAPER (50 POINTS)

1. **Develop a scenario** in which a professional counselor must use essential counseling skills and technical knowledge to address an issue related to psychopharmacology. The issue must be appropriate and realistic for use in your intended counseling setting. For example:
 - discussion with client regarding need for medication evaluation related to premenstrual dysphoric disorder
 - consultation with parent who is reluctant to consider stimulant medication for severe ADHD
 - session with client struggling with adhering to medication regimen due to side effects
 - session with client with bipolar disorder who has recently begun using cannabis
 - conversation with client who appears to be mixing alcohol with anxiolytic medication
 - participation on an interdisciplinary team for child with explosive outbursts for who atypical antipsychotic medication is being considered

At the very least, the scenario should include attention to setting, client characteristics, and category of mental health disorder or concern. This scenario must be approved by the instructor(s) in advance.

2. After approval of your scenario, **review the scholarly literature** and write a brief APA-style paper (up to 5 pages) in which you discuss key issues at play in the scenario. The paper must include citations of no fewer than 6 current, scholarly sources and should include attention to evidence-based practice relevant to the disorder or situation of concern.
3. **Create a video demonstration** (up to 10 minutes) in which you bring together your counseling skills and technical knowledge to address the issue with a client or stakeholder. Provide instructors a link via Google Drive or private youtube.
4. **Write a brief reflection** (up to 2 pages) in which you evaluate the skills you utilized in your video demonstration, connect skills demonstrated to the technical literature, and discuss implications for future practice.
5. **Share a segment of your demonstration** (about 5 minutes) with the class during the final week.

Criteria for evaluation will include:

- | | |
|--|-----------|
| • Development of scenario – realistic, relevant, focused | 5 points |
| • Review of literature – quality of argument, integration of sources | 10 points |
| • Review of literature – quality of sources and writing style | 5 points |
| • Video demonstration – use of essential counseling skills | 5 points |
| • Video demonstration – technical accuracy | 10 points |
| • Reflection paper – depth and accuracy | 5 points |
| • Overall application of knowledge regarding psychopharmacology | 10 points |



Dear Student,

*The purpose of this **Campus Syllabus** is to provide you with important information that is common across courses at UT. Please*

observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience. I want to wish you the best for a successful and productive semester.

Interim Provost John Zomchick

UNIVERSITY CIVILITY STATEMENT

“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, gracious-ness, cordiality, affability, amiability and courteous-ness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus”
<http://civility.utk.edu/>.

EMERGENCY ALERT SYSTEM:

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

ACADEMIC INTEGRITY

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

DISABILITIES THAT CONSTRAIN LEARNING:

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.” Information on accessibility at UTK is also at <http://accessibility.utk.edu>

WELLNESS:

The Student Counseling Center is the university’s primary facility for personal counseling, psycho-therapy, and psychological outreach and consultation services. <http://counselingcenter.utk.edu/> and The Center for Health Education and Wellness engages in prevention and intervention efforts to increase awareness, impact student decision making, and positively influence our university community. The Center manages 974-HELP (also at <http://wellness.utk.edu/>).

INSTRUCTOR POLICIES

PROFESSIONALISM

Enrollment in this course is limited to graduate students who are preparing for professional careers; thus, attendance is required and participation is expected as one component of professional responsibility. We expect you will **demonstrate CORIS in all interactions**; we will request a meeting if we are concerned regarding your demonstration of CORIS in our work together. Please consider the following examples of professionalism in our course:

<i>Meets professional expectations</i>	<i>Below professional expectations</i>	<i>Significantly below expectations</i>
<ul style="list-style-type: none"> ▪ 0 – 1 absences ▪ Rarely tardy/late from break ▪ Contributes more days than not ▪ Contributions reflect routine, careful preparation ▪ Attentive and respectful toward others when not contributing directly ▪ Actively engages in small group activities ▪ No concerns regarding CORIS <p style="text-align: center;"><i>Indicators show potential for continued success in graduate school and beyond.</i></p>	<ul style="list-style-type: none"> ▪ 1-2 absences* ▪ Frequent, minor tardiness ▪ Sometimes contributes to class ▪ Contributions reflect occasional preparation ▪ Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texting, surfing, sidebars) ▪ Routinely engages in small group activities ▪ Occasional or minor CORIS concerns <p style="text-align: center;"><i>Final grade adjustment of 5-10 points, conference with instructor, and/or PIM.</i></p>	<ul style="list-style-type: none"> ▪ 2-3 absences ▪ Persistent, minor tardiness ▪ Recurrent, major tardiness ▪ Contributions rare or not productive ▪ Contributions reflect lack of preparation ▪ Behaviors detract from safe, scholarly learning environment ▪ Limited engagement in small group activities ▪ Serious concerns regarding CORIS <p style="text-align: center;"><i>Final grade adjustment of 10-20 points, conference with instructor, and/or PIM. Serious violations may require repeating course (e.g., 3+ absences), assignment of F in course, or other remediation.</i></p>

ABSENCES

Our learning community will be an important part of your experience in this course. We expect you will attend class each week, and we have built in a “flex” day in case of illness, family obligation, or emergency. If you miss more than one class period, for whatever reason, we will consider your attendance to be below professional expectations. **You may request “forgiveness” of a second absence** by viewing at least three hours of instructional videos or continuing education regarding the topic missed and writing a critical review of the experiences. **Students who miss the equivalent of three or more class periods will not be able to pass the course.**

DUE DATES & INCOMPLETES

As adult, professional learners, you are responsible for pacing yourself and submitting assignments on or before class on due dates. If you are concerned about your ability to complete quality work as described in the schedule, please **make an appointment** as soon as possible so we can discuss how to support your learning in our course. Examinations are due by the beginning of the class period on the due dates; because we will be reviewing content in class, you may not attend class until you have completed the examination. In most cases, we will adjust **late assignments** as follows: 25% reduction up to one week late, 50% reduction one to two weeks late. Per UT Policy, **a grade of incomplete** will only be issued during the last portion of the semester if you are passing at the time and unable to complete requirements due to the most extenuating and unforeseeable of circumstances.

FORMAT GUIDELINES

Unless otherwise indicated, assignments should be written in accordance with APA style (6th ed.).

CANVAS

We will be using Canvas as a course management tool this semester. You may access the course using your NetID and password via <http://utk.instructure.com>. Once within Canvas, you will be able to view announcements, download copies of class materials, submit assignments, and post resources for your peers. All assignments will be submitted via Canvas; please do not bring hard copies to class.

OBSERVATION OF RELIGIOUS HOLY DAYS

If you plan to observe a religious holy day that coincides with a class day, please notify an instructor in advance.

INCLEMENT WEATHER

In most cases, we will follow UT announcements for weather cancellations and delays; however, there may be times the university is officially open but we meet online due to safety concerns or a delayed start that falls during our class meeting time. In the event that we do not meet in person due to weather, we will hold class via Zoom, UT's videoconferencing software. I will post join instructions via a Canvas announcement, and I will ask the system to send a copy to your VolMail account. Please consult me if you do not have internet access at home; I can record the session so it will be available to you at a later time.

TENTATIVE COURSE CALENDAR

	Date	Topics	Readings & Assignments Due
CBM & SS	7/10	Introductions & course orientation Our starting assumptions Introductory concepts	Ch 1-2
CBM & SS	7/12	Pharmacokinetics Psychological, social, and cultural issues	Ch 3-4 Web: When Brain Meets Body Web: Integrated Behavioral Health Toolbox
SS	7/17	Depression & antidepressants	Ch 5 Web: Client Counselor Prescriber Skills Demonstration & Paper Proposal Due
CBM & SS	7/19	Anxiety & anxiolytics	Ch 6 Web: Living with Anxiety
CBM	7/24	Psychosis & antipsychotics	Midterm Examination Due Ch 7
CBM & SS	7/26	Mania & mood stabilizers	Ch 8
SS	7/31	Pharmacotherapy of alcohol & drug related disorders Drug-assisted psychotherapy	Ch 11-12
CBM & SS	8/2	Special populations Stimulant medication	Chs 9 & 13 Web: Reconsidering ADHD Skills Demonstration & Paper Due
CBM	8/7	Herbaceuticals Skills demonstration sharing	Ch 10 Complete Course Evaluations
CBM & SS	8/9	Skills demonstration sharing Course closing	Final Examination Due