Adler Graduate School
Richfield, Minnesota
AGS Course 582
Psychopharmacology

1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 582
1.3 Psychopharmacology
1.4 Three (3) credits
1.5 Prerequisites: None

2. Course Description

This course examines the drug classification systems; biology, neurology, and physiology of drug use and abuse; and medication assisted therapies in the treatment of addiction, mental health, and co-occurring disorders.

3. Texts, Materials, and Resources (required and optional)


3.2 Recommended Materials:


4. Competencies and Learning Outcomes

<List as bullets (see below) at least five learning objectives for the course.>

4.1 Students in this course learn:
4.2 Understand the classification system used to classify drugs
Knows the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others.

4.3 Understand the basic functioning of the brain and how use impacts the brain chemistry and impacts MI

4.4 Understand the importance and impact of Medication Assisted Therapy on the treatment process

4.5 Understands ethical and legal considerations specifically related to the practice of addiction counseling.

4.6 Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.

4.7 Recognizes the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse.

4.8 Demonstrates the ability to recognize his or her own limitations as an addiction counselor and to seek supervision or refer clients when appropriate.

4.9 Screens for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental and/or addictive disorders.

5. Course Outline

At the Adler Graduate School, 3-credit courses typically meet 7 times, 5 weeknights and 2 Saturdays. Saturdays constitute two units, morning and afternoon. In addition, students must complete a Special Project Time (SPT) assignment to round out the full 3-credit experience.

5.1 Unit 1 Intro into Psychopharmacology 2-18-14
~ Course Overview & SPT partnering and project determination
~ What is Psychopharmacology?
~ Video: Pleasure Unwoven

Homework: Paper: 2-3 page ‘Reflection on Life Experience and how this impacts Your view of Medications for Mental Health and Addiction, and Street Drugs’ - Due next class period

AND – Read Section 1, Chapter 2 – READY TO TEST “Neurobiology of addiction”

5.2 Unit 2 The Brain 2-25-14
~ Review of the reading
~ Examining the roles of the major key players: GABA, Glutamate, Serotonin, Dopamine
~ Video: Drugs and the Brain: Understanding the Reward System

Quiz: Understanding the Brain – 10 points

HOMEWORK: Read Preston and Johnson Text: Chapter 4 – Anxiety Disorders for next class

5.3 Unit 3 Anxiety Disorders 3-2-14 am
~ Understanding of the Anxiety Disorders & DSM V
~ Medication Assisted Therapy Options for Anxiety Disorders
~ Abuse of Anti-Anxiety Medications

Quiz: Understanding Anxiety disorders and MAT options – 10 points

HOMEWORK: Read Preston and Johnson Text: Chapters 1 and 2
5.4 **Unit 4 Depressive Disorders & Bi-Polar  3-2-14 pm**

~ Understanding the Depressive Disorders & DSM V
~ Medication Assisted Therapy Options for Depressive Disorders
~ Anti-depressant Medication Abuse and Withdrawal
~ Understanding Bi-Polar and Medication Assisted Therapy options

**Quiz: Understanding Depressive Disorders and MAT options**

**HOMEWORK: Read Preston and Johnson Text: Chapter 5**

5.5 **Unit 5 Psychotic Disorders & ADHD  3-4-14**

~ Understanding the Psychotic Disorders
~ Examining Anti-Psychotic Medications
~ Substance Induced Psychosis
~ Video: Understanding the Combination of ADHD and Addiction

**HOMEWORK: Read Ready to Test: pg. 69-119**

5.6 **Unit 6 Drugs of Abuse 3-11-14**

In this section we will review:
~ Stimulants
~ Rx Medication Abuse
~ Synthetics
~ What are signs and symptoms of over-dose?

*Brief videos may be shown of each

5.7 **Unit 7 Drugs of Abuse  3-16-14**

In this section we will review:
~ Marijuana
~ Huffing/Inhalants
~ Video: Rise and Demise
~ Looking at withdrawal signs, symptoms

5.8 **Unit 8 Other Common Mental Health Conditions seen in COD populations 3-16-14**

~ Personality Disorders & Traits
~ What does it mean to self-medicate and why some clients prefer to utilize illegal drugs versus prescription drugs – (debate)
~ Cross Addiction: Chemical and Behavioral

5.9 **Unit 9 Wrap up 3-18-14**
Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 15 hour experience, requiring no more than 15 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 15 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

SPT for this course will be done via group and individual research, a 2-3 page individual paper, and a final group presentation that is paired with a handout on the substance you selected to present on is to be done the last evening of class. The research, paper, and project will center around a medication assisted therapy, or a specific brain chemical and its role in addiction and mental health. Please see rubric for full details.

7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (Publication Manual of the American Psychological Association (5th edition), 2001, American Psychological Association. ISBN 1-55798-791-2).

8. Assessment/Evaluation Procedures

8.1 Initial Opinion Paper, due second class period, 1-3 page ‘Reflection on Life Experience and how this impacts your view of Medications for Mental Health and Addiction, and Street Drugs’ – 30 points
Course Objectives Met: 4.6, 4.8

8.2 Special Project Time (30 points)

SPT for this course will be done via group and individual research, a 2-3 page individual paper, and a final group presentation that is paired with a handout on the substance you selected to present on is to be done the last evening of class. The research, paper, and project will center around a medication assisted therapy, or a specific brain chemical and its role in addiction and mental health. Please see rubric for full details
Course Objectives Met: 4.3, 4.4, 4.7, and 4.9

8.3 Quizzes: 3 at 10 points each
Course Objectives Met: 4.1, 4.2, 4.3, 4.4, and 4.5

8.4 Attendance, Participation and all homework turned in on time: 10 points
Please understand these logical consequences for late papers. Logical consequences are a basic Adlerian principle. Extensions on papers are granted only for significant family emergencies or personal illness. Reasons such as, “Something came up”, or “I’ve been really busy”, or “Relatives came unexpectedly”, or “My computer crashed”, etc. are unacceptable. Plan carefully and your papers will not be late.

8.4 Grading:

A  90-100 points
B  80-89 points
C  70-79 points

9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. Internet/On-Line Activity

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as
welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that might be potentially offensive and seen as disrespectful in any way.

- Faculty members monitor discussion and intervene when requested or as deemed necessary.

- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**

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