USC Suzanne Dworak-Peck
School of Social Work

SOWK 651

Clinical Psychopharmacology for Social Workers Three Units

Instructor: Dr. Finney

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Course Day: Monday

Course Time: 2 sections

Office: VAC

Course Location: VAC

Office Hours: Tues (1:00-2:00 PST)

I. COURSE PREREQUISITES

SOWK 651

II. CATALOGUE DESCRIPTION

This course addresses the neurobiological bases of major psychoactive drugs used in treatment of psychological and behavioral disorders in both a behavioral and primary care medical setting. Theoretical and practical approaches to treatment of depression, anxiety, insomnia, attention deficit, psychosis, and trauma-related stress disorders are examined with the goal of advancing students' knowledge of best practices that complement current evidence-based interventions.

III. COURSE DESCRIPTION

Social work students will be prepared to facilitate clients' needs in an interdisciplinary system that supplies a range of interventions within a biopsychosocial framework. Key tenets of this framework involve neurobiology, psychiatric disorders, mental wellness, and psychosocial advocacy. Students learn to identify these concerns along with the risk and benefits associated with psychotropic medications. Students will learn about laboratory testing and d i s e a s e

markers in the context of evidence-based medical models and evidence-based psychosocial intervention models. Students will increase their awareness and understanding of other disciplines while navigating services for clients in an inpatient or outpatient medical setting.

Special consideration is given to the integration of psychotropic drugs, evidence- based therapies, the identification of drug–drug interactions, and empirical evidence regarding the effectiveness of psychotropic drug therapies. This is achieved through the lens of social work with emphasis on the effectiveness of an interprofessional approach in patient care and case management.

Attention will be paid to issues of diversity (gender, race, sexual orientation, and culture) including specific issues relevant in working with culturally diverse client groups. Addressing stigma and barriers to service will help students establish alliances with their clients effectively. Finally, students will learn to use the range of practice models in a phase-oriented approach that values the therapeutic relationship, cultural responsiveness, and theoretical grounding.

IV. COURSE OBJECTIVES

Clinical Psychopharmacology for Social Workers course (SOWK 651):

Objective #	Objectives
1	Understand the role of psychopharmacology in the diagnosis and treatment of mental health behaviors
2	Promote understanding of psychopharmacology in an interdisciplinary practice while providing psychosocial support and advocacy
3	Facilitate identification of risk and benefits associated with the use of psychotropic medications
4	Explain complex biological, psychopharmacology, and cultural factors (age, gender, and race) germane to assessment, treatment, and case management of clients receiving psychotropic interventions

| 5 | Promote professional social work identity through self-reflection and the practice of social work in working with clients who are receiving psychotropic therapy; reevaluation of traditions and biases that influence practice while using an interdisciplinary lens |

V. COURSE FORMAT/INSTRUCTIONAL METHOD

Modes of instruction will consist of a combination of didactic lecture, in-class discussion, student clinical case presentations, experiential exercise, analysis of video recordings, and online teaching and learning environments.

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

Social Work Core Competencies	
1	**Demonstrate Ethical and Professional Behavior ***
2	**Engage in Diversity and Difference in Practice**
3	**Advance Human Rights and Social, Economic, and Environmental Justice ***
4	**Engage in Practice-informed Research and Research-informed Practice ***
5	**Engage in Policy Practice ***
6	**Engage with Individuals, Families, Groups, Organizations, and Communities ***
7	**Assess Individuals, Families, Groups, Organizations, and Communities**
8	**Intervene with Individuals, Families, Groups, Organizations, and Communities**
9	**Evaluate Practice with Individuals, Families, Groups, Organizations and Communities ***

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
Competency 2: Engage Diversity and Difference in Practice Using research, social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity and are able to apply this knowledge to work empathically and effectively with diverse populations. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent which a culture's structures and values, including social, economic, political and cultural exclusions may oppress, marginalize, and/or alienate adults and older adults or create privilege and power. Social workers through self-reflection, continue to assess and address their ageist values, building knowledge to dispel myths regarding aging and stereotyping of older persons. Social workers are able to consistently identify and use practitioner/client differences from a	Explain complex biological, psychopharmacology, and cultural factors (age, gender, and race) germane to assessment, treatment, and case management of clients receiving psychotropic interventions.	2b. Evaluate the strengths and weaknesses of multiple theoretical perspectives through an intersectionality framework.	Exercise of judgment	Unit 2: Structure and Functions of the Nervous System In-class multiple choice exam

strengths perspective. Social workers view themselves as learners and engage those with whom they work as informants.

Competency	Objectives	Behaviors	Dimensions	Content
Competency 4: Engage In Practice-informed Research and Research-informed Practice Social workers practicing in health, behavioral health, and integrated care settings understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. Social workers use the evidence-based practice process in clinical assessment and intervention with clients. Social workers use research methodology to evaluate practice effectiveness and/or outcomes. They also understand the processes for translating research findings into effective practice and	Understand the role of psychopharmacology in the diagnosis and treatment of mental health behaviors.	4b. Gather, translate and utilize existing research evidence to bridge the gap between research and practice.	Skills	Unit 8: Psychopharmacology Trauma and Case Management

Grand Rounds Presentation |

participate in the generation of new clinical knowledge through research and practice.				

COURSE ASSIGNMENTS, DUE DATES,AND GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: **In-Class Exam**	Week 5	20 %
Assignment 2: **In-Class Exam**	Week 7	20%
Assignment 3: **Grand Rounds**	Weeks 8–14	20%
Assignment 4:	Due last week of class	20%
Weekly Quiz		15%
Class Participation	Ongoing	5%

Each of the major assignments is described below.

Assignment 1: Exam (20%)

This exam will include information from lectures, readings, and class discussions that address neurobiology, brain anatomy and physiology, neuron function, neurotransmitters, mental health disorders, and basic pharmacology concepts. This method of student evaluation is based on exams used for licensing. In addition, this material is taught based on the learning principle of scaffolding and an accurate instructional assessment of the student's learning.

Grading Criteria

Instructors will be testing recall, comprehension, and application of the materials. Exam will be graded using the grid below:

93–100	A
90–92	A–
87–89	B+
83–86	B
80–82	B–
77–79	C+
73–76	C
70–72	C–

Due: Week 5 (administered in class)

This assignment relates to student learning outcomes 1, 2, 3, and 9.

Assignment 2: (20%)

This exam will include information from lectures, readings, and class discussions that address psychopharmacology and mental health disorders, side effects, adverse reactions, and mechanism of actions.

Grading Criteria

Instructors will be testing recall, comprehension, and application of the materials. Exam will be graded using the grid below:

93–100	A
90–92	A–
87–89	B+
83–86	B
80–82	B–
77–79	C+

73–76	C
70–72	C–

Due: Week 7 (administered in class)

This assignment relates to student learning outcomes 1, 2, 3, and 9.

Assignment 3: Clinical Case and Medication Grand Rounds (20%)

This assignment is designed on a clinical platform where case presentations are common for interdisciplinary/interprofessional treatment team interventions.
Students will work individually to present in a Grand Rounds Case format and presentation, in addition each instructor will provide the student an outline checklist to use in preparation of this assignment:

- Students will select a child or an adult journal article: the journal article must be a peer-reviewed and evidenced-based article on a medication used for the treatment of a specific adult or child mental disorder/symptoms.
- In addition, students will present a clinical case from a field or work-related experience that has symptoms that is or can be treatable with the medication discussed in the article and integrate neurobiology/biological/medical issues/lab results and pharmacology interventions into the case with considerations on race, gender, and socioeconomic contextual issues. **The selected case does not have to be one where medication was used or that laboratory results were ordered. However, the student must discuss a retrospective view regarding medication and lab testing use.**
- Students will provide a copy of the article and case for the instructor. Students will also provide a copy of the article for each student in the class.
- Make sure that all identifiable information has been removed from the case before presentation is delivered. Discussion on topic will be discussed in class.
- All drug topics selected must be approved by the instructor, prior to

  presenting.
- Once topic is approved, students will select a date to present and document it on a sign-up sheet that the instructor will provide.
- Presentations will start on Week 9 and continue through Week 15.

Presentations should be between 10 and 15 minutes.

Grading Criteria

1. Demonstrate working knowledge of neurobiology and psychopharmacology theories used to describe the selected case and medication used in the treatment of a specific mental illness. Pharmacodynamics and pharmacokinectics, mechanism of action must also be included and discussed during presentation. FDA indications of use, dosage, side effects and severe adverse reactions must be presented on the selected drugs. (30%)

2. Thoughtful discussion of your clinical assessment and diagnosis to include possible diagnosis and limitations of medication (i.e., race, confounding disease states: for example, hepatic insufficiency). (25%)

3. Thoughtful discussion of your recommendations and case management within an interdisciplinary treatment team. Include the application of lab findings and cultural inhibitions toward treatment and management as applicable. (15%)

4. Willingness to be self-reflective (e.g., countertransference) and the role of social workers in managing clients within the context of a medical model and interdisciplinary team. (15%)

5. Discussion of race, gender, sexual orientation, spirituality, etc. considerations as appropriate when selecting biopsychosocial interventions and providing supportive maintenance to selected patient/client populations. Lastly, prepare a discussion question for the class and present it at the end of the presentation. (15%)

Due: Weeks 9–14

This assignment relates to student learning outcomes 2, 3, 4, 5, and 9.

Assignment 4: Clinical Case Analysis (20%)

Students will be given a clinical case to critically analyze and submit a comprehensive analysis. Integrate the diagnosis, labs, secondary referrals, and medications as they relate to management of the selected case.

In the conclusion section, discuss your role as a social worker in bridging the difference that will serve as a liaison for clients/patients. Use a dimensional clinical professional lens when designing and writing this paper. The assignment should be double-spaced with 12-point font, Times New Roman, and two to three pages in length (no title or reference page needed). It should be written as a clinical report and treatment summary with referral recommendations. Students will have one week to complete this assignment.

Due: Last week of class

This assignment relates to student learning outcomes 3, 6, 9, and 10.

Grading Criteria

1. Demonstrate working knowledge of neurobiology and psychopharmacology theories used to describe the selected case and medication used in the treatment of the mental illness in the case. Discuss the mechanism of action for the selected medication and related side effects. (35%)

2. Thoughtful discussion of your clinical assessment and diagnosis to include possible diagnosis and limitations. Required or recommended laboratory testing and referrals. Evaluate the strengths and weaknesses of the patient/client in terms of psychosocial factors. (25%)

3. Explain the importance of an interdisciplinary approach to clinical case management. Discuss how an interdisciplinary approach fits into a bigger context (or not) of clinical practice of social work. (25%)

4. Willingness to be self-reflective (e.g., countertransference) and ability to articulate the role of social workers in managing clients within the context of a medical model. Discussion of race, gender, sexual orientation, spirituality, etc. considerations as appropriate when selecting biopsychosocial interventions and providing support to these populations. (15%)

Due: Week 15

This assignment relates to student learning outcomes 4, 5, 6, 8, and 10.

Weekly Assignments

Students will have weekly questions or case discussions that must be completed prior to online class sessions. This assignment is 15% of grade: Students will earn 1% each week for assignment completion. This assignment is graded based on accuracy.

Class Participation

This is 5% of class grade. This grade will be based on the student's ability to demonstrate professional courtesy, support to peers, and active participation during discussions and presentations of fellow classmates. Students are also expected to ask appropriate questions and participate in class discussions. **Cell phone usage (texting) and recreational computer use are not permitted during class time.**

Grades

Grades in the School of Social Work are determined based on the following standards that have been established by the faculty of the school:

Grades of A or A− are reserved for student work that not only demonstrates strong mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in his or her approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

A grade of B+ will be given to work that is judged to be very good and demonstrates a more-than-competent understanding of the material being tested in the assignment.

A grade of B will be given to student work that meets the basic requirements of the assignment and demonstrates work that meets course expectations at an adequate level.

A grade of B− will indicate that a student's performance was less than adequate on an assignment and reflects only moderate grasp of content and/or expectations.

A grade of C will reflect a minimal grasp of the assignments, poor organization of ideas, and/or several areas requiring improvement.

Grades between C– and F will denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4.00	A	93–100	A
3.60–3.84	A–	90–92	A–
3.25–3.59	B+	87–89	B+
2.90–3.24	B	83–86	B
2.60–2.89	B–	80–82	B–
2.25–2.59	C+	77–79	C+
1.90–2.24	C	73–76	C
		70–72	C–

IX. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbook:

1. Preston, J. D., O'Neal, J. H., & Talaga, M. C. (2017). *Handbook of clinical psychopharmacology for therapists* (8th ed.). Oakland, CA: New Harbinger.

2. **Your course materials for SWK 651: Clinical Psychopharmacology for Social Workers, published by University Readers, will be available online at https://students.universityreaders.com/store/ before the term begins.**

    Please plan to purchase your own copy to stay on top of your assignments. To purchase the text, please follow the instructions below:

- **Step 1**: Log on to https://students.universityreaders.com/store/.
- **Step 2**: Choose the SWK 651: Basic Psychopharmacology Principles course pack, select a format, and proceed with the checkout process.
- **Step 3**: After purchasing, you can access a digital copy of the first few chapters (if you selected a print format) or all chapters (if you selected a digital format) by logging into your account and clicking "**My Digital Materials**" to get started on your reading right away.

1. Print orders are typically processed within 24 hours; the shipping time and price will depend on the selected shipping method and day it is shipped (orders are not shipped on Sundays or holidays). If you experience any difficulties, please email orders@universityreaders.com or call 800.200.3908 ext. 503.

Recommended Books to Consider:

1. Maunder, R. (2011). *Understanding laboratory tests: A quick reference*. San Diego, CA: Elsevier.

2. Harvey, R. A. (2015). *Lippincott's illustrated reviews: Pharmacology* (6th ed). Baltimore, MD: Lippincott Williams & Wilkins.

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Overview

Unit	Topics	Assignments
1	• Introduction to Pharmacology	
2	• Structure and Functions of the Nervous System	
3	• Basic Psychopharmacology Prinicples	
4	• Adrenergic and Cholinergic Systems	
5	• Diagnostic and Laboratory Tests / Medication Monitoring	**Assignment 1**
6	• Medication Management	
7	• Psychotropic Medications and Depression	**Assignment 2**
8	• Psychotropic Medication Psychosis Theory	
9	• Psychotropic Medications and Anxiety	**Assignment 3**
10	• Psychotropic Medications Insomnia/Alertness/Attention	
11	• Psychopharmacology Trauma and Case Management	
12	• Psychopharmacology and Drug-Drug Interaction	
13	• Case Management and Coordination	**Assignment 4**
14	• Misuse of Prescriptions, Illegal Drugs, and Medications in Children and in Elders	

15 • Grand Round Completions and Wrap-up

Course Schedule—Detailed Description

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Unit 1:   Introduction to Pharmacology

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Topics

- Role of social work in a medical model
- Pharmacodynamics and pharmacokinetics
- Pharmacology and psychopharmacology working model
- Introduction to the brain and body
- How and where do we treat?
  - Treatment settings:
    - Inpatient setting
    - Treatment considerations
    - Referrals and follow-ups
    - Support services

This unit relates to course objectives 1 and 2.

Required Reading

1. Montgomery, A. (2013). Affect regulation and the autonomic nervous system. In *Neurobiology essentials for clinicians* (pp. 3–28). New York, NY: Norton. (Found in ARES)

2. SWK 651: Basic Psychopharmacology Principles course pack, (Chapter1)
3. Preston, J.D. O'Neal, J.H.& Talaga, M.C (2013). Neurobiology. In *Handbook of Psychopharmacology for Therapists*.7th, ed. Oakland CA: New Harbinger Publications, Inc. (pp.29-43)

Unit 2: Structure and Functions of the Nervous System

Topics

- Agonist and antagonist neuron firing
- Labeling and defining presynaptic and postsynaptic neurons
- Cell membrane and action potential

- Inhibitory and excitatory neurons

This unit relates to course objectives 1, 2, and 3.

Required Reading

1. SWK 651: Basic Psychopharmacology Principles course pack, (chapter 2)

2. Carlson, N. R. (2014). Structure and functions of cells of the nervous system. In *Foundations of Behavioral Neuroscience*. Boston, MA: Pearson. (Found in ARES)

3. Carlson, N. R. (2014). Psychopharmacology. In *Foundations of behavioral neuroscience*. Boston, MA: Pearson. (Found in ARES)

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Unit 3:   Basic Psychopharmacology Prinicples

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Topics
- Command and control: sympathetic and parasympathetic system and neurons
- CNS: postganglionic and preganglionic system
- Stress and the environment on the nervous system

This unit relates to course objectives 1 and 4.

Required Reading

1. Carlson, N. R. (2014). Structure of the nervous system. In *Foundations of behavioral neuroscience* (pp. 49–70). Boston, MA: Pearson. (Found in ARES)
2. Preston, J.D. O'Neal, J.H.& Talaga, M.C (2013). Pharmacology. In *Handbook of Psychopharmacology for Therapists*.7th, ed. Oakland CA: New Harbinger Publications, Inc. (pp. 45-56)

3. SWK 651: Basic Psychopharmacology Principles course pack (chapter 3)

4. Preston, J. D., O'Neal, J. H., & Talaga, M. C. (2013). Neurobiology. In *Handbook of clinical psychopharmacology for therapists* (pp. 29–44). Oakland, CA: New Harbinger. (Found in ARES)

Unit 4: Adrenergic and Cholinergic

Topics

- Disorders impacting sympathetic arousal and dysregulation
  - Prescription of beta blockers
  - Prescription of alpha blockers
- Diagnosing co-occurring conditions
- Determining treatment choices: psychotherapy vs. psychotropic therapy

This unit relates to course objectives 1, 3, and 4.

Required Reading

1. Harvey, R. A. (2015). Pharmacokinetics. In *Lippincott's illustrated reviews: Pharmacology* (pp. 1–5). Baltimore, MD: Lippincott Williams & Wilkins.

2. Harvey, R. A. (2015). Cholinergic Agonists. In *Lippincott's illustrated reviews: Pharmacology* (pp. 51-63). Baltimore, MD: Lippincott Williams & Wilkins

3. Harvey, R. A. (2015). Cholinergic Antagonists. In *Lippincott's illustrated reviews: Pharmacology* (pp. 65-76). Baltimore, MD: Lippincott Williams & Wilkins.

4. Harvey, R. A. (2015). Adrenergic Agonist In *Lippincott's illustrated reviews: Pharmacology* (pp. 77–94). Baltimore, MD: Lippincott Williams & Wilkins.

5. Harvey, R. A. (2015). Adrenergic Antagonists. In *Lippincott's illustrated reviews: Pharmacology* (pp. 95-104). Baltimore, MD: Lippincott Williams & Wilkins.

6. SWK 651: Basic Psychopharmacology Principles course pack, (chapter 4)

Unit 5: Diagnostic and Laboratory Tests / Medication Monitoring

Topics

- Introduction to laboratory testing
- Blood and urine testing results (biological systems analysis)
- Anemia and psychological disorders
- Electrolytes, liver function, and kidney function
- Normal lab values and using existing measures to guide monitoring

This unit relates to course objectives 1, 2, 3, and 4.

Required Reading

1. SWK 651: Basic Psychopharmacology Principles course pack, (chapter 5)

Unit 6: Medication Management

Topics

- Helping the client with medication issues
- Serving as a liaison and advocate with health care providers
- Evidence-based practices and other interventions
- Advocating in medication management
- Decision making and problem solving

This unit relates to course objectives 3 and 4.

Required Reading

1. SWK 651: Basic Psychopharmacology Principles course pack, (chapter 6)

Unit 7:   Psychotropic Medications and Depression

Topics
- Depression criteria and monoamine theory
- Applying the biopsychosocial assessment
    - Differential assessment and treatment options
    - Addressing ongoing assessment of safety, risks, self-care, suicidal ideation, and danger to self and others
    - Using standardized assessment tools: depression and anxiety symptom checklists
    - Assessing for psychosocial and psychopharmacology factors

This unit relates to course objectives 1, 2, 3, and 4.

Required Reading

1. SWK 651: Basic Psychopharmacology Principles course pack, (chapter 7)
2. Preston, J.D. O'Neal, J.H.& Talaga, M.C (2013). Depressive Disorders. In *Handbook of Psychopharmacology for Therapists*.7th, ed. Oakland CA: New Harbinger Publications, Inc. 75-92
3. Preston, J.D. O'Neal, J.H.& Talaga, M.C (2013). Antidepressive Medications. In *Handbook of Psychopharmacology for Therapists*.7th, ed. Oakland CA: New Harbinger Publications, Inc. (pp.173-196)

Unit 8:   Psychotropic Medication and Psychosis Theory

Topics

- Psychosis and neurobiology theory
- Pharmacology and psychosis
- Treatment options

This unit relates to course objectives 1, 2, 3, and 4.

Required Reading

1. SWK 651: Basic Psychopharmacology Principles course pack, (chapter 8)
2. Preston, J.D. O'Neal, J.H.& Talaga, M.C (2013). Bipolar Disorder. In *Handbook of Psychopharmacology for Therapists*.7th, ed. Oakland CA: New Harbinger Publications, Inc. (pp.45-56)

Unit 9: Psychotropic Medications and Anxiety

Topics
- Anxiety criteria and monoamine theory
- Insomnia and psychotropic medications
- Applying the biopsychosocial assessment
  - Differential assessment and treatment options
  - Assessing for psychosocial and psychopharmacology factors

This unit relates to course objectives 1, 2, 3, and 5.

Required Reading

1. Kessler, R. C., Petukhova, M., & Sampson, N. (2012). Twelve month and lifetime prevalence and lifetime morbid Risk of anxiety and mood disorders in the United States. *International Journal of Methods in Psychiatric Research, 21*(3), (pp.169–184)

2. SWK 651: Basic Psychopharmacology Principles course pack, (chapter 9)

3. Preston, J.D. O'Neal, J.H.& Talaga, M.C (2013). Anxiety Disorders. In *Handbook of Psychopharmacology for Therapists*.7th, ed. Oakland CA: New Harbinger Publications, Inc. (pp.105-120)

4. Preston, J.D. O'Neal, J.H.& Talaga, M.C (2013). Antianxiety Medications. In *Handbook of Psychopharmacology for Therapists*.7th, ed. Oakland CA: New Harbinger Publications, Inc. (pp. 213-222)

Topics

- Coping with insomnia/alertness and concentration deficits
- Psychopharmacology and sleep medications
- Caffeine assessment
- Sleep hygiene assessment

This unit relates to course objectives 1, 3, and 4.

Required Reading

1. Cortese, S., Holtmann, M., & Banaschewski, T. (2013). Practioner review: Current best practice in the management of adverse events during treatment with ADHD medications. *Journal of Child Psychology and Psychiatry*, *54*(3), 227–246. (Found in ARES)

2. SWK 651: Basic Psychopharmacology Principles course pack, (chapter 10)

3. Man, K. K., Chan, E. W., Ip, P., Coghill, D., Simonoff, E., Chan, P. K., ... & Wong, I. C. (2017). Prenatal antidepressant use and risk of attention-deficit/hyperactivity disorder in offspring: population based cohort study. *Bmj*, *357*, j2350

4. Preston, J.D. O'Neal, J.H.& Talaga, M.C (2013). Substance Related Disorders. In *Handbook of Psychopharmacology for Therapists*.7th, ed. Oakland CA: New Harbinger Publications, Inc. (pp.151-158)

Unit 11:   Psychotropic Medications and Trauma

Topics

- Overview of trauma and assault
- Brain function and trauma
- Treatment considerations
- The theory and application of psychopharmacology for trauma
- Psychosocial and spiritual interventions

This unit relates to course objectives 1, 3, 4, and 5.

Required Reading

1. Raskind, M. A., Peterson, K., & William, T. (2013). A trial of prazosin for combat trauma PTSD with nightmares in active duty soldiers returned from Iraq and Afghanistan.. *American Journal of Psychiatry, 170*(9), 1003–1010.
2. SWK 651: Basic Psychopharmacology Principles course pack, (chapter 11)
3. Preston, J.D. O'Neal, J.H.& Talaga, M.C (2013). Posttraumatic Stress Disorder. In *Handbook of Psychopharmacology for Therapists*.7th, ed. Oakland CA: New Harbinger Publications, Inc. (pp. 137-144)

Unit 12: Psychopharmacology and Drug-Drug Interaction and Warnings

Topics

- Overview of drug–drug interaction—cytochrome p450
- Birth defects associated with psychotropic medications
- Genetics and psychopharmacology
- Misuse of prescription drugs and illegal drug use
- Black-box warnings and FDA
- Culture and diversity

This unit relates to course objectives 1, 3, 4, and 5.

Required Reading

1. Lee, M., & Silverman, S. M. (2011). A comprehensive review of opioid- induced hyperalgesia. *Pain Physician, 14*(2), 145–161. (Found in ARES)
2. SWK 651: Basic Psychopharmacology Principles course pack, (chapter 12)
3. Preston, J.D. O'Neal, J.H.& Talaga, M.C (2013). Medication Discontinuation. In *Handbook of Psychopharmacology for Therapists*.7th, ed. Oakland CA: New Harbinger Publications, Inc. (pp. 239-242)
4. Preston, J.D. O'Neal, J.H.& Talaga, M.C (2013). Over the counter supplements. In *Handbook of Psychopharmacology for Therapists*.7th, ed. Oakland CA: New Harbinger Publications, Inc. (pp. 213-222)

Unit 13: Case management and Coordination

Topics

- Family of origin
- Gender and race impacting medication metabolism
- The role of the primary care manager in social work
- Services provided by care management in social work
  - Ongoing assessment of risk and safety
  - Care coordination and collaboration among multiple providers
  - Advocacy and brokering with stakeholders

This unit relates to course objectives 1, 2, 3, 4, and 5.

Required Reading

1. SWK 651: Basic Psychopharmacology Principles course pack, (chapter 13)
2. Preston, J.D. O'Neal, J.H.& Talaga, M.C (2013). Medication Safety. In *Handbook of Psychopharmacology for Therapists*.7th, ed. Oakland CA: New Harbinger Publications, Inc. (pp. 317-320)

Topics

- Future directions in psychopharmacology implications for social workers
- Prescribers in a primary care setting and social work advocacy
- Interdisciplinary treatment team meetings
    - Providers/clients/patients
    - Nursing
    - Social workers
    - Psychologists/psychiatrists
    - Case managers
    - Occupational therapists

This unit relates to course objectives 2, 3, 4, and 5.

Required Reading

1. SWK 651: Basic Psychopharmacology Principles course pack, (chapter 14)

2. Preston, J.D. O'Neal, J.H.& Talaga, M.C (2013). Red Flags: when to reevaluate. In *Handbook of Psychopharmacology for Therapists*.7th, ed. Oakland CA: New Harbinger Publications, Inc. (pp. 243-250)

3. Preston, J.D. O'Neal, J.H.& Talaga, M.C (2013). Child and Adolescent Psychoharamcology. In *Handbook of Psychopharmacology for Therapists*.7th, ed. Oakland CA: New Harbinger Publications, Inc. (pp. 251-270)

Unit 15: Ground Rounds Completion and Wrap-up

Topics

- Social work and the integration of services and follow-up
- Discussion and Questions regarding Assignment 3
- Course review

University Policies and Guidelines

IX.   ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (kfinney@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X.   Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to

the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

XI.   Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* *http://emergency.usc.edu/*will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

XII.   Statement about Incompletes

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

XIII.   Policy on Late or Make-Up Work

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIV.   Policy on Changes to the Syllabus and/or Course Requirements

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XV.   Code of Ethics of the National Association of Social Workers (Optional)

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on

individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVI.   COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the chair of the sequence, Dr. Kimberly Finney at kfinney@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor or June Wiley, Assistant Dean of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance.

XVII. Tips for Maximizing Your Learning Experience in this Course (Optional)

✓ Be mindful of getting proper nutrition, exercise, rest and sleep!

- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!