

Psychopharmacology and The Effects of Substance Abuse

(EDUC 553)

Syllabus

Spring 2018

Instructor:

Dale S. Sherman, Ph.D.
Phone: (213) 821-1070 (msg)
E-mail: dsherman@usc.edu

Class Time & Location:

Wednesday 6:00 - 8:40 pm
Location: WPH 106
Section: 26755

Course Description & Objectives:

This is an introductory level course designed for mental health professionals without a science background. The class is primarily concerned with the biological basis of behavior, an introduction to pharmacology, and the mechanism of action of various psychoactive agents used in the treatment of mental illness. The course is also designed to cover factors related to the etiology, treatment, relapse prevention and prognosis of substance abuse and co-occurring disorders. Students should be able to achieve the following objectives at the conclusion of the course;

- ❖ Display knowledge of the fundamentals of biological basis of behavior.
- ❖ Demonstrate an understanding of neuroanatomy & neurophysiology.
- ❖ Understand the dynamics of synaptic transmission, neuronal pathways, and connectivity within the cerebral cortex as well as to/from other areas.
- ❖ Display an understanding of basic psychopharmacology, medication management, and the mechanism(s) of action of drug therapy.
- ❖ Demonstrate a general knowledge of the use of psychotropic medication(s), the effects on the central nervous system as-well-as the psychological response(s) to psychoactive agents used in treatment.
- ❖ Obtain a general grasp of the secondary effects of prescribed psychoactive substances as-well-as drugs of abuse.
- ❖ Demonstrate an ethical foundation and awareness of professional issues in the use of psychoactive agents in treatment.
- ❖ Articulate an understanding of factors related to substance abuse, treatment models, and prognostic indicators.
- ❖ Students will also demonstrate knowledge regarding the interrelationship between mental illness and substance abuse with an emphasis on the implications for treatment of co-occurring disorders.

Course Expectations:

Course credit is given based upon class attendance & participation, attending two substance abuse meetings, one reaction paper, a mid-term exam, and a final. Exams will consist of

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multiple-choice questions, fill in the blank, and/or labeling a diagram(s). Questions for the mid-term will be taken from chapter readings and the material discussed in class. The final exam will be comprehensive - questions may be taken from any of the readings assigned and material discussed in class throughout the semester. Exams must be taken during the class time on the date outlined in the syllabus. Exams **may not** be rescheduled. Paper(s) are due by the date assigned. Late papers **cannot** be accepted after this date. Students who wish to earn extra credit may earn a maximum of 5 points by participating in a project outside of class time. Please speak to the instructor to earn the extra credit.

Course Breakdown & Point Equivalents:

The breakdown of course weighting is as follows;

Class Attendance & Participation	5 %
AA Meetings & Papers	25 %
Mid-Term	30 %
Final	<u>40 %</u>
	100 %

Letter grade equivalents and percentages are as follows;

A	94 - 100	B+	87 - 89	C+	77 - 79	D	60 - 69
A-	90 - 93	B	84 - 86	C	74 - 76	F	< 59
		B-	80 - 83	C-	70 - 73		

Grades:

All Master's degree students should be achieving B, B+, or A- level work. Students receiving a C should consult with his/her professor immediately for feedback about making significant changes in their approach to the course. Students receiving a D or below are not working at the graduate level and should seriously consider whether his/her current life circumstances are conducive to successfully completing a Master's degree at this time. Master's level students should not expect to get an A as a matter of course. A's are reserved for outstanding achievement reflecting doctoral level understanding, insight, and writing (i.e. profound command of course content with an exceptionally high level of scholarship and excellence). Very few students will receive A's at this level because they have not reached the doctoral level yet and there is usually room to improve. If you receive an A in class, you know you have gone far above and beyond what is expected from you. If you receive a B, you have met what is expected for graduate level achievement.

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Attendance, Participation, & Missed Classes:

Attendance and participation are graded based upon the student being present in class and participating in class discussion in a meaningful way. A grade for attendance and participation cannot be given without the student being present. Points are awarded at the end of the semester based on the total number of classes attended and how much the student was involved in class. Please see the attachment at the end of the syllabus for the guidelines and expectations concerning class participation. Note, use of electronics and personal communication devices during class is disruptive to the learning process and other students who are present. As such, 'non-course' related use of electronic devices will not be permitted during class time. Students using electronic devices during class will be asked to leave.

Moreover, as graduate school should train the student in professional conduct, students are expected to review materials in preparation for class, utilize his/her time effectively, and manage personal circumstances and other outside influences appropriately. As such, students will not be required to contact the instructor to miss class or provide excuse for a single absence. In situations of illness and other unforeseeable events, a student may gain credit for attending class by advising the instructor of his/her absence and obtaining a note from a physician (or competent authority). This must be submitted to the instructor no later than the following class to obtain credit for the missed class(es). Protracted absences will be dealt with on a case-by-case basis.

Exams:

All examinations will be taken during class time on the day scheduled. In order to be fair to everyone in class, **NO** examination maybe rescheduled or a 'make-up' exam arranged to be taken at another time. This is to ensure all students will be assessed with an exam at an equal level measurement. If outside circumstances prevent a student from attending an exam or submitting material on a timely basis, this can have a negative impact on the students' final grade. Should an emergency occur which prevents a student from attending an exam, the student is expected to contact the instructor immediately. Students with extenuating circumstances will be dealt with on a case-by-case basis.

Substance Abuse Meetings & Reaction Papers:

Students are encouraged to become familiar with substance abuse etiology, treatment, and outcome as best as possible at this level of training. This portion of the class is intended to increase exposure to issues in substance abuse experientially by attending two group treatment meetings (such as AA, NA, etc.) and describing your experience in a reaction paper. You should

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satisfy this requirement of the course by attending two different substance use focused groups and writing a reaction about each experience. Reaction papers will be a minimum of 10 pages in length (maximum of 12 pages) and should reflect the following:

A. Before Attending:

- a. Journal your reasons for choosing the type of group selected. Write down expectations, images, questions, ideas, and/or beliefs you may have in anticipation. Curiosities, fears, apprehension, etc.
- b. Think about the type of learning experience you would like to have, plan ahead, and track how easy/difficult the process is for you to locate/attend a group. Document how you located the group chosen. Note: Please do not try to attend groups marked as closed as these are not open to new attendees.
- c. As-much-as-possible, approach the experience as a client/someone who has a problem with substance abuse and is looking for help.

B. While Attending:

- a. Openness and respect: If asked, freely identify yourself as a student interested in attending the group to better understand the process as a young mental health practitioner. Be respectful of others – don't arrive late, leave early, or be inappropriate (i.e. cavalier, aloof, talk excessively with a friend, etc). Please do not be judgmental of others or 'us-them' minded.
- b. Get acquainted: Introduce yourself to at least two other attendees. First names are sufficient. Be sincere.
- c. Group Norms – Culture: Observe the qualitative aspects of the group - both spoken and unspoken, structured and un-structured.
- d. Highlights: Note what is helpful for you if you were struggling with substance abuse and needing help. What is not helpful? Is anything offered to you?
- e. Unanswered Questions: What questions/issues are raised that were not addressed.
- f. Literature and Aids: Look to see what written information is available to you and pick up any free literature that you might benefit a client.
- g. Cautions & Concerns: Are there aspects of the group that are concerning or offensive? If so, how might you deal with this with one of your clients?

C. After Attending:

- a. Reflect & journal your experiences. Note anything particularly salient and explore why. Generally, a helpful method is to freely write your reactions, then, after a brief period, go back and identify why those points struck you.

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- b. Re-review your pre-attendance expectations and compare with your actual experience. How did your anticipation play out? Did it happen the way you imagined? Did you get questions answered? Where more questions raised?
- c. Client appropriateness: Consider the type of client most appropriate for the type of group you attended. Who would not be appropriate?
- d. Other: Note other reactions/issues you may have.

The Grade of Incomplete (IN):

An 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. Arrangements for the IN and IN removal must be initiated by the student and done in agreement/ cooperation with the instructor in advance.

Students with Disabilities:

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor, within the first week of class. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, he/she should seek the assistance of the Director of Disabled Student Services on campus. Any student requiring accommodations based on a disability is required to register with the Disability Services and Programs Office (DSP) each semester. A letter of verification for approved recommendations can be obtained through DSP. Please be sure the letter is delivered to me as early in the semester as possible; preferably no later than the second week of class. DSP is located in STU 301 and is open 8:30am - 5:00pm. The telephone number is (213) 740-0076.

Academic Integrity:

Students who violate University Standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the University. Since dishonesty in any form harms the individual, other students and the University, academic integrity policies will be strictly enforced. The student is expected to become familiar with the Academic Integrity guidelines found in the current Scampus.

Cheating is defined as the act of obtaining or attempting to obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means. Action will be taken if an instructor suspects a student of cheating. Plagiarism is the use of others' ideas, writings, research, drawings, etc. in a paper without appropriate acknowledgment. Paraphrasing (putting the material in your own words, etc.) is usually acceptable as long as the original reference is cited, and you do not imply that the ideas or thoughts are your own. You must always use quotation

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marks and a citation when using someone else's words verbatim. When working with other students, be sure you turn in your own original work with your own original thoughts. Students may not turn in copies of work they have completed together. Each student's work should be unique and reflect their own thought processes.

On-line resources: <http://www.usc.edu/student-affairs/SJACS/acadresources.html>

Texts and Readings:

Required:

1. Alcoholics Anonymous Ch. 3 & 5. <http://www.aa.org/bigbookonline>
2. Connors, G.J., Donovan, D.M., & DiClemente, C.C. (2013) *Substance Abuse Treatment and the Stages of Change, 2nd Edition*. New York: Guilford Press.
3. Preston, J.D., O'Neal, J.H., Talaga, M.C. (2017). *Handbook of Clinical Psychopharmacology for Therapists, 8th Edition*. Oakland, CA: New Harbinger Publications, Inc.

Optional/ Reference Materials:

1. Jung, J. (2001). *Psychology of Alcohol and Other Drugs: A Research Perspective*. Thousand Oaks: Sage Publications.
2. Kandel, E.R. & Schwartz, J.H. (2003) *Principles of Neural Science*. New York: Elsevier/ North-Holland.
3. Kolb, B. & Whishaw, I. (1996). *Fundamentals of Neuropsychology, 4th Edition*. New York: W. H. Freeman and Company.
4. Stahl, S. (2002). *Essential Psychopharmacology of Antipsychotics and Mood Stabilizers*. New York: Cambridge University Press.
5. Stahl, S. (2008). *Essential Psychopharmacology Neuroscientific Basis and Practical Applications, 3rd Edition*. New York: Cambridge University Press.

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COURSE OVERVIEW AND ASSIGNED READINGS:

Week	Date	Topic	Reading/Assignment
1	Jan 10	Introduction	None
2	Jan 17	Principles of Neural Science	Preston Ch 1 – 2
3	Jan 24	Basic Neuroanatomy & Neurophysiology	Preston Ch 3
4	Jan 31	Pharmacodynamics & Pharmacokinetics Classification of Drugs	Preston Ch 4-5, 21 Appendix A
5	Feb 7	Psychosis – Etiology & Diagnosis Psychosis – Antipsychotics	Preston Ch 6, 11 Preston Ch 19
6	Feb 14	Mood Disorders I – Depression Mood Disorders I – Antidepressants	Preston Ch 7, 16
7	Feb 21	Mood Disorders II – Bipolar Disorder	Preston Ch 8
8	Feb 28	Mood Disorders II – Bipolar Disorder & Mood Stabilizers Review	Preston Ch 17
9	Mar 7	Mid-Term Exam	None
10	Mar 14	Spring Recess – No Class	None
11	Mar 21	Mood Disorders III – Anxiety, Anxiolytics, & Sedatives – Hypnotics	Preston Ch 9-10, 12 & 18
12	Mar 28	Drugs of Abuse I	Preston Ch 14
13	Apr 4	Drugs of Abuse II	AA Big Book Ch 3 & 5
14	Apr 11	Substance Abuse – Etiology, Susceptibility & Vulnerability	Connors Ch 1 – 4 Reaction #1
15	Apr 18	Substance Abuse – Treatment Approaches & Concepts	Connors Ch 5 – 7
16	April 25	Substance Abuse – Mental Illness & Co-Occurring Disorders Wrap-up & Review	Connors Ch 8 – 11
17	May 2	Final Exam	Reaction #2

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CLASS PARTICIPATION: GUIDELINES AND EXPECTATIONS

<i>Little – No Participation 1 point</i>	<i>Moderate Participation 2 – 3 points</i>	<i>Active Participation 4 – 5 points</i>
<p>Misses more than one class (with or without excused reason), is notably late on multiple occasions, and/or returns from breaks late in a manner that is disruptive to the class.</p> <p>Little to no participation in class discussion and activities, limited non-verbal engagement (such as eye contact, body language, paying attention when others are talking). Does not stay on task during class discussion and exercises, and shifts to non-class related topic after only minimal engagement.</p> <p>Appears withdrawn and uninterested majority of the time. Inattentive and disengaged when others are talking.</p> <p>Demonstrates little awareness of impact of self on others by overly dominating class discussion to the extent of inhibiting others from participating.</p> <p>Demonstrates little evidence of having completed all the assigned readings. Comments offered are tangential and indicate lack of familiarity with readings or are vague and general.</p> <p>Engages in distracted behavior in class by checking cell phone and focusing on a screen in a way that is evident to the instructor that the student is not engaged in what is happening in the class in the moment.</p>	<p>Does not miss more than 1 class (excused absence only), is on time most of the time, and returns from breaks in a timely manner.</p> <p>Moderate participation in class discussion and activities and shows verbal as well as nonverbal engagement (such as eye contact, body language, paying attention when others are talking). Stays on task during class discussion and exercises.</p> <p>Mostly attentive and respectful when others are talking. Demonstrates some awareness of impact of self on others by monitoring self-participation to not overly monopolize class discussion to allow others opportunity to contribute.</p> <p>Demonstrates adequate evidence of having completed all the assigned readings by specific reference and incorporation into class discussion and activities.</p> <p>Does not engage in distracted behavior such as using computer or phone for non-class related functions.</p>	<p>Attends all class sessions on time and returns from breaks in a timely manner. (Absence due to observance of religious holidays will not be counted against this portion of the grade.)</p> <p>Actively participates in class discussion and activities and shows verbal as well as nonverbal engagement (such as eye contact, body language, paying attention when others are talking). Stays on task during class discussion and exercises.</p> <p>Is attentive and respectful when others are talking. Demonstrates awareness of impact of self on others by monitoring self-participation to not overly monopolize class discussion to allow others opportunity to contribute.</p> <p>Demonstrates evidence of having completed all the assigned readings by specific reference and incorporation into class discussion and activities.</p> <p>Does not engage in distracted behavior such as using computer or phone for non-class related functions.</p>