



WAYLAND BAPTIST UNIVERSITY
SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES
<<INSERT CAMPUS NAME>>

Wayland Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Course Title, Number, and Section: CNSL 5309 VC-01 - Psychopharmacology

Term: Spring 2018

Instructor: Dr. Peter Bowen

Office Phone Number and WBU Email Address: Office: (806) 291 – 1179 E-mail: pbowen@wbu.edu

Cell: (806) 494 - 2564 - before 10:00 pm Central time, please

Office Hours, Building, and Location: Gates Hall 314, Plainview Campus

Monday	Tuesday	Wednesday	Thursday	Friday
9:30 – 11:00	9:15-10:45		9:15-10:45	9:30 - 11:00
2:00 – 3:30	2:00 – 3:30		2:30 – 3:30	

Class Meeting Time and Location: Blackboard

Catalog Description: Examines the basic principles of neuroscience and pharmacology and applies this information to understand the proper use of the major classes of psychiatric medications and the role of the counselor in facilitating proper treatment.

There is no prerequisite for this course. However a course in Psychopathology or Abnormal Psychology is strongly recommended

Required Textbook(s) and/or Required Material(s): Preston, J. D., O’Neal, J. H., & Talaga, M. C. (2017) *Handbook of Clinical Psychopharmacology for Therapists (8th ed.)*. Oakland, CA: New Harbinger Publications

Optional Materials: <<List optional materials recommended to enhance student learning>>

Course Outcome Competencies: Upon completion of this course, students will be able to:

- Demonstrate knowledge in the following areas:
 1. basic elements of the anatomy and physiology of the brain
 2. basics elements of pharmacology
 3. major classes of psycho-active medications and situations in which they are used
 4. side-effects and interactions of medications

- Apply information about medications to situations associated with counseling.
- Think critically about the relationship of mind and body in the treatment of mental illness

Attendance Requirements:

WBUonline (Virtual Campus)

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Course Requirements and Grading Criteria:

Grading Overview - The final course grade will be based on the following proportions of grades:

- Weekly Quizzes: 100 points
- Major Exams: 500 points
- Discussion Board: 100 points
- Assignments: 100 points

- Case Study Paper: 200 points

Format of Course:

This course will be divided into weekly sections. Each section will have assignments to be completed. The sections are linked from the main course page. Be sure to get assignments in by the due date. Late assignments will be penalized a letter grade per day.

Requirements and Evaluation: Here are the details...

1) Your basic knowledge of people, terms and characteristics will be evaluated by a **series of quizzes and exams**.

A) Each week you will be required to take an online quiz on basic ideas covered in the readings. You will be required to make a 100 on the **quiz each week**. Don't panic! Here's the catch: 1) The quiz will cover basic items which should be pretty clear if you read the material and 2) You may **retake the quiz** as many times as you like. The computer will provide feedback on your score as soon as you finish the quiz. You may not get exactly the same questions each time, but you should be able to make your 100. This ensures that you have successfully encountered the most basic elements of the course and will help prepare you for the major exams. A 100 on all quizzes will count as 10% of your final grade.

B) There will also be **3 major exams** covering the material. These will include both objective questions (multiple choice, etc.) and short answer/essay questions. You will have only one chance to take these exams. The first 2 exams will be taken online and **will be timed**. The final will be a "take-home" written exam. A proctor will **NOT** be needed for these exams.

The average of these exams will be 50% of your final grade.

2) You will also be required to participate in **online discussions**. Each week will have discussion board threads that will ask you to respond to questions that I pose; it will also allow you to make your own comments and pose your own questions. It allows you to interact with the rest of the class, and it allows me to know that you are thinking and applying the ideas that you are reading about. The discussion board is meant to be a site of free thinking and free communication. But it is only good if everyone contributes their 2 cents worth. You will be graded according to your participation. I will not grade your grammar or 'quality' of responses (unless some smart-alek starts posting stuff like "ssscilndi blah blah ssciihsi"). **[Note:** Sometimes I will ask you to post a homework assignment to the discussion board. I may post a **separate homework grade** for that particular post that will consider the quality of the response!]

I will monitor responses to see who is active and who is slacking. Please don't wait till the last day to get involved and don't just get on once. The value is in the exchange of ideas between people. Like a regular discussion, it needs some back and forth to be of real value! **You will not receive full credit if you just post on one day**, so please post on one day and **go back to respond (to some of the same threads) further on another day** on at least some of the questions. In other words – post a response and then go back on another day and respond to what other people have said. Each week's forum will give instructions on a minimum number of questions (threads) in which you need to participate. Your participation will count 10% of your final grade.

3) **Other assignments** will be made. These will be listed by weekly sections under the 'Course Content (Assignments)' section on the main menu. Some will involve answering questions about readings in the discussion boards; others may ask you to submit a response through an assignment link. If asked to post to the Discussion Board, you will be given a grade specifically for the assignment, in addition to the general grade for the week's

Discussion Board. Assignments will be due by the last day of the week for that section. Your scores on these assignments will be 10% of your final grade.

4) The final requirement will be the major project for the term. This will require you to create a **detailed case description** for an individual that needs treatment for mental illness. Your case should describe the history, symptoms, treatments and outcomes (both good and bad) for the person. As this is a psycho-pharmacology class, the treatment **MUST** include the use of medications in some way (even if it is not an optimal or final treatment) and your description of the case should demonstrate your knowledge of the use of the medications. The case may be fictional or may be based on a real case, but, in either case, it should be as realistic as possible. If you base your case on a real one, be sure that your telling of the story is original and not taken from (or directly based on) another written case. I want to see how well YOU understand the ideas! (Also - if based on a real case, be sure to account for the confidentiality of all people involved.) Cite references to support the validity of the information in your report. Be sure that your case covers and demonstrates that you understand ALL of the following elements:

- Critical signs and symptoms for differentiating diagnoses and ideal treatments
- Different treatment options (including medications) and decision process in determining treatments
- Expected benefits and adverse effects of treatment
- Ways to deal with non-response (or sub-optimal response) to initial treatment
- Ways to integrate medical and non-medical treatments
- Role of the counselor in dealing with medical treatments.

If you are basing your paper on a real case, you may need to add some fictional pieces to make sure that all of these elements are addressed. For example, you might invent information about a side effect or preliminary non-response to illustrate potential problems or you might need to imagine a future for this person (if you are currently working with a case) to show the longer-term outcome of the case.

The paper should be **written in APA format** and sources should be cited and of professional quality (written by professionals in the field and, preferably, peer-reviewed). If you are not well-versed on APA format, you might want to check the APA manual or look at these sites:

- a. You can find a good overview of this style here:
<http://owl.english.purdue.edu/owl/resource/560/01/>
- b. Or you can go to the APA site which has FAQs as well as a nifty tutorial:
<http://www.apastyle.org/>

The paper should be proof-read carefully! While a mistake or 2 may creep into anyone's report, **poorly written papers will NOT be accepted**. If you have concerns on this, you are welcome to submit a draft for review before the due date. You are also encouraged to make use of the Wayland Writing Center for help with your papers.

You can find more information about the writing center at their web page:

http://www.wbu.edu/academics/academic_resources/writing_center/

***The report will be due through SafeAssign on Blackboard by May 2.** This will count as 20% of your final grade.

→ One final word on the project: I take plagiarism very seriously. (See policy on Academic Dishonesty above.) Please note that you may not use other people's words without clearly marking AND citing the source of those words. A number of students have problems with this – sometimes unintentionally. You must distinguish between words that you write and words that you borrow from other sources. If you take words from another source, you must use “quotation marks” to show what is copied. If the quote is long (a paragraph), then introduce that paragraph by clearly noting that it comes from another source and then indent that paragraph. In both cases, you must have a citation that tells your source. A citation alone is not sufficient to indicate that something is a quote. You should have citations both for quoted passages AND for material that you have written (in your own words) that is based on information from other sources. One more thing – quotes should be rare! APA style, in general, discourages quoting. Only use a quote when it is critical to deal with the original wording (for example, when you are talking about the diagnostic criteria for a disorder – then the wording of the DSM would be important.) Otherwise, you should do your own writing, summarizing the main points from the articles that you cite. Summarizing or paraphrasing does NOT mean changing a few words in the original sentence. Your writing should not be the same basic sentence with slightly different wording. Let me know if you have questions on this!

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Tentative Schedule:

Part 1: Introduction and Basics of Neurobiology and Pharmacology

Week 1 (Feb 26 – Mar 7)

Chapters 1 - 3

Week 2 (Mar 7 – 21)

Chapters 3 – 5 *Week includes Spring Break (Mar 12 – 16)

Exam 1 available Mar 19 – Mar 24

Part 2: Clinical Syndromes

Week 3 (Mar 21 – Mar 28)	Chapters 6 – 8
Week 4 (Mar 28 – Apr 4)	Chapters 9 - 11
Week 5 (Apr 4 – Apr 11)	Chapters 12 - 14
Week 6 (Apr 11 – Apr 18)	Chapters 14 – 15

Exam 2 available Apr 16 – Apr 21

Part 3: Medications

Week 7 (Apr 18 – Apr 25)	Chapter 16	
Week 8 (Apr 25 – May 2)	Chapters 17 – 18	<u>*Case due May 2</u>
Week 9 (May 2 – May 9)	Chapters 19 and 23	
Week 10 (May 9 – May 19)	Chapters 20 - 22	

Exam 3 (“take-home” style) due by Thursday, May 17th

<http://catalog.wbu.edu>