



Chaminade
University
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'ala'e Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP7360

Course Title: Clinical Psychopharmacology

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: College of Education and Behavioral Sciences

Term: Spring 2020

Course Credits: 3.0

Class Meeting Days: Thursdays

Class Meeting Hours: 6:00 pm – 9:00 pm

Class Location: Kieffer Hall, rm. 10

Instructor Name: Sherry Sutherland-Choy, PsyD, MSN, APRN-Rx, FNP-B.C.

Email: sherryhawaii@yahoo.com

Office Location & Hours: Adjunct Professor for this course; please email for appointment

University Course Catalog Description

This course provides an introduction to the fundamental principles of psychopharmacology and explores the use of psychotropic medications in treating mental disorders. Students will examine how psychoactive substances interact with the body and brain.

Course Overview

This course provides an introduction to psychotropic drugs, their neurochemical basis, their mechanism of action, and their clinical application.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in

the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.

7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice.

Learning Outcomes

- Students will be able to recognize commonly prescribed psychotropic medications for various psychiatric conditions. (Competency 5)
- Students will be familiar with the clinical usage, indications, side effect profile and serious adverse reactions associated with the administration of psychotropic medications. (Competency 5)

Course Prerequisites

- PP7051 Biological Basis of Behavior

Required Learning Materials

Meyer, J. & Quenzer, L. (2018). *Psychopharmacology: Drugs, the brain, and behavior* (3rd ed.). Sunderland, MA: Sinauer Associates, Inc.

Other Required Readings

- Bergink, V., Rasgon, N., & Wisner, K. (2016). Postpartum Psychosis: Madness, mania, and melancholia in motherhood. *American Journal of Psychiatry*, *173*(12), 1179- 1188.
- Brandt, J., & Leong, C. (2017). Benzodiazepines and Z-drugs: An updated review of major adverse outcomes reported on in epidemiologic research. *Drugs in R&D*, *17*(4), 493-507.
- Clapp, M., Aurora, N., Herrera, L., Bhatia, M., Wilen, E., & Wakefield, S. (2017). Gut microbiota's effect on mental health: The gut-brain axis. *Clinics and Practice*, *7*(4), 987-998.
- Currie, G. (2018). Pharmacology, part 1: Introduction to pharmacology and pharmacodynamics. *Journal of Nuclear Medicine Technology*, *46*, 81-86.
- Currie, G. (2018). Pharmacology, part 2: Introduction to pharmacokinetics. *Journal of Nuclear Medicine Technology*, *46*, 221-230.
- Hillhouse, T., & Porter, J. (2015). A brief history of the development of antidepressant drugs: From monoamines to glutamate. *Experimental and Clinical Psychopharmacology*, *23*(1), 1-21.
- Hsieh, J. Stein, D., & Howells, F. (2014). The neurobiology of methamphetamine induced psychosis. *Frontiers in Human Neuroscience*, *8*, 1-12.
- Jacobson, S. (2013). Effects of pharmacokinetic and pharmacodynamics changes in the elderly. *Psychiatric Times*, *1*, 27-29.
- Leite, R., et al. (2015). The use of cannabis as a predictor of early onset of bipolar disorder and suicide attempts. *Neural Plasticity*, *2015*, 1-13.
- Miller, A., Haroon, E., & Felger, J. (2017). Therapeutic implications of brain-immune interactions: Treatment in translation. *Neuropsychopharmacology*, *42*, 334-359.
- Moszczynska, A. (2016). Neurobiology and clinical manifestations of methamphetamine neurotoxicity. *The Psychiatric Times*, *33*(9), 16-18.
- Muneer, A. (2015). Bipolar Disorder: Role of inflammation and the development of disease biomarkers. *Psychiatry Investigation*, *13*(1), 18-33.
- Murray, M., Stone, A., Pearson, V., Treisman, G. (2018). Clinical solutions to chronic pain and the opiate epidemic. *Preventative Medicine*, *118*, 171-175.
- Shorter, E., & Wachtel, L. E. (2013). Childhood catatonia, autism and psychosis past and present: Is there an 'iron triangle'?. *Acta Psychiatrica Scandinavica*, *128*(1), 21-33.

- Snyder, S. (2002). Forty years of neurotransmitters: A personal account. *Archives of General Psychiatry*, 59 (11), 983-994.
- Vitiello, B. (2012). Principles in using psychotropic medications in children and adolescents. In Rey JM (ed), *IACAPAP Textbook of Child and Adolescent Mental Health*. Geneva: International for Child and Adolescent Psychiatry and Allied Professions.
- Young, S., Absoud, M., Blackburn, C., Branney, P., Colley, B., Farrag, E., Fleisher, S., Gregory, G., Gudjonsson, G. H., Kim, K., O'Malley, K. D., Plant, M., Rodriguez, A., Ozer, S., Takon, I., Woodhouse, E., & Mukherjee, R. (2016). Guidelines for identification and treatment of individuals with attention deficit/hyperactivity disorder and associated fetal alcohol spectrum disorders based upon expert consensus. *BMC Psychiatry*, 16(1), 1-14.

Grading

Course Requirements/Methods of Evaluation:

This course provides an overview of psychopharmacological action and effect on the body and how it is used in the treatment of mental disorders. Students will also be introduced to commonly prescribed psychoactive drugs.

Attendance and Class Participation (10%): Students are expected to attend class in a timely manner, read assigned materials, and participate in class discussions.

Quizzes (15%): Five quizzes covering key lecture concepts are scheduled.

Midterm Exam (25%): The midterm exam will be given in class and covers the readings, lectures, and class discussions held up to the midterm.

Case Presentation (25%): You will present a case study (30 minutes) pertaining to psychopharmacology. You will be asked to render a psychiatric diagnosis and write up your differential diagnoses. Please include medical, psychiatric, developmental, social, educational and legal history. Based upon the patient's presenting symptoms, you will provide a treatment recommendation. What medication would you suggest and why (provide the rationale for picking this particular medication). Please include on your PowerPoint any emerging treatments for your patient's condition, the starting dose on the medication you chose, common side effects, serious adverse reactions, and contraindications. In the PowerPoint, write exactly how you would explain the common side effects and adverse effects to someone with no education beyond high school.

Final Exam (25%): The final exam will be given in class and covers the readings, lectures, and class discussions held from the midterm up to the end of the course.

Grading Criteria

Attendance	10%
Quizzes	15%
Midterm Exam	25%
Presentation	25%
Final Exam	25%

Grading Scale (final scores > .5 will be rounded up)

A = 90 – 100

B = 80 – 89

C = 70 – 79

F = 69 and below

Course Policies

Instructor and Student Communication

Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time will take place up to 2 days.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook at <https://studentaffairs.chaminade.edu/>

All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 7th Edition* (2019). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 7th Edition* for thesis and paper format.

Scholarly writing: The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Technology

The following technology may be required in order to complete courses in the Clinical Psychology program: For PCs: at least an Intel® or AMD x86 processor running at 1.3 GHz or faster; 4GB of RAM, 10 GB hard drive space, 1024x576 display, and a DVD-ROM drive (video hardware acceleration is optimal); one of the following operating systems: Windows 7, Windows Server 2003 with Service Pack 2 and MSXML 6.0 (32-bit Office only), or Windows Server 2008 or later 32 or 64-bit OS. For Macs: at least an Intel processor, Mac OS X 10.5.8 or later; 1 GB of RAM, 10 GB free hard drive space, 1280x800 display, and a DVD-ROM drive. Current Norton Antivirus (Version 10.2 or higher); Microsoft Office Professional (Version 2010 for PC and 2011 for Mac) containing Powerpoint and Word; Acrobat (full version). 56K or faster Internet or broadband connection; web browser: Microsoft Internet Explorer, Mozilla Firefox, or Google Chrome for PC users, Apple Safari, Mozilla Firefox, or Google Chrome for Mac users.

Schedule

Week	Date	Topic	Read for <u>NEXT</u> class
1	Jan 9	Course Introduction Foundational concepts	Meyer & Quenzer (2018)ch.1 Currie(2018) part 2
2	Jan 16	Pharmacokinetics	Meyer & Quenzer (2018) ch.3 Currie (2018) part 1; Miller(2017); Synder(2002)
3	Jan 23	Pharmacodynamics, Adverse Events Drug-Drug Interaction	Bergink(2016)
4	Jan 30	Quiz 1 Special Populations: Pregnancy/Postpartum Mood Disorders	Vitiello (2012)
5	Feb 6	Children/Adolescents	Meyer & Quenzer (2018) ch.7, 20 Jacobson(2013)
6	Feb13	Geriatric Population Neurodegenerative Diseases Quiz 2 Exam Review	Meyer & Quenzer (2018) ch.5,19 Shorter, E., & Wachtel, L. E. (2013)
7	Feb 20	Midterm Exam Antipsychotics(psychotic disorders)	Meyer & Quenzer (2018) ch.6, 18 Hillhouse(2015); Clapp (2017)
8	Feb 27	Antidepressants	Meyer & Quenzer (2018) ch.18 Muneer (2015); Leite (2015)

9	Mar 5	Quiz 3 Bipolar Disorders (Anticonvulsants)	Meyer & Quenzer (2018) ch.17,8 Brandt (2017)
10	Mar 12	Anxiolytics/Hypnotics (Anxiety and OCD)	Meyer & Quenzer (2018) ch.9,11 Murray (2018)
11	Mar 19	Quiz 4 Opioid Analgesics	Meyer & Quenzer (2018) ch.10,14 Young(2016)
12	Mar 26	Alcohol/Cannabis	Meyer & Quenzer (2018) ch.12 Hsieh (2014); Moszczynska(2016)
13	Apr 2	Psychomotor Stimulants: Methamphetamines/ Cocaine	Review Readings for Quiz and Final
14	Apr 9	Quiz 5 Final Exam Review	Review Readings for Final
15	Apr 16	Final Exam	
16	Apr 23	Course Review	