



Drugs and Mental Health
The University of Toledo
College of Health and Human Services
School of Intervention & Wellness
COUN 6470/8470
3 Credit Hours

Instructor: Susan M. Long, PhD, LPCC, CWC

Virtual Office Hours: Appointment via Webex

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Term: Spring 2021

Class Location/Time: Asynchronous learning. See the **Work Week** section below.

Course Description:

This course will include an overview of the development of psychopharmacology from a historical and sociological perspective. Basic neurobiology and the psychobiological and psychophysiological effects of various psychotropic medications typically used in the treatment of various mental disorders will be discussed.

Work Week

In this fully online course, workweeks run from Thursday to Thursday: beginning 12:00pm Thursday afternoon and ending at 5:00 PM on the following Thursday. Course content (e.g., lecture) will be recorded and published to Blackboard by 12:00pm each Thursday. Students are expected to have read assigned readings for the week and listen to the lecture recordings prior to completing assignments. **All assigned work is to be completed no later than 5pm on the due date in the course schedule.**

Teaching Strategies and Instructor Pedagogy: This course will be taught online asynchronously; we do not have a class or online meeting time. Your learning in this course is dependent on your engagement with readings, in-class activities, discussion, and assignments. A variety of teaching strategies will be used to meet the needs of the course; lecture recordings and practical applications of all assignments. Engaged pedagogical practices will be used to co-create an effective learning environment. Students are expected to actively participate, along with the instructor, in building an engaged learning community that meets the needs of the class.

Course Technology and General Technology Accessibility: The technologies used in this course meet the criteria of Web Content Accessibility Guidelines (WCAG 2.0) Level AA conformance. This conformance level is used in most accessibility rules and regulations around the world including the ADA. Blackboard is a certified web-accessible platform and is used as the course platform. External sites used in the course, such as Echo360, are compliant with Section 508 standards, and the media players used in the course support closed captioning, are keyboard operable, and compatible with screen reading software. If additional accommodations are needed for equal access to any of this course content, please contact the instructor as soon as possible. The University of Toledo's [Student Disability Services](#) processes closed captioning requests for videos and other media from the instructor, which may take up to four (4) business days to complete. Students should have a computer or access to a computer with the latest system software. A high-speed Internet connection with latest versions of Google Chrome or Mozilla Firefox are recommended for optimal Blackboard performance. If you have a problem accessing, displaying, or uploading any of the content or course assignment on the Blackboard, contact Learning Ventures at 419.530.8835 or by LiveChat for assistance. **Do not reach out to the instructor for technological support.**

CACREP Standards (2016) and Course Contents: This course is designed to meet the 2016 standards of the Council of Accreditation of Counseling and Related Educational Programs (CACREP).

Student Learning Outcomes	2016 CACREP Standard	Evidence	Assessed in Course
To provide students with a knowledge base on psychobiology, psychophysiology, neurobiology, and neurotransmission.	2.1 b., 2.1.c., 2.1.d.	Weeks 1, 2, & 3	1) Drugs and Mental Health Treatment Article Review (4) 2) Mindful Medication Neuroeducation Activity
To provide students with a knowledge of the effects of drugs on client behavior and treatment outcome.	2.1.b., 2.5.f., 2.5.g., 2.5.h., 2.5.j.	Weeks 4 – 13	1) Drugs and Mental Health Treatment Article Review (4) 2) Mindful Medication Neuroeducation Guide
To provide students with the knowledge and training to assess the need for adjunct pharmacotherapies.	2.1.b., 2.1.c., 2.1.d., 2.5.j., 2.7.k., 2.7.m.	Weeks 4 – 13	1) Drugs and Mental Health Treatment Articles Review (4) 2) Mindful Medication Neuroeducation Guide
To provide students with the ability to assess the effectiveness and risks associated with the use of psychiatric medications as adjuncts to counseling and psychotherapy.	2.1.c., 2.1.d., 2.5.j., 2.5.k.	Weeks 1 - 14	1) Drugs and Mental Health Treatment Articles Review (4)

Required Materials:

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

*Additional readings and media will be provided by the instructor.

Course and Institutional Policies

Policy on late or unfinished assignments: Late assignments are not accepted unless prior permission has been given by the instructor. **Note:** A grade of PR will not be awarded except under extraordinary circumstances, such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately and keep the instructor apprised of the situation. If all assignments are not received by the end of the examination period, the student may be awarded an Incomplete if the circumstances are supported and mutually discussed between the student and instructor. If the assignments are not received by the end of the next semester the Incomplete will be changed to an F. No assignments will be accepted after this date, in other words, the F will stand. Cheating, submitting work other than your own, or plagiarism (including self-plagiarism) may result in penalties ranging from an F in the course to expulsion from the university.

Academic Dishonesty: All students are subject to the University Policy Statement on Academic Dishonesty in the current University Catalog. Academic dishonesty will not be tolerated. Please read [The University's Policy Statement on Academic Dishonesty](#).

Policy on Extra Credit: Extra credit will not be offered in this course.

The University of Toledo's Missed Class Policy: Please review the University's missed class policy [here](#).

Accommodation of student needs: Students needing special arrangements for test taking, note taking, special print, or other considerations for successful completion of the course should discuss these needs with the instructor at the beginning of the course. Every effort will be made to make reasonable accommodations to facilitate student learning and performance.

Americans with Disabilities Act: The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course, please contact the [Student Disability Services Office](#) at 419-530-4981 (voice) or 419-530-2612 (TDD).

Nondiscrimination on the Basis of Disability: The University of Toledo is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability – Americans with Disabilities Act Compliance](#).

Drop/Withdrawal: Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

Email: The University of Toledo issues each student an official UT email address. This email address usually takes the form of **firstname.lastname@rockets.utoledo.edu**. All email communications about this class will be sent to and all communications from students should be sent from your official UT email address. Students will be expected to check this address regularly for official communications about this class. Email communications about this class will not be sent to personal email accounts and communications from personal email accounts may be blocked by UT spam filters.

Instructor Email Access: I recognize that I will receive requests and questions via email from you on a regular basis, therefore I have designated times when I will respond to emails. I will check and respond to your correspondence Monday through Friday, generally within 24 hours if not sooner. **I may not check into the online course system, email, or respond to you over the weekend.**

Weather: In the event of a major snow or ice storm or other inclement weather, the University will announce class cancellations, delay of classes and changes to administrative office hours through the UT Alert text messaging system, e-mail, the UT home page at utoledo.edu, myUT.utoledo.edu, the UT snow line, 419.530.SNOW (7669), and on local radio and television stations. You can sign up for UT Alert at <http://myUT.utoledo.edu>. The University's policy is to remain open whenever possible to minimize interruption of teaching and research.

Student Evaluations: At the conclusion of the academic term, students will have an opportunity to evaluate the instructor and the course. This is done anonymously and used as a means to improve instruction, course content, and the overall curriculum. Your comments, suggestions, and feedback are taken seriously and contribute significantly to course and program improvement. You are strongly encouraged to complete a course evaluation.

Statement on Diversity and Inclusion: In concert with the University of Toledo's values and expectations, the students, faculty and staff within the College of Health and Human Services uphold the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse students, faculty and staff; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities. The counseling profession is grounded in diversity and inclusion. Hence, all students enrolled in this course will be expected to be considerate of the thoughts and ideas of others, demonstrate accountability, integrity and honor in all course-related activities, promote a collaborative and supportive educational environment, and treat every individual with kindness, dignity, and respect regardless of: Race, Ethnicity, Religion, Sexual Orientation, Gender Identity, Gender Expression, Age, Impairment(s)/ Disability(ies), Political Views, Social Class/ Socioeconomic Status, Linguistic Diversity, Nationality/Country of Origin, and Other Element(s) of Uniqueness. Participants in this course will be expected to tolerate diverse views and foster an inclusive learning environment. Concerns about diversity and inclusion should be mentioned to the instructor immediately for rectification and

repair. Students who do not behave in this way will be in direct conflict with the ACA *Code of Ethics* (2014) and those actions may require remediation with program faculty. You can visit the University of Toledo's webpage on diversity and inclusion [here](#).

Course Changes: The course schedule, requirements, procedures, content, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes by regular class meetings and/or email.

Grading Policies: Learners will be assessed in comportment with SLOs. Specific guidelines and grading criteria will be provided with each assignment within this syllabus. Students are expected to complete and submit all assignments by the due date listed in the Course Schedule. Late assignments and make-up tests will not be permitted unless arrangements are discussed and approved well before the required due date. Grades and instructor feedback for each assignment will be posted to the Grade Book within one week after each assignment has been completed. Ask questions as soon as possible if you do not understand an assignment.

The grading scale for this course is as follows:

Grading Scale			
A	95-100	C	73-75.99
A-	90-94.99	C-	70-72.99
B+	86-89.99	D+	66-69.99
B	83-85.99	D	63-65.99
B-	80-82.99	D-	60-62.99
C+	76-79.99	F	59.99 or less

Assignment Descriptions and Points:

Assignments/Assessments	Total Points
Drugs and Mental Health Treatment Articles Review (4 at 10 points each)	40
Mindful Medications Neuroeducation Guide	60
Total	100

1) Drugs and Mental Health Treatment Articles & Summaries (4 at 10 points each = 40 points): Students will first locate an empirical article (within the past 10 years) that describes the use of a psychotropic medication in the treatment of a mental disorder in a specific client population of their choosing and write a brief 1–2 page summary paper (not including title and reference pages). These mini papers are intended to help you build a reference guide to use in counseling. Students will address following for all four (4) articles:

- Briefly summarize the article (about one paragraph) including the mental disorder, medication type and class, and the client population.
- Discuss the possible risks and benefits of the medication in treating the mental disorder within this population including multicultural considerations.
- Identify** and **integrate** an evidenced-based counseling approach that can be used alongside the medication for optimal treatment outcomes.
- APA 7 format including a title page and reference page (no abstract). Include the citation of the article and any additional articles you use. See the **APA 7 Manual** for appropriate **Student Paper** formatting on pgs. 32 (title page) and pgs. 61–67 for this assignment.
- Include the PDF article in each assignment submission.

This assignment meets CACREP standards 2.1 b., 2.1.c., 2.1.d., 2.5.f., 2.5.g., 2.5.h., 2.5.j. 2.5.k., 2.7.m.

***See Appendix A for the rubric for this assignment (after the course schedule).**

2) **Mindful Medications Neuroeducation Guide (60 points):** Students will use the [Healthy Mind Platter model](#), an existing wellness framework, to describe the process of incorporating neuroeducation about psychotropic medication into counseling practice. Students will use the model conceptualize a mental health diagnosis and a medication used to treat the condition. There is no set page limit requirement for this assignment. However, students are expected to address the following criteria completely and as concisely as possible. Think of this assignment as something you can practically use when counseling clients. The following must be included:

- a. Choose a mental health diagnosis including the DSM 5 diagnostic criteria.
- b. Identify one medication that can be used to treat the disorder including the class of medication.
- c. Provide an overview of the medications mechanism of action in the Central Nervous System (CNS) (what neurotransmitters are involved? Etc.)
- d. Identify the potential **treatment benefits and adverse effects** of the medication in each category in the Healthy Mind Platter (see below).
- e. APA 7 format including a title page and reference page (no abstract). Include the citation all sources. See the **APA 7 Manual** for appropriate **Student Paper** formatting on pgs. 32 (title page) and pgs. 61 – 67 for this assignment.

1. Sleep time:

- a. Describe how the medication may affect sleep (promote or inhibit)?
- b. Are there certain times of day clients should take the medication to promote sleep and prevent sleep issues?
- c. How would you provide psychoeducation to clients about these affects?
- d. What additional strategies and/or resources can support healthy sleep alongside the medication?

2. Physical time:

- a. Describe how the medication may affect a client's appetite (increase or decrease)?
- b. How might the medication impact sexual function?
- c. What other bodily side effects may occur with this medication?
- d. Could the medication affect a client's ability to engage in exercise and other physical movements?
- e. How would you provide psychoeducation to clients about these effects?
- f. What additional strategies and/or resources could support physical wellness alongside medication?

3. Time in:

- a. Could the medication affect a client's ability to relax or feel a sense of calm?
- b. How would you provide psychoeducation to clients about these effects?
- c. What additional strategies and/or resources could support a relaxed state for a client alongside medication?

4. Play time:

- a. Describe how the medication may affect a client's ability to engage in activities for enjoyment and leisure.
- b. How would you provide psychoeducation to clients about these affects?
- c. What behavioral changes/resources could support this area alongside medication?

5. Connecting time:

- a. How might the medication affect the client's ability to connect with others?
- b. How would you provide psychoeducation to clients about these affects?
- c. How can you help advocate for a client who would want to want to share their mental condition and use of medication with their support system?
- d. What additional strategies and/or resources could support clients in this area alongside medication?

6. Downtime:

- a. How might the medication affect the client's ability to engage in downtime?
- b. How would you provide psychoeducation to clients about these affects?
- c. What additional strategies and/or resources could support clients in this area alongside medication?

7. Focus time:

- Describe how the medication may affect the client's cognition such as focusing on a task or goal. (increase or decrease focus etc.)
- Are there certain times the client should take the medication to help with their focus?
- What additional strategies and/or resources could support clients in this area alongside medication?

This assignment meets CACREP standards 2.1 b., 2.1.c., 2.1.d., 2.5.f., 2.5.g., 2.5.h., 2.5.j.

***See Appendix A for this rubric for this assignment (after course schedule).**

Course Schedule – subject to change at the discretion of the instructor once the course is underway.

Week	Date	Topic
1	1/21	Introduction to the Course Review the syllabus Readings: Understanding Basic Psychopharmacology CH 1
2	1/28	Readings: Understanding Models Neurobiology CHs 2 & 3
3	2/4	Readings: Pharmacology Medication Nonadherence Diagnostic Considerations Assessments CHs 4, 5, & 6
4	2/11	Readings: Depressive Disorders & Medications CHs 7 & 16
5	2/18	Readings: Bipolar Disorders & Medications CHs 8 & 17 *Assignments Due: 1) Drugs and Mental Health Treatment Article Review 1 due by 5pm today in BB
6	2/25	Readings: Anxiety Disorders and Medications Obsessive-Compulsive Disorders CHs 9, 10, & 18
7	3/4	Readings: Psychotic Disorders Anti psychotic Medications CHs 11 & 19 *Assignments Due: 1) Drugs and Mental Health Treatment Article Review 2 due by 5pm today in BB
8	3/11	Readings: Post-Traumatic Stress Disorder CH 12
9	3/18	Readings: Borderline Personality Disorder & Other Personality Disorders CH 13 *Assignments Due: 1) Drugs and Mental Health Treatment Articles Review 3 due by 5pm today in BB
10	3/25	Readings: ADHD and Disorders of Attention CH 23
11	4/1	Readings: Substance-Related Disorders Treatment of Comorbidity CHs 14 & 15 *Assignments Due: 1) Drugs and Mental Health Treatment Article Review 4 due by 5pm today in BB
12	4/8	Readings: Over-the-Counter Dietary Supplements & Herbal Products CH 20
13	4/15	Readings: Pharmacotherapy in Special Populations Appendix B pp. 285
14	4/22	Readings: When it's Time to Reevaluate CH 22 Assignments Due: 1) Mindful Medications Neuroeducation Guide Due by 5pm today in BB
15	4/29	Instructional Day – No Class Meeting
16	5/6	Finals Week – No Class Meeting

Appendix A – Rubrics

Drugs and Mental Health Treatment Articles & Summaries Rubric

Criteria	Value
Selected an empirical article focused on the use of psychotropic medication in a specific population.	/2
Provided a brief summary of the article.	/2
Detailed the risks and effectiveness of the medication in the population including multicultural considerations in the population of focus.	/2
Identified an evidenced based counseling approach to integrate with psychopharmacological treatment.	/2
Included the article in the assignment submission.	/1
Appropriate APA 7 format.	/1
Total	/10

Mindful Medications Neuroeducation Guide Rubric

Criteria	Value
A mental diagnosis was identified with correct DSM 5 criteria included.	/10
Appropriately identified one medication to treat the mental disorder including the class of medication.	/10
Clearly and correctly described the mechanism of action of the medication.	/10
Identified the positive and negative effects of the medication.	/10
Used the Healthy Mind Platter to conceptualize the use of medication in all 7 categories.	/20
Total	/60

