**Texas Tech University**

**EPCE 5369**

**Pharmacology for LPCs**

**3 Credit Hours**

**SUMMER 2021**

**Instructor:** **Loretta Bradley, PhD, LPC-S, LMFT-S**

**Email:** **loretta.bradley@ttu.edu**

**Class meetings: ONLINE VIA BB**

**Office hours: BY APPT**

1. **Course Goals for This Course Are to:**
2. Identify examples of psychotropic medications that are used in the clinical treatment of commonly diagnosed psychological conditions of clients and describe impact on symptoms.
3. Identify principle classes of psychoactive drugs and the typical sites and mechanisms of action.
4. Increase awareness of drug interactions and the possible impact of recreational drugs on client functioning.
5. Understand the basic structure and function of the nervous system as it pertains to psychotropic medications.
6. Understand the ethical parameters of what non-medical mental health professionals can and cannot discuss with clients and advocate.
7. Understand hypothesized therapeutic and side effects of psychotropic medications.
8. Understand the role of counselors in working with psychiatric consultation to help manage symptoms.
9. Understand the role of counselors in talking with clients who have questions about psychotropic medications.
10. Understand the concepts of tolerance and dependence.
11. Be able to articulate the current debate about the appropriateness of psychotropic medications for children.
12. Be able to articulate the relationship between the pharmaceutical companies, the FDA, managed care, and the consumer.
13. Be able to articulate the counselor’s role as advocate and its relation to social justice issues about who gets medicated and who has access to the more expensive medications.
14. Be able to articulate basic findings of ethnopharmacotherapy and pharmacoeconomics.
15. Describe the means by which drugs are taken into and distributed throughout the body, how they are metabolized, and eliminated.
16. **Conceptual Framework**

The conceptual framework for this course includes the college’s nine initiatives for change. The essence of the framework is captured by the challenge, “Leading a Revolution in American Education.” This revolution, and thus the conceptual framework, has four major thrusts: 1) transforming educator/counselor preparation, 2) transforming client/university partnerships, 3) transforming educational research; and 4) transforming reward systems. All components are interrelated.

1. **CAEP Transformation**

Across the nation there are calls to drastically reform educator preparation, and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking how education and helping professionals are prepared. Becoming counselors and counselor educators means we must rethink how we advocate, disseminate knowledge, and conduct research. Doing so will transform Texas Tech counselor preparation programs from maintainers of the status quo to innovative leaders preparing counselors to meet the academic and economic challenges of the 21st century. As such, this course takes into account both CAEP and CACREP accreditation standards.

“Leading a Revolution in American Education” is more than a theme; it captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you. In this course:

* You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skill and product competencies you will develop.
* You will learn what is valued by employers and counseling professionals. State and national standards (i.e. ASCA National Model, advocacy competencies, codes of ethics, accurate diagnosis), CACREP accreditation standards, professional literature, a variety of focus groups, and counseling supervisors/employers were all involved in determining the learning outcomes for this course. In this course:
* You will learn to use technology in innovative ways
* Your instruction will be connected to improved beneficence within the profession as well as positive outcomes of clients/students you will be counseling.
* Your information on diagnosis is an integral part of this course, and you will be learning specific criteria used to formulate treatment plans and affect outcomes of future clients/students.
* You should note this course is not an independent course, but instead, it is part of an integrated program that has well-articulated and distinctive outcomes.

Products for both the Master’s degree in School counseling and the Master’s degree in mental health counseling are listed as follows:

1). Trademark Outcomes/Distinctive Emphases:

EPCE: Mental Health and School Counseling Programs

* MEd – School Counseling
* Implement the Texas Comprehensive School Counseling Model and the ASCA National Models whereby school counselors create, implement and evaluate the impact of value-added programs and services responsive to the needs of the school and all stake-holders.
* MEd – Mental Health Counseling
* Create, implement and evaluate the impact of treatment plans and programs that serve the needs of the clients, communities, and agencies where our graduates are employed.

2). Distinctive Assessments (A & E) for Master’s Programs
(EPCE 5369 is Phase 2 Course)

* Multiple choice exams on pharmacological medications that are used in the clinical treatment of commonly diagnosed psychological conditions.

**B. Counselor Education Technology Competencies**Specific technology (outside class) competencies covered in this course include the student’s ability to:

1. Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.

2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.

3. Be able to acquire, use and develop multimedia software, (i.e., PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice.

4. Be able to use email.

5. Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

6. Be able to access and use counseling-related research databases.

**C. CACREP Standards**CACREP standards are imbedded within the course and can be viewed at <http://www.cacrep.org/wp-content/uploads/2016/02/2016-Standards-with-Glossary-rev-2.2016.pdf>. Specific standards taught in this course are listed as follows:

CACREP SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

C.1.d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

C.2.e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

C.2.g. impact of biological and neurological mechanisms on mental health

C.2.h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.

G.2.h. common medications that affect learning, behavior and mood in children and adolescents

G.2.i. signs and symptoms of substance abuse in children and adolescents as well as signs and symptoms of living in a home where substance use occurs

1. **Course Purpose**The purpose of EPCE 5369 is to provide students an overview of the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.
2. **Course Description**

EPCE 5369-Psychopharmacology for LPCs.

1. **Prerequisites**

Admission into the Masters Counselor Education Program and TTU Graduate School. Students must have successfully completed EPCE 5364, 5353 or 5358 with a grade of at least a B or higher.

1. **Methods of Instruction**

This course utilizes readings, group discussion, class individual and/or group assignments, interactive and experiential assignments, computer assignments, videos, and student generated research presentations.

\*\*This class is online and utilizes BlackBoard. Please contact the BlackBoard Helpdesk if you need assistance or experience any problems: by phone at 806-742-4357 (HELP) or by email at ithelpcentral@ttu.edu.\*\*

1. **Course Objectives/Learning Outcomes and Assessments**

|  |  |
| --- | --- |
| **Student Learning Outcomes: At the conclusion of the course, students will:** | **Assessments: Assessment will be made as follows:** |
| Identify psychotropic medications that are used in the clinical treatment of commonly diagnosed psychological conditions of clients and describe impact of symptoms | QuizzesExam 1 and Exam 2 |
| Identify principle classes of psychoactive drugs and the typical sites and mechanisms of action | QuizzesExam 1 and Exam 2 |
| Increase awareness of drug interactions and the possible impact of recreational drugs on client functioning  | QuizzesExam 1 and Exam 2 |

1. **Course Requirements/Methods of Evaluation Employed**

**Assignments**

1. Course Requirements
2. Students must adhere to the 2014 *ACA Code of Ethics*.
3. Students must complete **all** assignments.
4. Late assignments will not be accepted. Any late assignments will receive a grade of F (0 points).
5. Success in the Counselor Education program and this class consists of more than graded assignments. Work habits, positive attitude, and class attendance all play a major role in the success of any counseling student. Any of the following actions are considered just cause for immediate dismissal from the Counselor Education Program
6. Dishonesty (cheating, plagiarism, lying, etc.).
7. Unauthorized disclosure of confidential information.
8. Negligence or misconduct.
9. Mistreatment of fellow students, research participants, or faculty.
10. Abusing a fellow student, faculty member or staff member.
11. Violations of the rules, regulations, and principles in the *Code of Ethics* as identified by the American Counseling Association and the *Texas Tech University Code of Student Affairs.*
12. Willful submission of false information or alteration of any official records, counseling reports, papers, examinations, or dissertations.
13. Willful conduct that may cause injury to self or others.
14. Sexual harassment and/or violence in the workplace as defined by Texas Tech University.

**Evaluation and Grading Policy**Students will be evaluated on a letter-grade basis (A,B,C,D,F). The final grade determination will be based on the following (although not limited to) these appraisals: skill level attainment as evidenced in direct observation, assessments, and all items listed above as well as quality of written assignments. Please note that high marks on written assignments are only one factor of the grade. The final evaluation will be dependent on in class and out of class work and will therefore seek evidence of strong ethical and personal attributes (e.g., honesty, takes feedback well, etc.) expected of an effective professional counselor. Additionally, students must attend class (on time) and submit assignments (on time). Students should note late assignments are not accepted and will receive a grade of F (0 points). For example, if an assignment is due on Monday and is turned in on Tuesday, the grade will be an F with zero points assigned to the assignment.

**Grading of Assignments**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points Per:** | **Total Number of Points** |
| Quizzes – 3 | 5 | 15 |
| Discussion Posts/Participation - 2  | 10 | 20 |
| Exam 1 | 30 | 30 |
| Exam 2 | 35 | 35 |
| **Total Points** |  | **100** |

|  |  |
| --- | --- |
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 60 and below |

**Course Assignments**

1) Attendance and participation in class is required. Additionally, reading and discussion participation are crucial in this class. Consequently, 2 discussions (including your introduction) will account for 10 points each with a total of 20 points towards your final grade. Each discussion consist of an **initial post by each student and a response to at least 2 of your classmates**. The discussion posts will open on the week it is due on Monday mornings by 8am. Your initial post and two responses are due by Sunday at 11:59pm. *Make sure you are aware of the weeks a discussion post is due and the due dates.* ***You will receive no credit for late discussion posts.*** You will not receive full credit if you do not respond to two classmates. These responses must be substantiative and provide thoroughly conceptualized ideas. A reply of, "I agree" or "Great point" will not receive any credit. Discussion posts are worth 10 points each for a total of 20 points towards your final grade.

3) Quizzes. There will be three quizzes in this course. They will cover information you have read in the textbook. Each quiz will cover information covered in the sections you have been reading. Each quiz is worth 5 points for a total of 15 points towards your final grade.

4) Exam 1. This exam consists of multiple choice and short answer questions. 30 points

5) Comprehensive Exam 2. Multiple choice and short answer questions. 35 points

1. **Content Outline**

**EPCE 5369**

**Tentative Course Schedule**

|  |  |  |
| --- | --- | --- |
| Week 16/2-6/82021 |  | **Agenda:** Orientation to Course **Assignments Due:** 1) Read through the syllabus and familiarize yourself with blackboard and the course requirements and expectations. **Make sure to contact me via email: loretta.bradley@ttu.edu if you have any questions.**2) Read Chapter 1-Introduction |
|  |  | **Agenda:** Nervous System, Pharmacokinetics and Psychological, Social and Cultural Issues in Psychopharmacology**Assignments Due:** 1) Read Chapter 2- Introduction to the Nervous System, Neurons, and Pharmacodynamics2) Read Chapter 3-Pharmacokinetics: How the Body Acts on Psychotropic Medications3) Read Chapter 4 - Psychological, Social and Cultural Issues in Psychopharmacology  |
|  |  | **Agenda:** The Antidepressant Era: Major Depressive Disorder; comorbidity of depression and anxiety; theories of antidepressant action; first and second generation antidepressant medication and side effects; psychological, cultural and social perspectives.**Assignments Due:** 1) Read Chapter 5- The Antidepressant Era  |
| Week 26/9-6/152021 |  | **Agenda:** The Age of Anxiety: Overview of anxiolytic medication and the construct of anxiety; central nervous system, anxiety, brain circuits and structures and neurotransmitters; central nervous system depressants; benzodiazepines, and nonbenzodiazepine alternatives; anxiolytic therapy by diagnosis; psychological, cultural and social issues.**Assignments Due:** 1) Read Chapter 6 – The Age of Anxiety2) ***\*\* Quiz I is due by 06/15/2021 at 11:59pm******\*\*Quiz is to be taken on Blackboard*** |
|  |  | **Agenda:** Antipsychotic Medications: The Evolution of Treatment: Current impact of antipsychotics; theories of neuroleptic action from the medical model perspective; Clozaril and atypical antipsychotics, serotonin dopamine antagonists; newer agents; psychological considerations.**Assignments Due:** 1) Read Chapter 7 - Antipsychotic Medications: The Evolution of Treatment |
|  |  | **Agenda:** Mood Stabilizers: Mood misnomers; bipolar disorders; history of mood stabilizers; lithium: prototypical mood stabilizer; anticonvulsants as mood stabilizers; atypical antipsychotics as mood stabilizers; issues from cultural and social perspectives.**Assignments Due:** 1) Read Chapter 8 – Mood Stabilizers  |
|  |  | **Agenda:** Mood Stabilizers continued**Assignments Due:** ***1) Discussion Post #1 is due by 06/15/2021*** ***Both initial and two response posts are due by this date***  |
|  |  | **Agenda:** EXAM 1**Assignments Due:*****EXAM 1 IS DUE 06/15//2021 at 11:59pm*** |
| Week 36/16-6/222021 |  | **Agenda:** Medicating Children: Perspectives, dilemmas and future paradigms; stimulant medication; mood stabilizers and bipolar disorder; children and antipsychotic medication; antianxiety medication and children/adolescents, school issues, anxiety and children; antidepressants and children/adolescents.**Assignments Due:** 1) Read Chapter 9 – Medicating Children2) Read ADHD Medications article in Blackboard |
|  |  | **Agenda:** Herbaceuticals: psychological issues; issues of culture; issues from the social perspective; medicinal plants; herbaceuticals and their application for psychiatric issues; marijuana; psychological, social and legal considerations.**Assignments Due:** 1)Read Chapter 10 - Herbaceuticals2) ***\*\* Quiz II is due by 06/22/2021 at 11:59pm******\*\*Quiz is to be taken on Blackboard*** |
|  |  | **Agenda:** Pharmoacotherapy of Alcohol and Drug-Related Disorders: Historical sketch of pharmalogical treatments for patients experiencing drug or alcohol related concerns; statistical impact of drug/alcohol use, abuse and dependency; pharmaocotherapy for individuals diagnosed with severe opioid dependence; cultural considerations for treating patients pharmacologically with substance-use disorders.**Assignments Due:** 1) Read Chapter 11 - Pharmoacotherapy of Alcohol and Drug-Related Disorders2) Review Substance Abuse Treatment Article  |
|  |  | **Agenda:** Drug Assisted Psychotherapy: Early research; is it the drug or psychotherapy or both; between psychotherapy and psychopharmacology; risks versus benefits.**Assignments Due:** 1) Read Chapter 12 - Drug Assisted Psychotherapy***2) Discussion Post #2 is due by 06/22/2021 at 11:59pm*** ***Both initial and two response posts are due by this date***  |
|  |  | **Agenda:** Psychotropic Medication and the Elderly: The new old age; DSM5 changes to delirium and dementia; psychosocial interventions for elderly clients; pharmacologic treatment of dementia; aging and assisted living; side effects peculiar to the elderly.**Assignments Due:** 1. Read Chapter 13 - Psychotropic Medication and the Elderly

  |
| Week 46/23-6/302021 |  | **Agenda:** Secondary Traumatic Stress in Counselors **Assignments Due:**1) Review the Secondary Trauma Stress PPT in Blackboard2) ***\*\* Quiz III is due by 06/28/2021 at 11:59pm******\*\*Quiz is to be taken on Blackboard*** |
|  |  | **Agenda:** Psychopharmacology Review**Assignments Due:** 1) View Psychopharmacology Review PPT in Blackboard |
|  |  | **Agenda:** **EXAM 2 EXAM****Assignments Due:** ***EXAM 2 IS DUE 06/29/2021 at 11:59pm*** |

1. **Required Text**

Ingersoll, R. E. & Rak, C. F. (2016) *Psychopharmacology for mental health*

*professionals: An integrative approach.* Cengage.

American Psychiatric Association. (2013). Diagnostic and statistical manual of

mental disorders. (5th ed.). American Psychiatric Association.

1. **Scholastic Dishonesty**

Students are expected to exhibit ethical conduct at all times. Plagiarism and/or copying from another’s work are considered cheating and students will receive no credit for assignments if this conduct is displayed. Please refer to *Graduate School Handbook* and *Counselor Education Masters Admitted Student Handbook* for additional information.

1. **Handicapping Conditions/Religious Observances**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements must contact the Office of Student Disability Services. Students must present to the instructor the appropriate verification from Student Disability Services during the instructor’s office hours or during the first class meeting. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

Students may be allowed an excused absence due to certain official religious holidays/observances. Students must notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence.

1. **Violence and Sexual Harassment**

All students are responsible for knowing and adhering to Texas Tech policies on sexual harassment and violence.

**TTU Resources for Discrimination, Harassment, and Sexual Violence**

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other [Title IX violations](file:///C%3A%5CUsers%5Clbradley%5CDocuments%5CGA%20Work%5CDropbox%5CGraduate%20Program%20Culminating%20Deliverables%5CSyllabi%2010-3-13%5CPhD%20-%20Phase%203%5Credir.aspx%3FREF%3DbTp_9LJr7xFeGNTnfbZsiFLD62XhyUk4mHi9lFflE-jlqQdPK0nTCAFodHRwOi8vdGl0bGVpeC50dHUuZWR1Lw) are not tolerated by the University. Report any incidents to the Student Resolution Center, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](file:///C%3A%5CUsers%5Clbradley%5CDocuments%5CGA%20Work%5CDropbox%5CGraduate%20Program%20Culminating%20Deliverables%5CSyllabi%2010-3-13%5CPhD%20-%20Phase%203%5Credir.aspx%3FREF%3D2rfq2eOK4Z9BU8eB3jA30G8lPLWGdXOXF0QKDoqldLDlqQdPK0nTCAFodHRwOi8vdGl0bGVpeC50dHUuZWR1L3N0dWRlbnRz). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: **TTU Student Counseling Center,** 806-742-3674, [https://www.depts.ttu.edu/scc/](file:///C%3A%5CUsers%5Clbradley%5CDocuments%5CGA%20Work%5CDropbox%5CGraduate%20Program%20Culminating%20Deliverables%5CSyllabi%2010-3-13%5CPhD%20-%20Phase%203%5Credir.aspx%3FREF%3DFDlqup5LQd9CICYAHkyU9YyD-1we7mbqQFoA55qFEUjlqQdPK0nTCAFodHRwczovL3d3dy5kZXB0cy50dHUuZWR1L3NjYy8) *(Provides confidential support on campus.)* **TTU Student Counseling Center 24-hour Helpline**,806-742-5555, *(Assists**students who are experiencing a mental health or interpersonal violence crisis.  If you call the helpline, you will speak with a mental health counselor.)* **Voice of Hope Lubbock Rape Crisis Center**, 806-763-7273, [voiceofhopelubbock.org](file:///C%3A%5CUsers%5Clbradley%5CDocuments%5CGA%20Work%5CDropbox%5CGraduate%20Program%20Culminating%20Deliverables%5CSyllabi%2010-3-13%5CPhD%20-%20Phase%203%5Credir.aspx%3FREF%3D8dmhkaR7KbIzWT8TofivOVB25oxnQOXuQn6xzz7yDwhVCwpPK0nTCAFodHRwOi8vdm9pY2VvZmhvcGVsdWJib2NrLm9yZy8) *(24-hour hotline that provides support for survivors of sexual violence.)* **The Risk, Intervention, Safety and Education (RISE) Office**, 806-742-2110, [rise.ttu.edu](file:///C%3A%5CUsers%5Clbradley%5CDocuments%5CGA%20Work%5CDropbox%5CGraduate%20Program%20Culminating%20Deliverables%5CSyllabi%2010-3-13%5CPhD%20-%20Phase%203%5Credir.aspx%3FREF%3DZYpG27hiA3XvsOzoTF9BgGbs4VXOK51sFCofa-fN8t1VCwpPK0nTCAFodHRwczovL3d3dy5kZXB0cy50dHUuZWR1L3Jpc2Uv) *(Provides a range of resources and support options focused on prevention education and student wellness.)* **Texas Tech Police Department**, 806-742-3931, [http://www.depts.ttu.edu/ttpd/](file:///C%3A%5CUsers%5Clbradley%5CDocuments%5CGA%20Work%5CDropbox%5CGraduate%20Program%20Culminating%20Deliverables%5CSyllabi%2010-3-13%5CPhD%20-%20Phase%203%5Credir.aspx%3FREF%3DfwsbQfodctJCW00CCZo8FICU7j3DexyhuAaD30X0bbdVCwpPK0nTCAFodHRwOi8vd3d3LmRlcHRzLnR0dS5lZHUvdHRwZC8) *(To report criminal activity that occurs on or near Texas Tech campus*.)

1. **ADA Compliance Statement**

Any student who because of a disability may require special arrangements in order to meet course requirements must contact the Office of Student Disability Services. Students must present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been received. For additional information, you may contact the Student Disabilities Service office at 335 West Hall or 806-742-2405.

1. **Other Class Policies**

Please read and adhere to the *Masters Admitted Student Handbook.* Students are responsible for understanding and implementing the policies and procedures in the *Handbook.*

1. **Course Resources and References**

# **References**

American Psychological Association (2020). Medications for PTSD. *Clinical Practice Guideline for the Treatment of Posttraumatic Stress* Disorder. American Psychological Association. <https://www.apa.org/ptsd-guideline/treatments/medications>.

American Psychiatric Association. (2013). Diagnostic and statistical manual of

mental disorders. (5th ed.). American Psychiatric Association.

Bhugra, D., & Bhui, K. (2001). *Cross-cultural psychiatry: A practical guide.* Oxford University Press.

Bodenheimer, T. (2000). Uneasy alliance: Clinical investigators and the pharmaceutical industry. *The New England Journal of Medicine, 342*, 1539-1544.

Breggin, P. R. (2003). Psychopharmacology and human values. *Journal of Humanistic Psychology, 43*(2), 34-49.

Carlson, N. R. & Birkett, M. A. (2020). *Physiology of behavior* (13th ed.). Allyn & Bacon.

Colbert, T. (2000). *The four false pillars of biopsychiatry: One hundred years of medical nonsense.* Kevco.

De Las Cuevas, C., Motuca, M., Baptista, T., Villasante Tezanos, A. G., & de Leon, J. (2018). Ethnopsychopharmacology study of patients’ beliefs regarding concerns about and necessity of taking psychiatric medications. *Human Psychopharmacology: Clinical & Experimental, 34*, 1-7.

Drugs.com (2020). *Medications for depression.* Drugs. <https://www.drugs.com/condition/depression.html>.

Drugs.com (2020). *Medications for ADHD (Attention deficit hyperactivity disorder).* Drugs. <https://www.drugs.com/condition/attention-deficit-disorder.html>.

Elliott, I. R. (2000). Teaching Psychopharmacology course to counselors: Justification, structure, and methods. *Counselor Education & Supervision, 40*(1), 1-58.

Gabbard, G. O. (Ed.) (2014). *Treatments of psychiatric disorders* (5th ed.). American Psychiatric Press.

Gardiner, H. W., & Kosmitzki, C. (2018). *Lives across cultures: Cross cultural human development.* (6th ed.). Allyn & Bacon.

Halbreich, U., & Montgomery, S. (2000). *Pharmacotherapy for mood, anxiety, and cognitive disorders.* American Psychiatric Association.

Healthline (2019). Drugs to treat bipolar disorder. *Healthline.* <https://www.healthline.com/health/bipolar-disorder/drugs-medications-overview#lithium>.

Healy, D. (2000). *The creation of psychopharmacology.* Harvard University Press.

Healy, M. (1996). *The antidepressant era.* Oxford

Healy, D., & Doogan, D. P. (Eds) (1996). *Psychotropic drug development: Social, economic, and pharmacological issues*. Chapman & Hall.

Heinrich, M. & Gibbons, S. (2001). Ethnopharmacology in drug discovery: An analysis of its role and potential contribution. *Journal of Pharmacy and Pharmacology, 53*, 425-432.

Ingersoll, R. E. & Rak, C. F. (2016) *Psychopharmacology for mental health professionals: An integrative approach.* Cengage.

Janicak, P. G., Marder, S. R., Pavuluri, M. N. (2011). *Principles and practice of psychopharmacotherapy* (5th ed)*.* American Psychiatric Association.

Jensvold, M. F. , Halbreich, U. & Hamilton, J. (Eds.) (1996). *Psychopharmacology and women: Sex, gender, and hormones.* American Psychiatric Press.

Kaplan, H. I. & Saddock, B. J. (2014). *Synopsis of psychiatry* (11th ed.). Williams and Wilkins.

King, J. H., & Anderson, S. M. (2004). Therapeutic implications of pharmacotherapy: Current trends and ethical issues. *Journal of Counseling and Development, 82*(3), 329-336.

Kirsch, D. J., Doerfler, L. A., & Truong, D. (2015). Mental health issues among college students: Who gets referred to psychopharmacology evaluation? *Journal of American College Health, 63*(1), 50-56

Lewis, T., & Culbreth, J. (2017). Psychiatry and Psychopharmacology. In Cashwell, C. S, *Clinical mental health counseling: Elements of effective practice* (pp. 189-215). Sage.

Lim, S., Lim, B. K. H., Michael, R., Cai, R., & Schock, C. K. (2010). The Trajectory of Counseling in China: Past, present and future trend. *Journal of Counseling and Development, 88*(1), 4-6.

Lusk, S. L., & Stipp, A. (2018). Opioid use disorder as an emerging disability. *Journal of Vocational Rehabilitation, 48,* 345-358.

Marengell, L. B., & Martinez, J. M. (2006). *Concise guide to psychopharmacology.* American Psychiatric Association.

Marvasti, J. A., Wu, P., & Merritt, R. (2018). Psychopharmacology for Play Therapists. *International Journal of Play Therapy, 27*(1), 35-45.

Medical News Today (2020). Everything you need to know about anxiety medications. *Medical News Today.* <https://www.medicalnewstoday.com/articles/323666#suicide-risk-and-antidepressants>

Meyer, J. S., & Quenzer, L. F. (2004). *Psychopharmacology: Drugs, and brain, and behavior.* Sinauer.

Mutsata, S. & Currid, T.J. (2012). Pharmacogenetics: a reality or misplaced optimism? *Journal of Psychiatric and Mental Health Nursing, 20,* 314-320.

National Institute of Mental Health (2016). *Mental health medications.* National Institute of Mental Health. <https://www.nimh.nih.gov/health/topics/mental-health-medications/index.shtml>

Olson, J. (1995). *Clinical pharmacology made ridiculously simple*. Medmaster Inc.

Ostergaard, K. R. (2018). Treatment of selective mutism based on cognitive behavioral therapy psychopharmacology and combination therapy: A systematic review. *Nordic Journal of Psychiatry, 72*(4), 240-250.

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

Schatzberg, A. F. & Nemeroff, C. B. (2017). *Textbook of psychopharmacology* (5th ed.). American Psychiatric Press.

Schloesser, R.J., Huang, J., Klein, P.S., Manji, H.K. (2008). Cellular plasticity cascades in the pathophysiology and treatment of Bipolar I Disorder. *Neuropsychopharmacology, 33,* 110-133.

Sherman, N., & Field, T. A. (2017). Psychopharmacology basics In Field, T. A., Jones, L. K., & Russell-Chapin, L. A, *Neurocounseling: Brain-based clinical approaches* (pp. 168-178). American Counseling Association.

Sinacola, R. S., Peters-Strickland, T., Wyner, J. D. (2019). *Basic psychopharmacology for mental health professionals* (3rd ed.). Pearson.

Sperry, L. (1995). *Psychopharmacology and psychotherapy: Strategies for maximizing treatment outcomes.* Guilford.

Stahl, S. (2006). *Essential psychopharmacology: The prescriber’s guide.* Cambridge University Press.

Stahl, S. (2005) *Evidence based psychopharmacology.* Cambridge University Press.

Stahl, S. (2013). *Essential psychopharmacology: Neuroscientific basis and practical applications* (4th ed.). Cambridge University Press.

Stahl, S. (1999). *Psychopharmacology of antipsychotics.* Martin Dunitz.

Storlie, C. A., Woo, H., Dipeolu, A., & Duenyas, D. (2015). Infusing Ethics in Psychopharmacology Course Design. *Journal of Creativity in Mental Health, 10*, 507-521.

Tartakovsky, M. & Grohol, J. M. (2020). Schizophrenia treatment. *PsychCentral.* PsychCentral. Retrieved from https://psychcentral.com/schizophrenia/schizophrenia-treatment/.

Werry, J. S., & Aman, M. G. (Eds). (1999). *Practitioner’s guide to psychoactive drugs for children and adolescents* (2nd ed.). Plenum.

Wilens, T. E. (1999). *Straight talk about psychiatric medications for kids*. The Guildford Press.

Yumiko, A., Yasui-Furukori, N., Ieiri, T., Uno, T. (2012). Psychotropic drug- drug interactions

involving p-glucoprotein. *CNS drugs, 26*(11)*,* 259-273

**Agreement**

**Pharmacology for LPCs- EPCE 5369**

Please note that this course is offered via Blackboard. You should carefully read your course outline so that you are aware of all assignments as well as their due dates. Please note that I do not accept any late assignments, unless you have a letter from your MD.

To be sure that you understand the expectations of this course, I have listed the following 6 items.

1. I have read the course outline, and I am aware of all of the course assignments.
2. I realize that failure to complete all of the assignments on time/ on due date (assignments are due by 11:59 pm on their due date) will result in me receiving a grade of **“F”** in this pharmacology course (EPCE 5369).
3. I understand that a grade of “I”(incomplete) is not given in this pharmacology course, unless I give Dr. Bradley a written letter on letterhead by my MD stating that I could not complete an assignment due to health concerns. As stated earlier, I understand that all assignments must be completed as per the due date outlined on the course syllabus and by 11:59 pm of that date.
4. I further understand that extra credit will not be given in this course. That is, my assignment grade is based on the assignment that was originally submitted.
5. Please note that this course is taught only during the Summer I session, which is essentially the month of June 2021.
6. Please note that the university policy concerning COVID 19 procedures including reporting procedures have been attached to the course outline.

Please note that I, Dr. Bradley have written the above requirements/ expectations to clarify policies and procedures for this pharmacology course (EPCE 5369). I mention this because in the past, some students assumed they could be late and “catch up” on their assignments; other students thought they could receive a grade of incomplete. Both are inaccurate assumptions.

**This form is due no later than May 10th, 2021 to** **kumudu.witanapatirana@ttu.edu****. You cannot officially submit assignments until these forms are submitted.**

**Loretta J. Bradley**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Loretta J. Bradley, Ph.D., LPC-S, LMFT-S, NCC (Print Student Name)
Paul Whitfield Horn Distinguished Professor
Coordinator, Counselor Education **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
Texas Tech University (Student Signature)
COE Box 41071 Counselor Education
Lubbock, TX 79409-1071 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Loretta.Bradley@ttu.edu (Date)

****