



Saint Cloud State University
College of Health and Wellness Professions
Department of Community Psychology,
Counseling, and Family Therapy
Master of Science in Rehabilitation Counseling

COURSE SYLLABUS
COUN 684 Psychopharmacology

Instructor:

Office:

Phone:

E-mail:

Office Hours:

Classroom:

Class Dates:

Class Times:

Zoom Address:

Email: Checked daily. SCSU/HuskyNet e-mail will be the official means of communication for this course. You should use your Husky e-mail account for all questions about this course.

Required Textbook:

Ingersoll, R.E., & Rak, C.F. (2016) Psychopharmacology for Mental Health Professionals: An Integrative Approach: 2nd Edition. Thomson Brooks/Cole.

Sinacola, R. S., & Peters-Strickland, T. (2020) Basic Psychopharmacology For Mental Health Professionals: 3rd Edition. Pearson.

Additional Readings: Other readings, including web sites and journal articles, and inventories will be assigned later as appropriate to specific topics, and learning needs of the class.

Course Description:

This course is designed as an introduction to psychopharmacology for students in Rehabilitation Counseling, Chemical Dependency and other non-medical programs. Within this course you will learn about and get a basic understanding of how medications work within the brain and how these medications can assist in treating mental disorders. It will build on the CPSY 484 course. This course will also address several issues for students. First will give you an understanding of the basic principles and issues of pharmacology and rehabilitation. It will also help you to understand how medications work within the body. Finally, this course will address how

medications can positively affect specific behavioral problems and diagnoses and how they are used to treat mental and chemical disorders.

Our Husky Compact

“As our student, we make a bond with you in Our Husky Compact to prepare you to be a global citizen of the 21st Century. As a graduate of St. Cloud State, you will be prepared for a life of intellectual, professional, and personal fulfillment with the skills to discover and apply new solutions to challenges and opportunities through risk-taking, innovation and imagination. Lifelong growth and development along the dimensions of Our Husky Compact will prepare all members of the St. Cloud State community to reconsider the world around them.”

“Protect the Pack” Statement

“St. Cloud State University (SCSU), in coordination with state and local health departments, is closely monitoring the spread of COVID-19 and following the State of Minnesota’s laws and guidelines to keep everyone safe. We have developed a list of ways all of us can participate to assure our campus is safe for living and learning. I expect all of us will honor and respect ourselves and each other by following our “Protect the Pack: Safety Protocols and Wellness” guidelines in our classroom. As a reminder:

1. You must wear a face mask/covering when the Stearns county transmission level is determined to be ‘substantial’ or ‘high’ for four consecutive days. Should this situation occur, a communication about the masking mandate will be communicated to campus using various media. During the mask/face-covering mandate, your mask should be on every time you enter an SCSU building, including entering our classroom. Keep your face covering on during class. Please note, while teaching classes, faculty may remove their face covering if they are able to maintain six-foot distancing.
2. If you are unable to wear a face mask or covering for medical reasons, please contact the Student Accessibility Services Office to discuss possible accommodations.
3. Wash your hands frequently and use the hand sanitizers available to you.
4. If you are not feeling well, be sure to call the SCSU Medical Clinic for assistance at (320) 308-3191 or email myhealthservices@stcloudstate.edu .”

Minnesota Board of Behavioral Health Course Requirements:

1. Helping relationships, including counseling theory and practice
2. Human growth and development
3. Lifestyle and career development
4. Group dynamics, processes, counseling, and consulting
5. Assessment and appraisal
6. Social and cultural foundations, including multicultural issues
7. Principles of etiology, treatment planning, and prevention or mental and emotional disorders and dysfunctional behavior
8. Family counseling and therapy
9. Research and evaluation
10. Professional counseling orientation and ethics

11. Diagnostic assessment for child and adult mental disorders; and psychopathology, including developmental psychopathology
12. Clinical treatment planning, with measurable goals
13. Clinical intervention methods informed by research evidence and community standards of practice
14. Evaluation methodologies regarding the effectiveness of interventions
15. Professional ethics applied to clinical practice
16. Cultural diversity

SCSU Husky Compact: Goals achieved upon graduation

1. Think Creatively and Critically
 - a. Demonstrate intellectual inquiry and curiosity characterized by innovation, divergent thinking, and risk taking.
 - b. Reason analytically
 - c. Find, evaluate, and communicate quality information
 - d. Appreciate multiple perspectives
 - e. Synthesize existing ideas, images, or expertise in new combinations to achieve original solutions
2. Seek and Apply Knowledge
 - a. Develop broad knowledge and understanding of the human experience and physical and natural worlds
 - b. Pursue expertise in a discipline
 - c. Integrate and apply knowledge and experience across disciplines in both broad and specialized settings
 - d. Seek new knowledge through varied pathways of discovery
 - e. Develop ability to identify gaps in knowledge and seek out new information
3. Communicate Effectively
 - a. Use multiple channels and modes to effectively communicate information
 - b. Assess diverse contexts and understand personal, professional, and civic implications
 - c. Develop ability to communicate across systems and cultures and to adapt to diverse contexts and audiences
 - d. Recognize the ethical implications of our communication
 - e. Employ active listening techniques and be able to detect bias
4. Understand and Integrate Existing and Evolving Technologies
 - a. Effectively use and integrate general and discipline-appropriate technologies
 - b. Gain the confidence and skills to embrace and use technology now and in the future
 - c. Develop ability to critically evaluate technology and its impact on society
 - d. Recognize the ethical implications of technology
5. Act with Integrity and Responsibility
 - a. Cultivate self-awareness and personal identity
 - b. Exercise ethical action and recognize actions have consequence
 - c. Develop as a leader and collaborator
 - d. Develop a sense of empowerment through service, leadership, and participation in change
 - e. Care for community and environment
 - f. Continue to learn, grow and respond to an ever-changing world
6. Engage as a Member of a Diverse and Multi-Cultural World

- a. Understand one's own culture and its influence on personal identity
- b. Develop intercultural understanding and an appreciation for commonalities and differences
- c. Acquire the ability to connect issues of power, systems, and difference in the U.S. with the world
- d. Recognize and value diverse perspectives and the interdependence among cultures
- e. Demonstrate inclusivity in thought and action
- f. Develop discipline-specific cultural and global perspectives and competencies

Rehabilitation Counseling Program Learning Outcomes

1. Gain knowledge and skills to counsel diverse populations effectively with cultural fluency.
2. Understanding of one's own beliefs, values, attitudes, and acculturative experiences and the interactions that these have within the development of multicultural competence through experiential activities.
3. Develop competence in working with various cultures and subcultures in numerous types of treatment settings and various modalities (individual, family, group, and community treatment interventions) through an applied understanding of the various aspects of cultural identity and the interaction of such identity within the context of counseling.
4. Attain knowledge to work with adolescents and adults, both in the private and public sectors, to assist them in achieving their maximum level of independence and functioning.
5. Participate in local, state, national and global professional activities to develop intercultural skills through disability advocacy.
6. Reinforce knowledge, understanding, and a professional attitude
7. Synthesize current evidence-based practices and participate in the research process.
8. Develop self-understanding and preparation for doctoral-level training or certification.

Course Outcomes Aligned to CACREP standards

Course Objectives: At the conclusion of this course students will be able to address and understand:	CACREP Standard	MBBH Licensure	Husky Compact	Program Learning Outcome
To provide a basic understanding of the role of the rehabilitation counselor in the use of medication with behavioral issues.	1b, 1d, 3e, RC-1f, RC-3e	1,7,12	5a	NA
To understand the neuro-behavioral mechanisms of different medications and how this affects behavior.	3e, RC-1f, RC-3L	12	1e, 2d,	NA
To have a basic understanding of the routes of drug administration, absorption and metabolism.	3e, RC-1f, RC 3e	7,12	2c	NA

To understand how anti-depressants, work within the body and how they are used to control different types of behavior.	1b, 3e, RC-1f	13	2b,2c	NA
To understand how stimulants, work and they are used to manage different behaviors with our clients.	1b, 3e, RC-1f	13	2b,2c	NA
To understand the use of anti-psychotics and neuroleptics in the management of behavior.	1b, 3e, RC-1f	13	2b,2c	NA
To understand the role of ethics when examining the use of medication with clients.	1b, 1d, 2a, 3e, RC-3e, RC-3l	1	5a,5b,5f	2

SCSU Resources and Policies

The following are resources and policies of the university:

Counseling and Psychological Services

“College can be stressful, and it is normal for some students to struggle emotionally while balancing the demands of college and personal lives. If you are struggling, please stop by and see me during my office hours. Know that our Counseling & Psychological Services (CAPS) Department is available Monday through Friday 8-4:30 to assist students who need help. Don’t hesitate to reach out for help. We care about you and want you to be successful both personally and professionally here at St. Cloud State University (SCSU).”

How to get an appointment or make a referral to CAPS:

1. Call 320-308-3171 or Request an Appointment link on the website <https://www.stcloudstate.edu/counseling/>
2. Walk hours at the CAPS clinic Monday – Friday, any time between 8am and 4:30pm
3. Faculty/staff can call CAPS or walk over to CAPS in-person with a student for a warm hand-off (Located in Eastman Hall, 3rd floor)
 - Faculty/staff should call ahead when possible so we can be prepared for an immediate visit with the student

After hours use any of these crisis resources:

- Local crisis line at 320-253-5555 or 800-635-8008
- National Suicide Prevention Lifeline or call 1-800-273-8255
- Crisis Text Line: Text “MN” to 741-741

Classroom Conduct

“All students are encouraged to critically reflect on the course topics and to raise questions to the class and to the professor. Please be respectful to one another by not presenting your question in a hostile manner. Open dialogue on course content is encouraged, but attacks on classmates or myself are not. Please set up a time to talk with me if you have questions about

this policy or if you believe this policy is being violated. You may also report hostile, biased or threatening behavior to www.stcloudstate.edu/oea/ .”

There are many offices on campus that provide additional support and/or information outside of class including:

- American Indian Center: www.stcloudstate.edu/aic
- Multicultural Student Services: www.stcloudstate.edu/mss
- Center for International Studies: www.stcloudstate.edu/internationalstudies
- Additional Student Services Offices: <https://www.stcloudstate.edu/campuslife/student-services.aspx>

LGBTQIA

“The LGBT Resource Center at St. Cloud State University promotes full inclusion of LGBT+ folk and allies and works to dismantle prejudice, discrimination, and oppression toward and within the LGBT+ community. Visit the LGBT Resource Center for more information regarding the offered support services at St. Cloud State University.”

Student Accessibility Services

“St. Cloud State University is an affirmative action, equal opportunity employer and educator. St. Cloud State University is committed to a policy of nondiscrimination in employment and education opportunity and works to provide reasonable accommodations for all persons with disabilities. Accommodations are provided on an individualized, as-needed basis, determined through appropriate documentation of need. Please contact Student Accessibility Services or 320-308-4080, office Centennial Hall (CH) 202 to meet and discuss reasonable and appropriate accommodations for your plan. The accommodations authorized in your plan should be discussed with your instructor. All discussions will remain confidential. This syllabus is available in alternate formats upon request.”

Academic Dishonesty

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials; and commercialization sale or distribution of class notes without the instructor’s permission.

Note: Plagiarized assignments and/or cheating will receive an F, and students also run the risk of receiving an F for the entire course. If in doubt about citing a source or assignments, ASK!

Diversity

My position is that this course should be equally accessible to all students, independent of race, color, religion, national origin, sex, age, disability, gender identity/expression, and sexual orientation. Beyond accessibility to the course, I respect all students equally and strive to create an inclusive learning space where diverse perspectives are recognized, respected, and seen as a source of strength. This classroom is meant to be a safe space for all individuals, and I reserve the right to intervene when it comes to my attention that students do not feel safe. Your

suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Course Content

Readings and Class Preparation

After the first day of class, please be sure to have read each chapter in advance of class discussion. On the due date for assignments, the drobox closing time is marked in D2L.

Grade Denominator

The final course grade will be calculated from the following totals:

Item Name:	Points:
Chapter Assignments (10 @ 10pts each)	100pts
Tests (2 @ 50pts each)	100pts
Final Paper	200pts
Online Discussions (10 @ 10pts each)	100pts
Total Points	500pts

Grade scale

Grades will be posted and maintained in D2L. If you are not familiar with D2L and need help accessing the site, please let me know sooner rather than later!

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59 or below

Participation

Participation is required in all aspects of the course regardless of modality student is attending. Some of the participation activities included:

Tentative Course Schedule

The tentative course timeline is attached to this syllabus. Any necessary modifications will be announced via Huskynet e-mail. The official course timeline is kept on the instructor's Outlook calendar. In the event of a conflict between the tentative course timeline and the official timeline, the latter will prevail. Students are strongly encouraged to request sharing access to the instructor's Outlook calendar, to be notified of any changes.

Date	TOPIC	READINGS/ASSIGNMENTS DUE*	CACREP STANDARD**
Week 1:	Ingersoll Chapter 1	Answer questions # 2, & 3 at the end of the chapter. After reading chapter 1 in the Sinacola book, what are your reasons for taking this course and what would you like to accomplish as a result of learning about psychopharmacology?	1b, 1d, 2a, 3e, RC-1f
Week 2:	Ingersoll Chapter 2	Answer questions # 3, & 4 at the end of the chapter. In the Sinacola book chapter 2, please indicate how Serotonin acts to effect mood.	3e, RC-1-1F, RC-1E
Week 3:	Ingersoll Chapter 3	Answer review questions for pages 47& 49. Also, answer the questions about the case on page 51. You can use chapter 3 in the Sinacola book to answer these questions	1b, 3e, RC-1F
Week 4:	Ingersoll Chapter 4	Answer the first and third review questions on page 59, answer the first and second review questions on page 73.	1b, 1d, 2a, 3e, RC-3L
Week 5:	Ingersoll Chapter 5	Answer questions # 1, 4, 7, 8, 9, & 11, Sinacola, Chapter # 5, Please describe 2 common causes of biological depression	3e, RC-1F, RC-3L
Week 6:	Ingersoll Chapter 6	Answer review questions for page 136, 2 review questions on page 140, and 2 review questions on page 143, Sinacola, Chapter 7, Please list the major causes and symptoms of anxiety disorders.	2a, 3e, RC-1F
Week 7:	Ingersoll Chapter 7	Answer review questions on page 153, # 1, 2 and 3, page 166, # 1 & 2, page 185, # 1,2 & 3.	2a, 3e, RC-1F
Week 8:	Ingersoll Chapter 8 Sinacola, Chapter 6	Answer review questions on page 191 # 1 & 2, page 204 # 1 &2, Sinacola, Chapter # 6, Describe a treatment protocol for bipolar disorder	2a, 3e, RC-1F
Week 9:	Ingersoll, Chapter # 9.	What are 3 general guidelines to follow when medicating children or adolescents? What concerns do parents have when putting their children on stimulants?	1b, 1d, 2a, 3e, RC-3L
Week 10:	Ingersoll, Chapter # 10	Please give your view of whether herbaceuticals should be used in the treatment of psychiatric disorders in our country and what specific herbaceutical do you have experience with or heard about.	2a, 3e, RC-1F
Week 11:	Ingersoll, Chapter # 11	Review questions on page 289 # 1, 3, & 4. Review questions page 297 # 1 & 2. Study questions page 307 # 1, 2, 3, & 5.	2a, 3e, RC-1F, RC-3L
Week 12:	Sinacola, Chapter # 9	Indicate what the most common forms of psychological and pharmacological treatment strategies for ADHD. What concerns do	2a, 3e, RC-1F

		parents have of putting their children on stimulants?	
Week 13:	Sinacola, Chapter # 13	Please indicate 2 co-occurring psychological and chemical conditions that you might see as a professional and what treatment issues might arise as a result of these issues. Please describe one treatment and medication approach for use with a person who has a particular type of dependence such as alcohol for dually diagnosed patients.	2a, 3e, RC-1F
Final Exam Week:	Final Paper Due		

*In addition to the readings herein, please refer to D2L /Huskynet for additional and supplementary readings and content.

**Content related to CACREP standards commence and/or are primarily addressed during the indicated week. However, please note CACREP standards are integrated throughout the entirety of the course.