

Syllabus for Psychopharmacology for Professionals

Psychology 225T Seminar in Psychobiological Bases of Behavior

California State University, Fresno
Fall

Class Meetings:

2 four hour sessions per week
4 units

Instructor:

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Office Phone: 278-5126
Office Hours:
Other times available as arranged with instructor

Course Description: This four unit graduate level course will provide a combined survey of (1) physiological bases and mechanisms of action of psychopharmacology and (2) applications of psychopharmacological actions and knowledge in both drugs of abuse and mental health disorders.

Course Format: This course will include assigned readings from both the textbook and journal articles that should be completed outside of the class session. During the class sessions there will be a combination of lectures, videos, small group discussions, class discussions, guest speakers, and iClicker responses. In order to facilitate your understanding of assigned readings lectures may review portions of the readings, but they will not serve as a substitute for reading the materials. Important additional information will be presented during the lectures, which will be included in exams and quizzes. Weekly quizzes will assist you in targeting and recalling important information. Students will select a research question and area of interest, then will complete a formal in class presentation as well as an in depth paper exploring the topic through the scholarly literature to increase their understanding of the area.

Prerequisites: **Permission of the instructor.**

What You Will Need for this Course

Required Text:

• Meyer, J. S., & Quenzer, L. F. (2005). Psychopharmacology: Drugs, the brain, and behavior. Sinauer Associates: Sunderland, Massachusetts.

Recommended Texts:

- American Psychiatric Association. (2004). Diagnostic and statistical manual of mental disorders (4th ed.). Washington, DC: Author.
- Albers, L.J., Hahn, R.K., and Reist, C. (2008) Handbook of psychiatric drugs, 2008 edition. Laguna Hills, CA: Current Clinical Strategies.

Blackboard: It is mandatory that you have a campus internet account and know how to access the Blackboard system. If you have any difficulties with accessing the system please discuss them with the instructor within the first week of classes.

iClicker: As substantial portions of the class require participation through the iClicker system it is mandatory that you purchase and acquaint yourself with an iClicker immediately. Please be ready to use it on the second day of classes. If you have any difficulties with this, please discuss them with the instructor within the first week of classes.

Email: You also must have an email account for this course. The University provides free email accounts to all students. Students may sign up for email online at <https://email.csufresno.edu>. Internet accounts are available for fee at <http://www.fresno.com/cvonline/cvip.html>.

Study Expectations:

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 4-unit class, you should expect to study an average of 8 hours outside of class each week. Some students may need more outside study time and some less.

For free tutoring on campus, contact the Learning Center in the Peters Building Annex Trailers (phone 278-3052 or visit www.csufresno.edu/learningcenter).

Examinations and Major Assignments

Quizzes: (55 points)

Twelve five-point quizzes will be assigned throughout the semester. Eleven are required.

If you complete all twelve you have the opportunity to earn five extra credit points. Quizzes will be offered at the beginning of class, with no extra time allocated for those who attend class tardily. No makeups or additional quizzes will be offered to compensate for missed quizzes.

Exams: (400 points)

Four exams will be offered in the course: three non-cumulative hour exams throughout the semester, and a comprehensive final during our allotted final exam period.

Exams question style will vary, although they will incorporate short answer essay, multiple choice, and matching questions. Exams will be offered at the beginning of the class session and will need to be completed within the allotted class time. *No additional time will be allowed for those arriving late for the exam.* Exams will only be rescheduled due to documented emergencies. The instructor should be notified of the issue before the exam date. Absences from exams without prior arrangement will result in a score of 0 for the exam.

In-Depth Assignment: (145 points)

The In-Depth Assignment will give you a chance to explore a topic of interest within Psychopharmacology and present your findings to your peers. You will choose a topic and a presentation date. You will meet with the professor to discuss your progress on the topic, at which time you will turn in a paper introduction, then you will present your finding to the class, and, finally, you will complete a formal paper about the topic.

Meeting with Professor: (5 points)

Meetings must take place at least one week before the presentation. You must bring five scholarly articles addressing your topic to the meeting, have a thesis statement prepared, and be prepared to discuss your plans in addressing the topic in a scientific manner.

In Class Presentation: (20 points)

All in class presentations must be in a Powerpoint format. Presentations should last 20 minutes, with 10 minutes following for discussion of the topic. Presentations should be seen as a chance to get your peers' assistance in refining your approach to and understanding of your topic.

Moving presentation dates once they have been chosen disrupts the class, and will only be allowed in the case of documented emergency presented to the instructor at least two days before the presentation date. As it is impossible to replicate the experience of a missed presentation, students who do not give presentations will be given a 0 for the assignment.

In-Depth Paper Draft: (20 points)

Your In-Depth Paper Draft will be due one week after your presentation. It should present a scholarly discussion of your topic, and should reference at least ten scholarly articles that have contributed to your understanding of the subject. Papers must be presented in formal APA style, and must be of at least 10 pages in length, including a title page and a references page.

Staple a draft grading sheet to the front of your paper. All papers must be turned in on their due date or before to me in class. I will not accept assignments that are turned in to the Psychology Department or my office without prior arrangements. In case of conflicts I will accept papers before their scheduled due date, but all late In-Depth Paper Drafts will have a 5 point deduction per class session, with no exceptions.

In-Depth Paper: (100 points)

Your In-Depth Paper Draft will be returned to you one week after it is submitted. This will give you extensive feedback on your preliminary efforts, which will allow you the ability to rewrite with guidance as you prepare the final In-Depth Paper. Please note that all guidelines that apply to the Draft also apply to the Paper. Please be sure to staple a paper grading sheet to the front of the paper. The In Depth Paper is due in to me one week after your draft is returned to you. All papers must be turned in on their

due date or before to me in class. I will not accept assignments that are turned in to the Psychology Department or my office without prior arrangements. In case of conflicts I will accept papers before their scheduled due date, but all late In-Depth Papers will have a 15 point deduction per class session, with no exceptions.

All written work in this class is to be your own work. All must be posted to Turnitin.com through Blackboard before you hand in the hard copies.

I expect the writing in the papers to be formally presented. Grammar and style will count towards the grade assigned the review. However, as formal writing is a learned skill, I encourage you to bring drafts to office hours for assistance in writing the best possible review. Further, if you have difficulties with writing I strongly encourage you to take advantage of the Learning Resource Center, which provides free tutoring. You can contact them at 5245 North Backer Ave, Peters Building Annex, M/S LS44, Fresno, CA 93740, or call them at 278- 3052. They offer writing tutoring five days a week. Call for hours, but tutoring is generally available 9 am – 5 pm on weekdays.

Grading

Attendance: As university graduate students you are expected to attend class regularly. If you are absent from class it is your responsibility to check on announcements made and material covered while you were away. It is ideal for you to arrange before your absence for a classmate to take notes for you. Quizzes can not be taken at other times if you miss the class in which they are scheduled.

Grade calculation: Your grade will be based on the four exams worth 100 points each (400 points), 11 quizzes worth 5 points each (55 points), one meeting with the professor (5 points), one In Class Presentation (20 points), one In-Depth Paper Draft (20 points), and one In-Depth Paper (100 points), for a **total of 600 points**. As there are 12 Quizzes scheduled during the semester, if you complete them all you have the opportunity to earn 5 extra credit points. No other extra credit will be available.

A	=	90-100%	=	540 - 600 points
B	=	80-89%	=	480 - 539 points
C	=	70-79%	=	420 - 479 points
D	=	60-69%	=	360 - 419 points
F	=	00-59%	=	0 - 359 points

Course Goals and Primary Learning Outcomes

Course Goals: The main goal of the course will be to assist students in learning the basic physiological bases and mechanisms of action of psychopharmacology, as well as applications of psychopharmacological actions and knowledge to drugs of abuse and mental health disorders.

Primary Learning Outcomes:

- Students will be able to describe and analyze methods of drug action on the nervous system.

- Students will be able to compare and contrast mechanisms of action and differing effects of neurotransmitters and hormones.
- Students will be able to compare and contrast different forms drug abuse, dependence, and addiction, as well as understanding differing mechanism of action of drugs of abuse.
- Students will be able to identify psychopharmacological bases of many mental health disorders, as well as describe the mechanisms of action of appropriate psychopharmacological treatment for them.
- Students will be able to reference the scientific literature on all above topics.
- Students will learn to ways to apply this knowledge during their future as professionals in varying branches of psychology.

NASP Standards Covered

- 2.5 Student diversity in development and learning
- 2.7 Prevention, crisis intervention, and mental health

Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent. Many important announcements will also be made on Blackboard, so please be sure to check it on a regular basis.

Course Policies & Safety Issues

Classroom Behavior. Both the instructor and the students are to adhere to high standards of professionalism, common courtesy, and respect for others. Please refrain from the following behaviors, bearing in mind that if your behavior interrupts the class you may be asked to leave the class for the rest of the period:

- Coming to class late. If you must leave early, please sit near a door.
- Using cell phones in class. Please turn off your phone before class.
- Disruptive behavior. This includes talking to others, reading newspapers, etc. Please be ready to attend to the subject of the class; if you are not motivated to learn please do not come and distract those who are motivated.
- Talking out of turn during class. This can be rude and disruptive. However, I am very interested in what you have to say, and will be happy to entertain questions and comments if you wait your turn.
- Speaking to anyone in a rude or aggressive fashion, or speaking of others in a disrespectful fashion.

Plagiarism Detection. In general, using more than two contiguous words from a source without directly making your quotation is considered plagiarism. All of your written work is required to be your own, not the work of your classmates, of the author of the textbook, or of any other source.

The campus subscribes to the Turnitin.com plagiarism prevention service, and you will need to submit both your In-Depth Paper Draft and your In-Depth Paper to Turnitin.com through Blackboard.

- Failure to post your In-Depth Paper to Turnitin.com by the due date will result in a 10 point reduction in the grade for the paper. If this occurs you can make arrangements with the instructor to post your paper after the due date, which will result in a return of 5 of the 10 points, although there will be a lasting 5 point reduction in your grade for the paper due to your lateness.
- Failure to post your In-Depth Paper to Turnitin.com by the due date will result in a 20 point reduction in the grade for the paper. If this occurs you can make arrangements with the instructor to post your paper after the due date, which will result in a return of 10 of the 20 points, although there will be a lasting 10 point reduction in your grade for the paper due to your lateness.
- Turnitin originality reports that generate a yellow icon, representing 25 to 49% matching text, an orange icon, representing 50 to 74% matching text, or a red icon, representing 75 to 100% matching text will result in **0 points for the assignment** if the instructor decides the originality report difficulties are based on plagiarism.
- If you submit your paper before its due date and are troubled by the originality report results, see the instructor. She reserves the right to allow students to resubmit papers before the due date without penalty.
- The instructor reserves the right to allow students to rewrite their papers after the due date to increase originality to acceptable levels, but if this opportunity is given it will result in a 5 point reduction in the grade for the In-Dept Paper Draft or a 30 point reduction in the grade for the In Depth Paper.

Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the Turnitin.com process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin.com Originality Reports **WILL be available for your viewing upon request.**

University Policies

For information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations). For more information, please see the online required syllabus policy statement page at:

http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Dropping Classes:

There are new requirements for dropping your classes! These requirements will not have any exceptions made, so please pay attention to them and consider whether you need to drop classes as early as possible!

- Students can add/drop themselves from classes online, as has been the case for a long time, during the first ten days of instruction (August 24th – September 4th.)
- To drop a class from September 5th through September 21st students will need to get the new drop form from Admissions/Records in Joyal or they can go online to the ARE website and print out the form. They have to get the instructor's approval/signature on the form and turn it in to the Admissions windows. If a student is completely withdrawing from all their classes they must get signatures from all of their instructors and they will also be required to have an exit interview with Financial Aid and Student Success Services before Admissions will accept their drop form. The

exit interviews are only for students who are completely withdrawing from the University. Students dropping courses during this time period will not have a “W” on their transcripts.

- From September 22nd through November 17th students will only be able to drop a class if they have a documented serious and compelling reason (e.g., doctor’s note for illness).

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center Room 5 (278-2811).

Honor Code: Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Please also note that committing plagiarism does not require the intent to plagiarize. Even if you did not intend to steal others’ intellectual property, if you do so you have committed plagiarism. The safest way to avoid plagiarism is to be sure that any time you quote three or more words in a row directly from a source that they are enclosed in quotation marks. However, as the psychological writing style emphasizes not directly quoting the work of others frequently, it is generally preferable to restate the point of the work in your own words, while providing a citation for the idea in APA format.

Computers: At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services

(<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Disruptive Classroom Behavior: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. . . . Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

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Tentative Course Schedule

The schedule and procedures for this course are subject to change in the event of extenuating circumstances.

Date	Topic – read chapters before they are addressed in class	Assignment
Session 1	Chapter 1 – Principles	
Session 2	Chapter 2 – Nervous System	<u>Quiz 1</u>
Session 3	Chapter 3 – Chemical Signaling, Chapter 4 – Research in Pharmacology	
Session 4	Chapter 5 - Catecholamines	<u>Quiz 2</u>
Session 5	Chapter 6 – Acetylcholine and Serotonin	<u>Quiz 3</u>
Session 6	Chapter 7 – Glutamate and GABA	
Session 7	Chapter 8 – Drug Abuse, Dependence, and Addiction	<u>Quiz 4</u>
	<u>Exam 1</u>	Covers chapters 1-8
Session 8	Chapter 11 – Psychomotor Stimulants	
Session 9	Discussion – presentations (Psychomotor Stimulants)	<u>Quiz 5</u>
Session 10	Attention Deficit Hyperactivity Disorder – Read ADHD review paper before class	
Session 11	Discussion – presentations (ADHD)	<u>Quiz 6</u>
Session 12	Chapter 18 - Schizophrenia	
Session 13	Discussion – presentations (Schizophrenia)	<u>Quiz 7</u>
Session 14	Chapter 12 – Nicotine and Caffeine	
Session 15	Chapter 15 – Inhalants, GHB, and Steroids	<u>Quiz 8</u>
	<u>Exam 2</u>	Covers chapters 11, 12, 15, 18, and ADHD
Session 16	Chapter 14 - Hallucinogens	
Session 17	Chapter 16 – Affective Disorders	
Session 18	Discussion – presentations (Affective Disorders)	<u>Quiz 9</u>
Session 19	Chapter 17 – Anxiety Disorders	

Session 20	Discussion – presentations (Anxiety Disorders)	<u>Quiz 10</u>
Session 21	Chapter 10 – The Opiates	
Session 22	Chapter 9 – Alcohol	<u>Quiz 11</u>
Session 23	Discussion – presentations (Alcohol)	
Session 24	Chapter 13 - Marijuana	<u>Quiz 12</u>
	<u>Exam 3</u>	Exam 3 covers Chapters 9, 10, 13, 14, 16 and 17
Session 25	Physician Roundtable and Class Review	
Session 26	Final Exam Preparation & Faculty Consultation Days	
	<u>Final Exam</u>	Final Exam is comprehensive and covers the entire course

Grading Sheet for In Class Presentation

<u>Area</u>	<u>Possible Score</u>	<u>Your score</u>
All information is factually correct	2	
Background, context, and idea development	3	
Thesis is clear	2	
Discussion of detail	2	
Depth of insight/analysis	2	
Effective conclusion/integration	3	
Clear organization	2	
Slides easy to follow	2	
Spelling/grammar on slides	2	
Sum:	20	

Grading Sheet for In-Depth Paper Draft

	Content	
All information is factually correct 2	Most information is factually correct 1	Many factual errors/inconsistencies 0
Excellent background, context, and idea development 2	Adequate background, context, and idea development 1	Poor background, context, and idea development 0
Thesis is clear 2	Thesis is adequate 1	Thesis is poor 0
Excellent discussion of detail 2	Adequate discussion of detail 1	Vague discussion of detail 0
Impressive depth of insight/analysis 2	Adequate depth of insight/analysis 1	Unexceptional insight/analysis 0
Effective conclusion/integration 2	Adequate conclusion/integration 1	Weak conclusion/integration 0
	Format and Style	
Excellent APA Style 2	Adequate APA Style 1	Poor APA Style 0
Clear organization 2	Adequate organization 1	Confusing organization 0
Correct grammar/ no spelling mistakes 2	Few grammar errors/ Few spelling mistakes 1	Incorrect grammar/ many spelling mistakes 0
Clean/legible manuscript 2	Adequate manuscript 1	Sloppy manuscript 0
Total Points _____	Sum points to get total score.	

Grading Sheet for In-Depth Paper

Name _____

	Content	
All information is factually correct 5	Most information is factually correct 4 3 2	Many factual errors/inconsistencies 1
Excellent background, context, and idea development 5	Adequate background, context, and idea development 4 3 2	Poor background, context, and idea development 1
Thesis is clear 5	Thesis is adequate 4 3 2	Thesis is poor 1
Excellent discussion of detail 5	Adequate discussion of detail 4 3 2	Vague discussion of detail 1
Impressive depth of insight/analysis 5	Adequate depth of insight/analysis 4 3 2	Unexceptional insight/analysis 1
Effective conclusion/integration 5	Adequate conclusion/integration 4 3 2	Weak conclusion/integration 1
	Format and Style	
Excellent APA Style 5	Adequate APA Style 4 3 2	Poor APA Style 1
Clear organization 5	Adequate organization 4 3 2	Confusing organization 1
Correct grammar/ no spelling mistakes 5	Few grammar errors/ Few spelling mistakes 4 3 2	Incorrect grammar/ many spelling mistakes 1
Clean/legible manuscript 5	Adequate manuscript 4 3 2	Sloppy manuscript 1
Total Points _____	Sum points to get total score.	