COURSE SYLLABUS

Psychopharmacology
MCP 5105
Spring 2013

Schedule: January 24th – March 14th; March 28th – May 9th
Room: Mission 307
Time: Thursdays, 9:30 – 11:30 AM
Units: 2
Grading options: Letter grade
Prerequisites: None
Instructor: Keith Flower, M.D.
Phone: 415 548-3148
Email: keith.flower@gmail.com
Office Hours: Thursdays, 11:30 AM – 12:30 AM or by appointment

COURSE DESCRIPTION:
This course provides an overview of the use of medications for treating mental disorders in adults. The emphasis is on practical application: what should I know about the medicines my clients are taking? How do I educate clients about their medications? What positive effects and side effects might I see in my patients taking medication? How can I better collaborate with medical practitioners and other mental health professionals? We use a case-based approach to review basic anatomical, physiological, and chemical characteristics of the nervous system to understand the rationale for using medications, along with their limitations and side effects. We’ll also explore related historical, social, ethnic and cultural factors. In addition, we look at how therapists can work effectively with family members, physicians, and other members of the collaborative mental health care team.

COURSE OBJECTIVES:
When you complete this course, you will:
1. Understand and be conversant with fundamentals of neuroanatomy and neurophysiology as they relate to psychotropic medications; be familiar with major categories of psychotropic drugs, their rationale for use, mechanisms of action, common side effects, and drug interactions. The quizzes you pass in this class on these topics will help prepare you for handling questions from your patients, and for answering such questions on your standardized licensing tests.
2. Be comfortable with the process and techniques of referring a patient for medication evaluation or re-evaluation, and learn strategies for working collaboratively with other professionals. You’ll get practice and feedback on your use of these skills through class discussion and role play.
3. Be able to research and provide basic education to your client and his/her family about psychotropic medications, with experience and feedback gained by practicing such education in our class discussions.
4. Understand ethical considerations and controversies in current pharmacological treatment of mental health patients. We’ll discuss such issues routinely together in class as we encounter them, and some exam questions will cover ethical issues in psychopharmacology.

COURSE REQUIREMENTS

Attendance
Our course begins January 24, 2012 and meets for two hours every Thursday through May 9, 2012 (no class March 21 - Spring break). Students are expected to attend all class sections.

Teaching Methods
Instructional methods include lectures, discussion, audiovisual material, readings, writing, informal student presentations, and in-class discussions. If you have any special circumstances that make it difficult for you to learn using any of these teaching methods, please let me know and we’ll explore other arrangements.

Case Discussions:
Many days we will discuss a case relevant to that session’s topic in some detail. Case studies will be handed out the week prior to their discussion. Students should read these cases carefully and prepare to discuss them.

Readings
In addition to the textbook chapters outlined in the course schedule below, articles of interest from professional journals will be required or recommended during the semester. Please read assigned material (including case descriptions) before the session listed.

Quizzes
Five non-cumulative, in-class quizzes will be administered on the dates indicated below. The exams will consist of multiple choice, true/false, matching, and/or short answer questions, with items covering material from lectures and assigned readings. If a quiz is to be missed, arrangements must be made with the instructor prior to the scheduled exam date.

Evaluation
Participation in class discussion of cases/readings 10%
Quizzes (5) (18% each) 90%
<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Readings*</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/24</td>
<td>Overview of course Basics of neuroanatomy and neurobiology</td>
<td>Chapters 1-2</td>
<td></td>
</tr>
<tr>
<td>1/31</td>
<td>Neuroanatomy/neurobiology Neurophysiology: how do psychotropic drugs work?</td>
<td>Chapters 3-4 Appendix A</td>
<td></td>
</tr>
<tr>
<td>2/7</td>
<td>Drug abuse/dependence and their pharmacological treatments</td>
<td>Chapter 13</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>2/14</td>
<td>Drug abuse/dependence and their pharmacological treatments</td>
<td>Chapter 13</td>
<td></td>
</tr>
<tr>
<td>2/21</td>
<td>Depression and antidepressants</td>
<td>Chapters 6 and 15</td>
<td></td>
</tr>
<tr>
<td>2/28</td>
<td>Depression and antidepressants</td>
<td>Chapters 6 and 15</td>
<td></td>
</tr>
<tr>
<td>3/7</td>
<td>Ethical considerations in psychopharmacology; collaboration, making referrals.</td>
<td>Chapter 20 Appendix B</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>3/14</td>
<td>Pharmacological treatment of anxiety disorders, OCD, PTSD</td>
<td>Chapters 8 and 17</td>
<td></td>
</tr>
<tr>
<td>3/21</td>
<td>NO CLASS – SPRING BREAK!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/28</td>
<td>Psychotic disorders and antipsychotics</td>
<td>Chapters 10 and 18</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>4/4</td>
<td>Psychotic disorders and antipsychotics</td>
<td>Chapters 10 and 18</td>
<td></td>
</tr>
<tr>
<td>4/11</td>
<td>Bipolar disorder and mood stabilizers</td>
<td>Chapters 7 and 16</td>
<td></td>
</tr>
<tr>
<td>4/18</td>
<td>Bipolar disorder and mood stabilizers</td>
<td>Chapters 7 and 16</td>
<td></td>
</tr>
<tr>
<td>4/25</td>
<td>Sleep disorders, ADHD, and their treatment</td>
<td>Chapters 14 and 21</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>5/2</td>
<td>Medical conditions, pain, eating disorders, and their treatment</td>
<td>Chapter 5 Appendix D</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Content</td>
<td>Readings*</td>
<td>Assignments</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| 5/9  | Special topics in psychopharmacology: current controversies, research, neurocosmetics, alternative medicines | Quiz 5  
Course evaluation | |

* Readings are in the Preston text unless otherwise indicated.

Questions
I’m anxious for you to understand the course content. Please interrupt and ask questions right away whenever you don’t understand something – it’s likely that someone else has the same question. Please also take advantage of my office hours, or make an appointment to meet with me at another time – I’ll do my best to accommodate your needs.

Because I am not serving as a clinical supervisor, I cannot provide specific recommendations about cases. Please also note that CIIS policy prevents faculty from entering into a patient-physician relationship with class members.

Confidentiality
Please be mindful of the need to maintain confidentiality around any discussion of actual patients. Please avoid divulging any protected health information.

As a courtesy to your colleagues and me, please:
- come to class, and be on time at the start of class and after breaks. I like you all here all the time to learn from each other (plus, I will miss you if you’re absent). Habitual lateness or missing more than one Thursday without a really great reason will affect your grade.
- feel free to eat/drink in class but be mindful that snarfing some things can distract colleagues (unless you feed us all, which I highly encourage).
- turn phones off and put them away.
- don’t distract others by reading non-course material or by using laptops except to take notes.
- don’t take quizzes late unless you have an emergency. To be fair to others I may require documentation of emergencies (e.g., a physician’s note, dean’s note, etc).
- see me right away if you think an error has been made in a grade. Please understand I cannot change grades after the deadline for final grade submission.
- be aware that topics we may discuss can bring up strong feelings. Seeking first to understand, differentiating behaviors/positions from persons, reflecting, and respecting different opinions are helpful in such discussions.

Instructor Bio
I received a B.S in biochemistry at University of California, Davis; an M.D. from University of Nevada, and completed residency training in psychiatry at California Pacific Medical Center in San Francisco. I’ve been principal and co-investigator in
research studying users’ experiences of psychotropic drugs (e.g., methamphetamine, MDMA, Salvia divinorum), and in research to treat addiction with both medications and psychotherapy. I’m interested in motivational enhancement therapy, pharmacogenomics, meditation, and in using emerging technology to diagnose and to deliver health care and education. I am board-certified in adult psychiatry and see my own patients for medication treatment and psychotherapy.

CIIS POLICIES:

**Mid-semester Evaluation of Instruction:**
Halfway through the course, students are to be given the opportunity to provide informal, verbal comments to the instructor in a constructive spirit. This is a time for the instructor to receive feedback on his or her efforts, and also a time for students to reflect upon their own. This conversation is to be facilitated by a student chosen by the class. The instructor is to leave the room (or be offline if the course is an online one) while the facilitator is selected.