THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
Spring 2016
SW 593 Independent Study—Psychopharmacology in Social Work Practice
(3 credit hours)

Instructor: April Mallory, LCSW   Email: amallor3@utk.edu
Phone: 615-782-6135     Office: 275, Nashville Campus
Office hours: Thursday afternoon and virtual office hours by appt.

Code of Conduct
It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement
An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (Hilltopics).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

Disability
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of
Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Plagiarism
It is assumed that all student work is original for every assignment, including online, and that you are aware of appropriate citation rules. If you are not completely familiar with citation rules, please review them at the UT Library web site: http://writingcenter.utk.edu/for-students/citingsources/ This website has other links as well. Please be aware that copying material verbatim from the web is considered plagiarism unless it is appropriately cited as verbatim material.

Course Rationale:
To be clinically effective and ethical agents of change, social workers must be able to effectively and comprehensively diagnose psychopathological conditions that support the foundation of an evidenced-based treatment plan. It is the ethical duty of the social worker to have an extensive understanding of the psychopharmacological interventions (e.g., clinical uses, mechanisms of action, side effects, risk factors, drug interactions, etc) indicated for the treatment of psychopathological disorders across the lifespan, in addition to critically analyzing the role of the social worker in the collaborative care of clients.

Course Objectives:
By the completion of this course the student will:

1. demonstrate understanding of psychopathological conditions across the lifespan.
2. demonstrate understanding of psychopharmacological interventions across the lifespan.
3. demonstrate, in case examples, diagnostic skills and knowledge of the role of psychopharmacological interventions in treatment planning.
4. Identify and understand neurotransmitters and basic neural communication, in both normal and in dysfunctional communication.
5. Understand the basics of pharmacokinetics and pharmacodynamics of the common classes of psychotropic medication.
6. Explain psychopharmacological interventions, their effects, and risks to a general population.

Student Learning Objectives:
Students will be able to:

1. Critically analyze the complexity of accurate diagnosis of psychopathological conditions across the lifespan.
2. Analyze the clinical use, mechanisms of action, side effects, and risk factors (e.g., drug to drug interactions) of the major classes of psychotropic medications.
3. Organize and synthesize clinically relevant information from case studies to accurately diagnose using differential diagnostic procedures.
4. Identify and discuss proper psychopharmacological interventions for the treatment of psychopathological disorders across the lifespan.
5. Critically analyze the clinical and ethical issues related to psychopharmacology and social work practice.
6. Demonstrate through presentations the ability to present empirical information pertaining to the psychopathology and pharmacological treatment of a specific disorder within a specific population.

Course Description
The course will examine psychopharmacological interventions for psychopathological conditions across the lifespan. The student will develop a deeper understanding of clinically applicable neuroscience, using this as a lens to study and obtain a working knowledge of psychopharmacology. The course focuses on the neurological mechanism for prescription drugs affecting the central nervous system, their side effects, risk factors, interactions, and clinical importance. After increasing an understanding of psychopharmacology the course will then focus on how social workers can use this information in their one on one work with clients and in interdisciplinary settings.

Course Methodology
The manner in which the course will be outlined is listed below. As an independent study course, the materials and course of study are facile and will adapt to the needs of the student and instructor. The following are the foundations to the course content. *A Primer of Drug Action (2012)* and *Drugs and Behavior (2012)* will be read in their entirety. In addition, supplemental reading will include, but are not limited to, online articles recommended by the DSM-5 clinical case outline, Stahl's online psychopharmacology resource, *Manual of Clinical Psychopharmacology 8th Ed.*, & *Physiology of Behavior (2012).*

Course Assignments and Evaluation Plan
The student will complete 10 unit presentations in a blog post format. Exceptional understanding of the material will be demonstrated by creating online teaching tools appropriate for clinicians, students, and patients unfamiliar with psychopharmacology.

A rubric outlining the expectations is included in the course BB site.

EVALUATION PROCEDURES AND GRADES
A  (95-100) Outstanding/Superior. Exceptional Performance. Consistently exceeds expectations.
B+ (90-94) Very good. Student consistently meets and occasional exceeds expectations for the course.
B  (85-89) Good. Student consistently meets normal expectations for the class.
C+ (80-84) Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.
C  (75-79) Poor. There is a lack of understanding of the course content. Student does not meet course expectations.
F  (74 and below) Very Poor. There is a lack of attendance or incomplete assignments. Course expectations are not met.

Course Schedule

<table>
<thead>
<tr>
<th>Unit 1: Introduction of Neurotransmitters &amp; Neural Communication:</th>
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<tbody>
<tr>
<td>• NTs &amp; Neurmodulators</td>
</tr>
<tr>
<td>DA, NE, 5HT, ACh, GABA, Glutamate, Aspartate, L-DOPA</td>
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<tr>
<td>• Neurotransmission</td>
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Readings:
<table>
<thead>
<tr>
<th>Unit 2: Pharmacokinetics and Pharmacodynamics</th>
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<tbody>
<tr>
<td>- Drug absorption &amp; distribution</td>
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<tr>
<td>- Half Life &amp; Accumulation</td>
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<tr>
<td>- Drug Monitoring</td>
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<tr>
<td>- Tolerance &amp; Dependence</td>
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**Readings:**

**Pharmacodynamics**
- Site of Drug Action
- Dose response relationships
- Drug safety

**Readings:**

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<th>Unit 3: Antipsychotics:</th>
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<tr>
<td>- Hypothesis of the structural and biochemical abnormalities in schizophrenia</td>
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<tr>
<td>- Mechanism of action of Typical and Atypical antipsychotics</td>
</tr>
<tr>
<td>- General pharmacokinetics</td>
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<tr>
<td>- Behavioral and adverse effects associated, include AIMS testing</td>
</tr>
<tr>
<td>- Clinical use &amp; efficacy</td>
</tr>
</tbody>
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**Readings:**

**Online Content:**
- Antipsychotics and Metabolic Side Effects: [http://mghcme.org/courses/course-detail/antipsychotics_and_metabolic_side_effects](http://mghcme.org/courses/course-detail/antipsychotics_and_metabolic_side_effects)

**Unit 4: Antidepressants**
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<tr>
<th><strong>Unit 5: Sedative-Hypnotics &amp; Barbiturates</strong></th>
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<tbody>
<tr>
<td>Pathophysiology of anxiety &amp; insomnia</td>
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<tr>
<td>Mechanism of action</td>
</tr>
<tr>
<td>General pharmacokinetics</td>
</tr>
<tr>
<td>Clinical use &amp; efficacy</td>
</tr>
<tr>
<td>Behavioral and adverse effects associated with classes, including dependence and abuse</td>
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</tbody>
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**Online Content:**
  [http://stahlonline.cambridge.org/](http://stahlonline.cambridge.org/)

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<th><strong>Unit 6: Mood Stabilizers</strong></th>
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<tbody>
<tr>
<td>Pathophysiology of bipolar disorder</td>
</tr>
<tr>
<td>Mechanism of action for Mood Stabilizers</td>
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<tr>
<td>Off-label use of anticonvulsants</td>
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<tr>
<td>General pharmacokinetics</td>
</tr>
<tr>
<td>Clinical use &amp; efficacy</td>
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<tr>
<td>Behavioral and adverse effects associated</td>
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</tbody>
</table>

**Online Content:**
  [http://stahlonline.cambridge.org/](http://stahlonline.cambridge.org/)

<table>
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<tr>
<th><strong>Unit 7: Psycho-stimulants</strong></th>
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<tbody>
<tr>
<td>Pathophysiology of ADHD and sleep disorders</td>
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<tr>
<td>Mechanism of action of Psycho-Stimulants</td>
</tr>
<tr>
<td>General pharmacokinetics</td>
</tr>
<tr>
<td>Clinical use &amp; efficacy</td>
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<td>Behavioral and adverse effects associated</td>
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</tbody>
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**Online Content:**
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<th><strong>Unit 8: Opioid &amp; Non-opioid Analgesics</strong></th>
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<tr>
<td>Mechanism of action, including agonist and antagonist therapy</td>
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<tr>
<td>General pharmacokinetics</td>
</tr>
<tr>
<td>Clinical use &amp; efficacy</td>
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**Online Content:**
  [http://stahlonline.cambridge.org/](http://stahlonline.cambridge.org/)
• Behavioral and adverse effects associated
• Dependence & Abuse concerns

**Online Content:**

**Unit 9: Substance Abuse**
• Neurobiology & Pathology of substance use disorders
• Medication Assisted Therapy (overview, policy, accessibility)

**Readings:**

**Unit 10: Special Populations & Situations; The role of social work**
• Children & Adolescents
• Older Adults
• Co Occurring Disorders

**Social Worker’s Role**
• When to refer to a Psychiatrist
• Working with non-adherence
• Providing med education for patients and families
• Useful assessments for clinical use

**Readings:**
  - Chapter 9 & 10

**Online Content:**
• Medication-Induced Apathy and Fatigue: Use of Diagnostic Instruments in the Clinical Setting: http://mghcme.org/courses/course-detail/medication-induced_apathy_and_fatigue_use_of_diagnostic_instruments_in_the_clinical_setting
Bibliography


