



Academic Unit of Sociology, Social Work, and Family Sciences

## **SWK 6533 Mental Health Treatment**

**3 Units**

*Summer 2026*

**Meeting days/times: Tuesdays from 7:30-8:45 p.m.**

**Meeting location: Mission Valley room 201/on-line and Asynchronous on-line**

**Final Exam: (8/25 Tuesday)**

|                                   |                                                                                                                                     |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructor title and name:</b> | Alina M. Baltazar, PhD, MSW, LMSW-Clinical, CFLE                                                                                    |
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| <b>Office location and hours:</b> | Mission Valley Regional Campus room 305 or 307<br>Tuesdays 1-6 p.m.<br>Wednesdays 6-8 p.m. Zoom only<br>Fridays 9-12 p.m. as needed |

### **PLNU Mission To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

To this end, the Academic Unit of Sociology, Social Work, and Family Sciences has established Departmental and Program Mission Statements, as follows:

#### **Unit Mission**

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

## **Social Work Program Mission**

At its core, the purpose of the social work program is to prepare competent social work professionals who are motivated to gracefully serve others as an expression of their faith. In the context of the intersection of the goals of the University and those of professional social work practice, this mission is further articulated:

*The mission of the Master of Social Work program is to develop competent professionals who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of advanced generalist practice in the social work profession; who are motivated to promote social justice; and who understand that a Wesleyan perspective, a desire for continuous personal development, and respectful engagement in the community that empowers others are integral components of the means for relating to God through service.*

## **Social Work Program Learning Outcomes**

Students who complete the Master program in Social Work will be able to:

1. Demonstrate understanding of integrated body of knowledge required of an advanced generalist practitioner as defined by the Council on Social Work Education.
2. Engage in professional practice that is guided by values and ethics and inspired by faith:
  - Possess a command of the professional values and ethics required of an advanced generalist practitioner.
  - Demonstrate an awareness of the influence of Christian and Wesleyan perspectives on social work practice.
  - Demonstrate competence in the concrete practice of professional skills, especially those skills required for an advanced generalist practitioner.
  - Demonstrate professional competency as defined by the CSWE competencies.

## **Program Goals**

The goals of the Master of Social Work program flow from the mission and are related to the development of competent professionals; integration of faith and professional practice; service to the community that empowers others; and continuous personal development. The four primary program goals are:

1. To prepare students for beginning advanced generalist professional practice by providing the advanced knowledge, skills, and values and ethics that form a professional foundation for competent practice with diverse populations and systems of any size.

2. To prepare students who are committed to service in the community in a manner that includes an understanding of the intersection of a Christian/Wesleyan perspectives and social work practice.
3. To develop entry level advanced generalist or clinical practitioners who are motivated to promote social, racial, environmental, and economic justice and who employ theory and cultural sensitivity to empower diverse populations and to understand the transactions between social and cultural environments.
4. To foster student involvement in continuing professional development. These core program goals are accomplished through student achievement of objectives that form a professional foundation of knowledge, clearly articulated values and ethics, and acquisition of professional and personal skills.

### **Course Description**

This course provides exposure to the primary clinical social work goals of assessment, diagnosis, and treatment by examining the common mental disorders in children, teens, and adults.

Assessment factors, including cultural, psycho-social and evaluation of symptoms are discussed and specific treatment interventions are suggested for major disorders. This course will explore the role of psychopharmacological interventions in the treatment of mental and emotional disorders. These sessions will survey the ways that professional caregivers view the use of medications and provide information on the effects and interaction of psychotropic and mood-altering chemicals in the treatment of mental and emotional disorders. Specific attention will be given to the Christian and trauma informed perspective.

### **Course Learning Outcomes**

By the end of this course, the MSW student will be able to:

1. Plan treatment goals and interventions for major mental disorders.
2. Competence in communicating with clients' health-care professionals and/or psychiatrist.
3. An understanding of the history of psychopharmacology.
4. Familiarity with the major categories of psychotropic medications and key concepts.
5. Knowledge of the commonly-prescribed psychotropic medications in each category and what they are mainly used for.
6. How to work with a client's health-care professional to select the appropriate medications for the client.
7. An increased ability to understand the significant issues for the client in being treated with psychotropic medications.

## Course Objectives

This course will assist the student to:

1. Understand how assessment and diagnosis are linked to treatment planning.
2. Be able to apply appropriate treatment options for specific mental illness.
3. Plan treatment goals and interventions for major mental illness.
4. Identify how psychopharmacology is used to treat mental illness.

**Prerequisite:** SWK 6070 & 6071, Advanced Standing, or by permission from the instructor

Throughout the semester, the professor will also teach students how the following **6 IDEA course evaluation objectives** are essential and important to their learning. These include:

1. Developing knowledge and understanding of diverse populations, global awareness, or other cultures.
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Developing skill in expressing myself orally or in writing.
4. Learning how to find, evaluate, and use resources to explore a topic in depth.
5. Developing ethical reasoning and/or ethical decision making.
6. Learning to apply knowledge and skills to benefit others or serve the public good.

## Required Texts

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

1. O'Hare, Thomas. (2021) Evidence-based Practices for Social Workers. Oxford Press 3rd edition. ISBN: 9780190059378
2. Preston, J. D., Moore, B.A., O'Neal, J. H., & Talaga, M. C. (2025). Handbook of clinical psychopharmacology for therapists, 10th ed. New Harbinger Publications, Inc. ISBN: 9781648483707

## Resources

1. Owl Purdue APA style guide

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

2. National Association of Social Workers (NASW) Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

3. PLNU Ryan Library <https://libguides.pointloma.edu/ryanlibrary>

4. Owl Purdue Writing <https://owl.purdue.edu/>

5. University of North Carolina Chapel Hill Writing Center <https://writingcenter.unc.edu/tips-and-tools/>

Freedom to Challenge: This course introduces concepts and issues beyond the text. You are encouraged to integrate knowledge from their environment, to share insights, and to challenge the materials presented.

### **Course Credit Hour Information**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend 112.5 hours meeting the course learning outcomes, 7.5 hours per week (including class time). The time estimations are provided in the Canvas modules.

### **Electronics In the Classroom**

As a host of this classroom, I have a policy about phones and laptop computers and devices like them. This policy is to allow you to become more comfortable taking a break from technology, allowing you to be in the present moment and adding to your professional tolerance of being without devices all of the time. 1. I will give you a “tech break” during class - please do not check your phones until that time. If there is a big life circumstance going on, please let me know at the beginning of class and we will talk about your use of your phone. 2. There will be times when I will ask you to take out your laptop and smart devices in the classroom to further our collective learning. Other than that, I strongly recommend NOT using laptops in class. The reasons are threefold:

a. It is hard to not check other things, which impairs your learning. You most likely are not aware of the impairment, but the research is quite clear.

[http://www.slate.com/articles/health\\_and\\_science/science/2013/05/multitasking\\_while\\_studying\\_divided\\_attention\\_and\\_technological\\_gadgets.html](http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html) Links to an external site.

b. Even if it doesn't impair your learning, it impairs others learning.

<https://www.sciencedirect.com/science/article/pii/S0360131512002254> Links to an external site.

c. You write more but learn less. Writing your notes creates synthesis which increases learning.

<https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/> d. It

also impairs long-term retention. This new study shows a causal effect with grades being lower by about half a letter grade.

<https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-examscores-new-study-shows>

Links to an external site. So I am asking you not to use laptops unless you need or strongly prefer a laptop to take notes. In that case talk to me beforehand, and we will make that work.

### Assessment and Grading

| <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>F</b>       |
|----------|----------|----------|----------|----------------|
| A 93-100 | B+ 87-89 | C+ 77-79 | D+ 67-69 | F Less than 59 |
| A- 90-92 | B 83-86  | C 73-76  | D 63-66  |                |
|          | B- 80-82 | C- 70-72 | D- 60-62 |                |

### Assignment List

|                        |        |
|------------------------|--------|
| Class participation    | 30 pts |
| Forum discussions      | 150    |
| Article reviews        | 50     |
| Mid-term exam          | 50     |
| Interviews             | 80     |
| Case conceptualization | 100    |
| Project                | 100    |
| Final exam             | 50     |

### Assignment Distribution by Percentage

|                          |          |     |
|--------------------------|----------|-----|
| Forums and Participation | 180 pts. | 30% |
| Assignments              | 330 pts. | 50% |
| Exams                    | 100 pts. | 20% |

**Total(100%)                      610 pts.**

### Class Participation (30 points)

This is where students begin transforming social work theory into real-world skills. Active participation allows students to discuss and practice engagement, assessment, intervention, and evaluation strategies in a safe, supportive environment. This will be accomplished through in-class activities including case discussions and role-plays. 2 pts. will be given for each of the 15 class sessions. If there is an excused absence, lost points may be made up with activities to be completed independently. 30 pts. possible

**Recorded Lectures** Power points and video recordings over each chapter will be uploaded onto Canvas.

## **Assignment Descriptions**

### **Forum participation (150 points)**

**Due: Weekly by Tuesday 7:30 p.m.  
& Sundays 11:59 p.m.**

Every week application and discussion questions will be posted on Canvas based on the chapter, related articles, and posted videos. You must respond to the discussion/application questions by class time on Tuesday, 7:30 p.m. & at least one classmate by the following Sundays 11:59 p.m. to get full credit. Each forum will be worth 10 points.

### **Treatment Article Reviews (50 points)**

**Due: May 19**

Write a 2-3 page review of two professional articles of your choice about a disorder covered in the syllabus. The article should specifically relate to the *treatment* of the disorder and should not be older than 5 years, unless approved by the instructor.

- a) Include: A brief summary of the two articles, your reaction, what you learned, how you can apply this information in practice
- b) One article will be shared orally in class.
- c) Include complete reference

### **Interviews/Write-Ups of People on Psychotropic Medications (80 points)**

**Due: July 21**

Today it is quite common to take psychotropic medication and most of us are familiar with family members, friends and acquaintances who are taking an antidepressant, anti-anxiety medication, bipolar medications, or medications for ADHD. This assignment requires that you interview two separate people who are taking such medications (two different types of psychiatric meds) and include the following questions in your interview (please note that you are not limited to these questions, but that your interview and questions should be done with respect):

- a) How does that individual feel about taking the medication?
- b) What are the benefits that individual has experienced as a result of the medication?
- c) What are some of the negatives that individual has experienced as a result of the medication?
- d) Has this person's family or friends noticed any positive changes as a result of the medication?
- e) Has that individual felt any type of stigma or prejudice as a result of taking the medication?
- f) Does that individual have any concerns with taking the medication?

Following your interviews, write up a summary of both of your interviews in a 3-4 page paper total in the body of your paper. While you may use direct quotes in your summary paper, you are not required or expected to submit a transcript of your entire interview; rather, summarize in

your own words with some key quotes from your interviewee regarding that individual's experience on psychiatric medications. Again, please include a title page, abstract and reference page in APA format. These are to be submitted as one document.

**Case Conceptualization Paper (100 points)**

**Due: August 4**

In this assignment, you will select a client (from a provided case study or an approved clinical placement) and move beyond "what" is happening to explain "why" it is happening. You will act as the lead clinician, diagnosing the client and justifying your clinical reasoning through the integration of course theories.

**Project: (100 points) You can choose one of the following:**

**Due: August 18**

- 1) Role play (recorded)
- 2) Movie Assessment Paper
- 3) Presentation on Treatment for a Mental Health Disorder not covered in class. Detailed instructions will be provided.

**Mid-term and Final Exam (100 points total)**

**Due: June 30 & August 25**

Each student is required to complete a mid-term and final exam that will be open-book and open-note. This exam is designed to synthesize and apply the various information and concepts that have been studied and discussed throughout the course. Each exam will be taken on Canvas and completed within 90 minutes. Each will be 50 multiple choice and true and false questions.

**TOTAL POINTS: 610**

**Spiritual Reflection Extra Credit (15 pts)**

**Due: August 28**

Answer **three out of the five** provided "Spiritual Reflection Questions", see Canvas. Each answer should be approximately one well-developed paragraph. Your responses should demonstrate:

- An honest assessment of your own biases toward religious or spiritual explanations of mental illness.
- Application of what you learned in your textbooks and assigned articles, specifically how to honor client values and preferences when they conflict with Western clinical models.



## **Content Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Social Work Practice I, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include ethics, policy, and program evaluation. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of social work, and I will support you throughout your learning in this course.

## **Trigger Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Social Work Practice I, we will cover a variety of topics, some of which you may find triggering. These topics include child abuse, interpersonal violence, mental illness, homelessness, and substance abuse. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the PLNU Counseling Center for free or arranging for your own personal therapy. You can set up an appointment with PLNU by emailing [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu). Their hours are 8-4:30 p.m. M-F. They are located on the Point Loma campus, but have on-line appointments available.

Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of social work, and I will support you throughout your learning in this course.

## **Incompletes and Late Assignments**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted on Canvas. For quizzes/tests to be made up, there must be a documented reason it was not completed on time. For other homework assignments, each week it is late, it will be deducted by 10% each week up to 50% unless there is a documented reason. Incompletes will only be assigned in extremely unusual circumstances.

## **Spiritual Care Mission Valley Campus**

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at [scortezm@pointloma.edu](mailto:scortezm@pointloma.edu).

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

## **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **PLNU Recording Notification**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

## **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

### **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course, except with AI is part of the assignment. If you have any doubts about using AI, please gain permission from the instructor.

### **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course.

Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

### **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or

groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [www.pointloma.edu/nondiscrimination](http://www.pointloma.edu/nondiscrimination).

### **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at <http://pointloma.edu/Title-IX> or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

### **PLNU Course Modality Definitions**

Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.

### **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions (2 class periods), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (3 class periods), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

### **Synchronous Attendance/Participation Definition**

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific **GPS**

### **Academic Resources**

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
  - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
  - **One-to-one appointments** with the Writing Coach
  - **Microlearning YouTube Video Library** for helpful tips anytime
  - [Research Help Guide](#) to help you start your research
  - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
- [Grammarly](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- [Tutoring](#): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: [GPSWritingCenter@pointloma.edu](mailto:GPSWritingCenter@pointloma.edu)

## Weekly Assignments At-A-Glance: SWK 6533 Mental Health Treatment

\*\* Denotes a Trigger Warning

| Week             | Topic                                                                                                                                                                                                                                   | Class Learning Activities                                                               | Required Readings                                                                                          | Assignment Due                   |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------|
| <b>1</b><br>5/12 | -Course overview<br>-Expectations<br>-Assignments<br>-Definition, Processes, and principles<br>-History of psychopharmacology<br>-Psychopharmacology's impact on therapy                                                                | Review of syllabus (See recording)<br><br>Review recorded lectures on assigned readings | O'Hare Ch. 1<br><br>Preston Ch. 1 & 2                                                                      |                                  |
| <b>2</b><br>5/19 | -Basic Brain Anatomy & Physiology<br>-Pharmacology 101                                                                                                                                                                                  | <b>Present on Article Reviews</b>                                                       | Preston Ch. 3 & 4                                                                                          | <b>Treatment article reviews</b> |
| <b>3</b><br>5/26 | -Depressive Disorders<br>-Introduction to Antidepressants<br>-Treatments for Depression                                                                                                                                                 | Discuss cases                                                                           | O'Hare Ch 6<br><br>Preston Ch. 17                                                                          |                                  |
| <b>4</b><br>6/2  | - Bipolar Disorder<br>-Lithium<br>-Anticonvulsants<br>-Combination of Medications<br>-Treatments for Bipolar disorder                                                                                                                   | Discuss cases                                                                           | O'Hare Ch. 6<br><br>Preston Ch. 18<br><br><i>Demon Possession, Theology, and Mental Health</i><br>-Article |                                  |
| <b>5</b><br>6/9  | --Selecting and Implementing Interventions<br>-Schizophrenia Spectrum Disorders<br>-First Generation Antipsychotics<br>-Second Generation Antipsychotics<br>-Patient Education<br>-Psychotherapeutic Issues<br>-Medication nonadherence | Discuss cases                                                                           | O'Hare Ch. 5<br><br>Preston Ch. 5 & 20                                                                     |                                  |

|                   |                                                                                                                                                                                                                                                  |               |                                                                                                                                                           |                                 |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>6</b><br>6/16  | <ul style="list-style-type: none"> <li>- Substance Use Disorders</li> <li>-Substance abuse and co-occurring problems in adolescents and young adults</li> <li>-Medications to treat SUD</li> </ul>                                               | Discuss cases | O'Hare Ch. 7 & 16<br><br>Preston Ch. 14 pg. 173, 175 & 176                                                                                                |                                 |
| <b>7</b><br>6/23  | <ul style="list-style-type: none"> <li>- Panic Disorder, Agoraphobia, and Obsessive compulsive Disorder</li> <li>-Types of antianxiety drugs</li> <li>-Length of Treatment</li> <li>-Sleep Wake disorders</li> <li>-Patient Education</li> </ul> | Discuss cases | O'Hare Ch. 8<br><br>Preston Ch. 15 & 19                                                                                                                   |                                 |
| <b>8</b><br>6/30  | <b>TRIGGER WARNING</b><br><b>**Trauma informed care</b><br><b>**Post Traumatic Stress Disorder</b><br>-Medication used to treat PTSD                                                                                                             | Discuss cases | O'Hare Ch. 9<br><br>Preston pgs. 160-161                                                                                                                  | <b>Mid-Term Exam DUE</b>        |
| <b>9</b><br>7/7   | -Antisocial and Borderline Personality Disorders                                                                                                                                                                                                 | Discuss cases | O'Hare Ch. 10<br><br><i>Medication management for patients with borderline personality disorder</i><br>-Article                                           |                                 |
| <b>10</b><br>7/14 | -Alternative treatment options                                                                                                                                                                                                                   | Discuss cases | Preston Ch. 21 & 22<br><br><i>A review of emerging therapeutic potential of psychedelic drugs in the treatment of psychiatric illnesses.</i><br>- Article |                                 |
| <b>11</b><br>7/21 | -Medication discontinuation<br>-Red Flags: When to re-evaluate                                                                                                                                                                                   | Discuss cases | Preston Ch. 25 & 26                                                                                                                                       | <b>Two interviews/write ups</b> |
| <b>12</b><br>7/28 | -Anxiety and depression in children and adolescents<br>-Conduct disorder and ADHD in children and adolescents                                                                                                                                    | Discuss cases | O'Hare 12 & 13                                                                                                                                            |                                 |

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| <b>13</b><br>8/4  | -Child and adolescent psychopharmacology | Discuss cases                    | Preston Ch. 23                                                                                     | <b>Case conceptualization</b>                                                                 |
| <b>14</b><br>8/11 | -Eating disorders                        | Discuss cases                    | O'Hare Ch. 15                                                                                      |                                                                                               |
| <b>15</b><br>8/18 | -Big pharma                              | <b>Presentations by Students</b> | <i>What the "Big Pharma" Accusation Gets Right (and Wrong) About the Drug Industry</i><br>-Article | <b>Final project</b>                                                                          |
| <b>16</b><br>8/25 |                                          |                                  |                                                                                                    | <b>FINAL Exam due August 25</b><br><br><b>Spiritual Reflection Extra credit DUE August 28</b> |