



Master of Science in Counseling (MSC)  
Syllabus  
MSC 630- Medical Info for Counselors  
University of Providence  
Master of Science in Counseling (MSC)  
Spring Semester 2024  
3 Credit Hours

**I.**

Dates:	January 8- April 26 <sup>th</sup> 2024
Settings:	Online/Distance Learning Asynchronous - Moodle Classroom
Instructor:	Betty Cardona PhD., LPC
Contact:	E-Mail: Betty.Cardona@Uprovidence.edu
Office Hours:	Available by appointment (on Collaborate)
Website:	<a href="https://www.uprovidence.edu/academics/explore-programs/clinical-mental-health-counseling/">https://www.uprovidence.edu/academics/explore-programs/clinical-mental-health-counseling/</a>

**II. Course Description**

This course covers the basic pharmacokinetics, pharmacodynamics, pharmacology medications of abuse, pharmacology for special populations (child and adult as well as suicidal, clients who struggle with addictive and violent process), and a synthesis of psychopharmacology and psychological therapies in the care of the patient.

**III. Methods of Instruction**

Medical Information for Counselors will be taught in an online format using discussion forums, in-depth analysis of assigned readings, self reflection papers interviews and scholarly writing. It is expected that students will have read all readings and be prepared to engage in discussion forums regarding major points and application of the readings. Students are expected to be respectful of others' opinions, share perspectives and engage in critical thinking, integrating information and theories from other disciplines and course work in your writings and discussions; and engage in ethical practices.

**IV. Program Student Learning Objectives**

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

Describe and analyze biological and neurological mechanisms that impact mental health.

Understand the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.

**V. CACREP Standards addressed in this course**

- a. impact of biological and neurological mechanisms on mental health (S5.F.2.g.)

b. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (S5.F.2.h.)

**Prerequisites to this Course and/or Requirements this Course Fulfills**

- MSC 500 (Minimum Grade of C)
- MSC 512 (Minimum Grade of B)
- MSC 517 (Minimum Grade of B)

**VI. Required and/or Recommended Texts and Course Materials**

**Required: Open Source** readings are uploaded on the course shell.

**Recommended:**

American Psychological Association. (2020). *Publication manual* (7th ed.). Washington, DC: Publisher

**VII. Course Requirements**

**A. Professional Disposition**

Students will be evaluated on their ability to demonstrate and **progress** in the following professional dispositions in this course and throughout the program:

- Mindfulness. Active, open attention on the present; observing one's thoughts and feelings without judgment
- Engagement. Involvement and commitment to one's own and other's personal and professional development
- Reflexivity. An awareness and exploration of one's own belief systems and values, and their impact on relationships with self and others
- Curiosity. Eagerness to know, discover, and generate; interest leading to inquiry
- Integrity. Consistent commitment to professional ethics and values of the counseling profession; holding steadfastly true to one's commitments
- Empathy. The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another
- Professionalism. Maintaining conduct and qualities that characterize a counseling professional

All students will be expected to model these dispositions during the course of the semester and

**B. Reading Course Material**

**C. Moodle Discussion Forum Posts (14 discussions, 25 points each, 350 points)**

Students are expected to complete all readings before responding to discussion topics.

Students will answer each of the discussion questions provided in their initial discussion post. While students are welcome, and encouraged, to include insights from their own experience the main focus is to demonstrate your mastery of the chapter material.

Points are based on the depth of thought demonstrated, the effective use of text and outside references in support of your answers, and answering all questions completely. Grammar and writing will only be graded if errors interfere with communication of your ideas.

**D. Mid Term paper: (150 Points) Due March 3<sup>rd</sup>. 11:55PM MST** Students are to create a treatment plan from a case study requiring the prescription of a psychotropic medication. Using the Psychopharmacology Treatment Plan handout as a rubric, students will compose their plan with the aim of becoming more comfortable with the concepts and language required for mental health professionals.

NOTE: Students are not expected to compose a perfect treatment plan to the standards of the sample (Psychopharm Sample Tx Plan uploaded on the moodle shell). As discussed, the goal is to increase comfortability and familiarity. Approach this assignment as an opportunity to improve existing competency and increase awareness towards areas which may need strengthening.

Requirements:

- APA style including both in-text citations and a complete reference list.
- Body paragraphs which address the topics assigned thoroughly
- Appropriate use of references to support assertions of the paper
- Professional writing – well edited, well developed paragraphs, well organized with strong transitions between main ideas.
- A well-developed summary of your conclusions

**E. Counselor Interview Paper: (150 Points) Due Apr. 07, 11:55PM MST**

Interview a licensed counselor for 30-45 minutes regarding application of psychopharmacology in their work; write two-page paper on:

- (1) How does content of the interview align with the information presented in your readings – In what ways do these support or contradict the readings?

**Grading:** You will be specifically graded using the rubric please include:

**Responsiveness** – all aspects of the assignment are completed and each question is thoroughly addressed.

**Depth of thought and analysis** – Take away lessons demonstrate an awareness of key developmental issues and are meaningfully linked to your future role as a therapist.

**Writing style and grammar** – ideas are clearly communicated using appropriate sentence and paragraph structure and the paper is well edited.

#### F. Final Paper: (350 Points) Due April 14<sup>th</sup> 11:55PM MST

Students are to complete a research paper in which they select, provide information, and offer personal perspectives with regard to a specific psychotropic medication used in mental health treatment. The paper will be at least 8 pages in length (not counting title and reference pages), and include at least 8 references. The final paper will address the following:

1. Name of medication and class of drug (Benzodiazapine = Anxiolytic; SSRI = Antidepressant, etc.);
2. Basics of neural activity affected by this medication and how this translates to improvement in symptoms for a population (e.g. people with depression)
3. Research support/Evidence (e.g., randomized clinical trials, replication of desired effects in multiple studies [metaanalysis], neuroimaging);
4. Side effects, contraindications, potential for abuse, and one or two social controversies (e.g. increase risk of suicide in some youth who take SSRI's)
5. Client populations that use this medication;
6. and how you would work with a client who informed you they misuse or abuse this medication.

This paper is due by April 14<sup>th</sup> 2024, at midnight (11:59pm MST). Other requirements:

- a. APA style including both in-text citations and a complete reference list.
- b. Body paragraphs which address the topics assigned thoroughly
- c. Appropriate use of references to support assertions of the paper
- d. Professional writing – well edited, well developed paragraphs, well organized with strong transitions between main ideas.
- e. A well-developed summary of your conclusions

## VIII. Grading

The Grading Rubric for all written work is included in the syllabus.

<b>Assignment</b>	<b>Points</b>	<b>Percentage of total</b>
Disposition assessment	N/A	
Moodle Discussion Analyses: 350		35%
Mid Term paper:	150	15%
Interview paper:	150	15%
Final Paper	350	35%
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

### Grading Policy:

- A: 100-90%
- B: 89-80%
- C: 79-70%
- D: 69-60%
- F: 59-0%

### Late Assignment Policy

Ten percent will be deducted for each day an assignment is late.

## X. Rubrics

<b>Rubric (Weekly Reflections, Moodle Discussion Discussions, Observation, &amp; Interview)</b>				
	<b>Exemplary Criteria</b>	<b>Proficient Criteria</b>	<b>Progressing</b>	<b>Emerging</b>
<p><b>RESPONSIVENESS TO A PAPER OR WRITING ASSIGNMENT (AS ASSIGNED OR AS SELECTED BY THE STUDENT IF INSTRUCTIONS ALLOW)</b></p> <p><b>(Did the student respond adequately to the paper or writing assignment?) – 25%</b></p>	<p>Paper or writing assignment is responsive to and exceeds the requirements given in the instructions; Responds to assigned or selected topic; Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what we know about the topic, unearths something unanticipated, etc.); Is substantive and evidence based; Demonstrates that the student has read, viewed, and considered the learning resources in the course and that the paper topic connects in a meaningful way to the course content; Is submitted by the due date.</p>	<p>Paper or writing assignment is responsive to and meets the requirements given in the instructions. The paper responds to the assigned or selected topic; Is substantive and evidence based; Demonstrates that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; Is submitted by the due date.</p>	<p>Paper or writing assignment is somewhat responsive to the requirements given in the instructions. Content: Somewhat misses the point of the assigned or selected topic; and/or lacks in substance, relying more on anecdotal than scholarly evidence; and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; and/or is submitted by the due date.</p>	<p>Paper or writing assignment is unresponsive to the requirements given in the instructions. Content: Misses the point of the assigned or selected topic; and/or relies primarily on anecdotal evidence; and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; and/or is submitted past the late deadline.</p>
<p><b>CONTENT KNOWLEDGE</b></p>	<p>Paper or writing assignment demonstrates/provides: In-depth understanding</p>	<p>Paper or writing assignment demonstrates/provides: Understanding and</p>	<p>Paper or writing assignment demonstrates/provides: Minimal understanding of concepts and issues</p>	<p>Paper or writing assignment demonstrates/provides: A lack of understanding of the concepts and issues</p>

<b>Rubric (Weekly Reflections, Moodle Discussion Discussions, Observation, &amp; Interview)</b>				
	<b>Exemplary Criteria</b>	<b>Proficient Criteria</b>	<b>Progressing</b>	<b>Emerging</b>
<b>(Does the content in the paper or writing assignment demonstrate an understanding of the important knowledge the paper/assignment is intended to demonstrate?) - 25%</b>	and application of concepts and issues presented in the course (e.g., insightful interpretations or analyses; accurate and perceptive parallels, ideas, opinions, and conclusions) showing that the student has absorbed the general principles and ideas presented and makes inferences about the concepts/issues or connects to them to other ideas; rich and relevant examples; thought-provoking ideas and interpretations, original thinking, new perspectives; original and critical thinking; and mastery and thoughtful/accurate application of knowledge and skills or strategies presented in the course.	application of the concepts and issues presented in the course, demonstrating that the student has absorbed the general principles and ideas presented; relevant examples; thought-provoking ideas and interpretations, some original thinking; and critical thinking; and mastery and application of knowledge and skills or strategies presented in the course.	presented in the course, and, while generally accurate, displays some omissions and/or errors; and/or few and/or irrelevant examples; and/or few if any thought-provoking ideas, little original thinking; and/or “regurgitated” knowledge rather than critical thinking; little mastery of skills and/or numerous errors when using the knowledge, skills, or strategies presented in the course.	presented in the course and/or application is inaccurate and contains many omissions and/or errors; and/or no examples or irrelevant examples; and/or no thought-provoking ideas or original thinking; and/or no critical thinking; and/or many critical errors when applying knowledge, skills, or strategies presented in the course.

**Rubric (Weekly Reflections, Moodle Discussion Discussions, Observation, & Interview)**

	<b>Exemplary Criteria</b>	<b>Proficient Criteria</b>	<b>Progressing</b>	<b>Emerging</b>
<b>QUALITY OF WRITING – 25%</b>	Writing is scholarly and exceeds graduate-level writing expectations. The paper: Uses language that is clear, concise, and appropriate; has few if any errors in spelling, grammar, and syntax; is extremely well organized, logical, clear, and never confuses the reader; uses a preponderance of original language and uses direct quotes only when necessary and/or appropriate; provides information about a source when citing or paraphrasing it.	Writing is scholarly and meets graduate-level writing expectations. The paper: Uses language that is clear; has a few errors in spelling, grammar, and syntax; is well organized, logical, and clear; uses original language and uses direct quotes when necessary and/or appropriate; provides information about a source when citing or paraphrasing.	Writing is somewhat below graduate-level writing expectations: The paper: Uses language that is unclear and/or inappropriate; and/or has more than occasional errors in spelling, grammar, and syntax; and/or is poorly organized, is at times unclear and confusing, and has some problems with logical flow; and/or reflects an underuse of original language and an overuse of direct quotes and paraphrases; and/or sometimes lacks information about a source when citing or paraphrasing it.	Writing is well below graduate-level writing expectations: The paper: Uses unclear and inappropriate language; and/or has many errors in spelling, grammar, and syntax; and/or lacks organization in a way that creates confusion for the reader; and/or contains many direct quotes from original source materials and/or consistently and poorly paraphrases rather than using original language; and/or lacks information about a source when citing or paraphrasing it.
<b>RESEARCH, SCHOLARSHIP, AND PROFESSIONAL STYLE – 25%</b>	The paper represents exceptional research, scholarship, and professional style. Paper content: Significantly contributes to the knowledge in the field; is well supported by current and pertinent research/evidence (within the previous 5 years, except for seminal, original research where	The paper meets graduate-level expectations for research, scholarship, and professional style. Paper content: Contributes to knowledge in the field; is supported by current and pertinent research/evidence (within the previous 5 years, except for seminal, original research where	The paper is somewhat below graduate-level expectations for research, scholarship, and professional style. Paper content: does little to contribute to knowledge in the field; is often supported by research older than 5 years, secondary sources (textbooks and websites), and sources that lack in variety; and/or uses APA form and style (including citations,	The paper is substantially below graduate-level expectations for research, scholarship, and professional style. Paper content: Does not contribute to knowledge in the field; is, for the most part, unsupported by current (within the past 5 years), primary, and pertinent research/evidence from a variety of peer-reviewed



<b>Rubric (Weekly Reflections, Moodle Discussion Discussions, Observation, &amp; Interview)</b>				
	<b>Exemplary Criteria</b>	<b>Proficient Criteria</b>	<b>Progressing</b>	<b>Emerging</b>
	appropriate) from a variety of primarily primary, peer-reviewed sources (rather than textbooks and websites); and consistently uses correct APA form and style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.) with very few or no errors.	appropriate) from a variety of peer-reviewed books and journals (rather than textbooks and websites); uses correct APA form and style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.) with only a few errors.	references, use of nonbiased language, clear organization, good editorial style, etc.), but has frequent errors.	books and journals; and/or does not use or contains pervasive errors in APA style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.).
<b>100%</b>				

**Written Assignment Rubric (Final Paper)**

<b>CACREP Standards</b>	<b>Exemplary Criteria</b>	<b>Proficient Criteria</b>	<b>Progressing Criteria</b>	<b>Emerging Criteria</b>
<p><b>RESPONSIVENESS TO A PAPER OR WRITING ASSIGNMENT - Did the student respond adequately to the paper or writing assignment? – 25%</b></p>	<p>Paper or writing assignment is responsive to and exceeds the requirements given in the instructions; Responds to assigned or selected topic; Is substantive and evidence based; Demonstrates that the student has read, viewed, and considered the learning resources in the course and that the paper topic connects in a meaningful way to the course content; Is submitted by the due date.</p>	<p>Paper or writing assignment is responsive to and meets the requirements given in the instructions. The paper responds to the assigned or selected topic; Is substantive and evidence based; Demonstrates that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; Is submitted by the due date.</p>	<p>Paper or writing assignment is somewhat responsive to the requirements given in the instructions. Content: Somewhat misses the point of the assigned or selected topic; and/or lacks in substance, relying more on anecdotal than scholarly evidence; and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; and/or is submitted by the due date</p>	<p>Paper or writing assignment is unresponsive to the requirements given in the instructions. Content: Misses the point of the assigned or selected topic; and/or relies primarily on anecdotal evidence; and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; and/or is submitted past the late deadline.</p>
<p><b>CONTENT KNOWLEDGE - Does the content in the paper or</b></p>	<p>Paper /writing assignment demonstrates/provides: In-depth understanding</p>	<p>Paper or writing assignment demonstrates/provides: Understanding</p>	<p>Paper or writing assignment demonstrates/provides: Minimal understanding of</p>	<p>Paper or writing assignment demonstrates/pr ovides: A lack of understanding of</p>

<b>Written Assignment Rubric (Final Paper)</b>				
<b>CACREP Standards</b>	<b>Exemplary Criteria</b>	<b>Proficient Criteria</b>	<b>Progressing Criteria</b>	<b>Emerging Criteria</b>
<b>demonstrate understanding of each of the following:</b>	application of concepts and issues presented in the course (insightful interpretations/ analyses; accurate & perceptive ideas, opinions, & conclusions) showing that the student has absorbed the general principles and ideas presented and makes inferences about the concepts/issues or connects to them to other ideas; rich and relevant examples; thought-provoking ideas and interpretations, original thinking, new ideas; original and critical thinking; and mastery & thoughtful/ accurate app. of knowledge and	application of the concepts and issues presented in the course, demonstrating that the student has absorbed the general principles and ideas presented; relevant examples; thought-provoking ideas and interpretations, some original thinking; and critical thinking; and mastery and application of knowledge and skills or strategies presented in the course.	concepts and issues presented in the course, and, while generally accurate, displays some omissions and/or errors; and/or few and/or irrelevant examples; and/or few if any thought-provoking ideas, little original thinking; and/or “regurgitated” knowledge rather than critical thinking; little mastery of skills and/or numerous errors when using the knowledge, skills, or strategies presented in the course.	the concepts and issues presented in the course and/or application is inaccurate and contains many omissions and/or errors; and/or no examples or irrelevant examples; and/or no thought-provoking ideas or original thinking; and/or no critical thinking; and/or many critical errors when applying knowledge, skills, or strategies presented in the course.

<b>Written Assignment Rubric (Final Paper)</b>				
<b>CACREP Standards</b>	<b>Exemplary Criteria</b>	<b>Proficient Criteria</b>	<b>Progressing Criteria</b>	<b>Emerging Criteria</b>
	skills presented in the course.			
<b>Impact of biological and neurological mechanisms on mental health (S5.F.2.g.)- 20%</b>	Paper meets exemplary criteria for the impact of biological and neurological mechanisms on mental health (S5.F.2.g.)	Paper meets proficient criteria for the impact of biological and neurological mechanisms on mental health (S5.F.2.g.)	Paper meets progressing criteria for the impact of biological and neurological mechanisms on mental health (S5.F.2.g.)	Paper meets emerging criteria for the impact of biological and neurological mechanisms on mental health (S5.F.2.g.)
<b>Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (S5.F.2.h.)- 30%.</b>	Paper meets exemplary criteria for the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (S5.F.2.h.)	Paper meets proficient criteria for the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (S5.F.2.h.)	Paper meets progressing criteria for the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (S5.F.2.h.)	Paper meets emerging criteria for the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (S5.F.2.h.)

<b>Written Assignment Rubric (Final Paper)</b>				
<b>CACREP Standards</b>	<b>Exemplary Criteria</b>	<b>Proficient Criteria</b>	<b>Progressing Criteria</b>	<b>Emerging Criteria</b>
<b>QUALITY OF WRITING – 10%</b>	<p>Writing is scholarly and exceeds graduate-level writing expectations. The paper: Uses language that is clear, concise, and appropriate; has few if any errors in spelling, grammar, and syntax; is extremely well organized, logical, clear, and never confuses the reader; uses a preponderance of original language and uses direct quotes only when necessary and/or appropriate; provides information about a source when citing or paraphrasing it.</p>	<p>Writing is scholarly and meets graduate-level writing expectations. The paper: Uses language that is clear; has a few errors in spelling, grammar, and syntax; is well organized, logical, and clear; uses original language and uses direct quotes when necessary and/or appropriate; provides information about a source when citing or paraphrasing it.</p>	<p>Writing is somewhat below graduate-level writing expectations: The paper: Uses language that is unclear and/or inappropriate; and/or has more than occasional errors in spelling, grammar, and syntax; and/or is poorly organized, is at times unclear and confusing, and has some problems with logical flow; and/or reflects an underuse of original language and an overuse of direct quotes and paraphrases; and/or sometimes lacks information about a source when citing or paraphrasing it.</p>	<p>Writing is well below graduate-level writing expectations: The paper: Uses unclear and inappropriate language; and/or has many errors in spelling, grammar, and syntax; and/or lacks organization in a way that creates confusion for the reader; and/or contains many direct quotes from original source materials and/or consistently and poorly paraphrases rather than using original language; and/or lacks information about a source when citing or paraphrasing it.</p>

<b>Written Assignment Rubric (Final Paper)</b>				
<b>CACREP Standards</b>	<b>Exemplary Criteria</b>	<b>Proficient Criteria</b>	<b>Progressing Criteria</b>	<b>Emerging Criteria</b>
<b>RESEARCH, SCHOLARSHIP AND PROF. STYLE – 15%</b>	The paper represents exceptional research, scholarship, and professional style. Paper content: Significantly contributes to the knowledge in the field; is well supported by current and pertinent research/evidence (within the previous 5 years, except for seminal, original research where appropriate) from a variety of primarily primary, peer-reviewed sources (rather than textbooks and websites); and consistently uses correct APA style (including citations, refers, use of nonbiased language, clear org., good editorial style) w/ few or no errors.	The paper meets graduate-level expectations for research, scholarship, and professional style. Paper content: Contributes to knowledge in the field; is supported by current and pertinent research/evidence (within the previous 5 years, except for seminal, original research where appropriate) from a variety of peer-reviewed books and journals (rather than textbooks and websites); uses correct APA form and style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.) with only a few errors.	The paper is somewhat below graduate-level expectations for research, scholarship, and professional style. Paper content: does little to contribute to knowledge in the field; is often supported by research older than 5 years, secondary sources (textbooks and websites), and sources that lack in variety; and/or uses APA form and style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.), but has frequent errors.	The paper is substantially below graduate-level expectations for research, scholarship, and professional style. Paper content: Does not contribute to knowledge in the field; is, for the most part, unsupported by current (within the past 5 years), primary, and pertinent research/evidence from a variety of peer-reviewed books and journals; and/or does not use or contains pervasive errors in APA style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.).

## XI. Class Schedule and Outline

	WEEK	Reading Assignments	Written Assignments and quizzes	CACREP Standards
1	<b>January 08 - January 14 Module 1</b> Introduction/Review Psychopharm	<i>Intro to Psychopharmacology</i> (Bright)	<b>Moodle Discussion #1</b>	S2.F.3.a S2.F.3.b S2.f.3.c
2	<b>January 15 - January 21 Module 2</b> The Role of Counselors in Psychopharm 01	<i>Therapeutic Implications of Pharmacotherapy</i>	<b>Moodle Discussion #2</b>	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
3	<b>January 22- January 28 Module 3</b> The Role of Counselors in Psychopharm 02	<i>Mental Health Practioner &amp; Psychopharmacology</i>	<b>Moodle Discussion #3</b>	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
4	<b>January 29 - February 3 Module 4</b> Major Applications of Psychopharm in Counseling	Sinacola & Peters- Strickland, Ch. 2	<b>Moodle Discussion #4</b>	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
5	<b>February 5- February 11 Module 5</b> Anxiety	Preston et. al, Ch. 17	<b>Moodle Discussion #5</b>	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
6	<b>February 12 February 18 Module 6</b> Depression	Preston et. al, Ch. 15	<b>Moodle Discussion #6</b>	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
7	<b>February 19 – February 25 Module 7</b> Bipolar	Preston et. al, Ch. 16	<b>Moodle Discussion #7</b>	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
8	<b>February 26- March 3 Module 8</b> Psychosis	Preston et. al, Ch. 18 <b>Mid Term Paper due March 3<sup>rd</sup> 2024 11:59pm MST</b>	<b>Moodle Discussion #8</b>	S2.F.3.d S2.F.3.e S2.F.3.f S2.F.3.g

				S2.F.3.h
<b>Week 09</b> <b>March 4- March 10 Spring Break – No Classes</b>				
<b>10</b>	<b>March 11 - March 17</b> <b>Module 9</b> Psychopharm Tx Plan	Psychopharm Tx Plan Sample Handout	<b>Moodle Discussion #9</b>	S2.F.3.d S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
<b>11</b>	<b>March 18 - March 24</b> <b>Module 10</b> Juvenile Populations & ADHD	-ACA Child Psychopharmacology  -Sinicola & Peters Strickland: Ch 09	<b>Moodle Discussion #10</b>	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
<b>12</b>	<b>March 25 – March 31</b> <b>Final Paper</b>			S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
<b>13</b>	<b>April 1 - April 7</b> <b>Module 11</b> Interfacing with Physicians and Other Professionals	Video interview <b>Counselor Interview Paper due Apr. 7<sup>th</sup> 2024 by 11:59pm</b>	<b>Moodle Discussion #11</b>	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
<b>14</b>	<b>April 8 - April 14</b> <b>Module 12</b> Homeopathic/Holistic Interventions	Preston et. al, Ch 19 <b>Final Paper due Apr. 14<sup>th</sup> 2024 by 11:59pm</b>	<b>Moodle Discussion #12</b>	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
<b>15</b>	<b>April 15 - April 21</b> <b>Module 13</b> Off Label & Nontraditional Tx's	Personal Research	<b>Moodle Discussion #13</b>	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
<b>16</b>	<b>April 22 - April 26</b> <b>Module 14</b> Professional Competency	<b>Finals week</b>	<b>Moodle Discussion #14</b>	

## I. Attendance Policy

### A. UP Policy:

Students are expected to attend all classes and complete all assigned work.



Attendance includes attending on-campus classes and logging on a minimum of 3 times per week for on-line courses. The specific attendance and grading policy for each class is determined by the instructor and is listed in the course syllabus. Students who miss classes due to participation in University sanctioned events are required to make up any work or assignments they have missed in an equitable manner determined by the instructor and should not have their grade affected by the absence itself. In isolated cases involving family or medical emergencies, students are encouraged to speak with their instructors. Instructors may require documentation of family or medical emergencies.” (University of Providence Graduate Catalog: “Academic Policies”), UP Academic Policies - Website: <https://www.uprovidence.edu/become-a-student/academic-information/academic-policies/>

B. Instructor’s additions to the attendance policy

## II. Academic Misconduct

UP Policy:

“Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct.

To view the complete University of Providence Academic Misconduct policy please see the Graduate Catalog found on the University of Providence website. <https://www.uprovidence.edu/wp-content/uploads/2020/09/2020-2021-Catalog.pdf> (REQUIRED)

A. The University of Providence strives to maintain an environment of trust, respect, and integrity that facilitates the pursuit of scholarly goals. As such, students are expected to exhibit high standards of academic conduct.

**Cheating:** Use or attempted use of unauthorized material, information, study aid, or electronic data that the student knows or should know is unauthorized in any academic assignment, exercise, paper, or examination. Cheating also encompasses the provision or acceptance of any unauthorized assistance during an examination or assignment to be completed individually, including but not limited to talking to another student, viewing or copying another student’s examination or assignment, making or receiving gestures from another student, or engaging another person to complete an assessment or examination in place of the student.

**Plagiarism:** Representation of another’s work as one’s own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both. (*To see the full wording*

*please visit the Graduate Catalog on the University of Providence Website: Academic Policies and Procedures section).*

### **Initial Procedure regarding Academic Misconduct**

The course instructor meets with the student (either in person or video conferencing) to discuss the incident. The student will be informed of the course instructor's suspicions. The student may respond to the allegations and may bring witnesses, if deemed pertinent by the instructor.

The course instructor is the initial judge of whether a student is guilty of academic misconduct and, if necessary, assigns a sanction. This determination of responsibility shall be based upon the facts of the incident and whether it is more likely than not that the student is responsible for the alleged violation(s).

The student shall be provided written notification of the course instructor's decision and sanction, normally within five business days. The minimum penalty for an act of academic misconduct shall be a grade of "F" (failure) on the paper, assignment, or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of "F" (failure) for the course.

Copies of plagiarized work or other written evidence of the academic misconduct will be placed on file with the Coordinator of Student / Faculty Relations. This file is separate from the student's permanent academic file and confidential. First violations of the Code are a part of this confidential record. Second violations are handled on a case-by-case basis and will become part of the student's academic file only in those instances when subsequent offenses are serious enough to warrant inclusion.

Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion. Appeal Should a student disagree with an instructor's judgment; the student may appeal the instructor's decision by following the "Academic Related Appeals Process". (University of Providence Catalog: "Academic Policies")

B. Instructor's additions to the Academic Conduct policy.

### **III. Provision for Special Needs**

Accommodation for documented disabilities: If you have a documented disability and would like the professor to make accommodations, visit with Kay Seilstad, Disability Counselor, in the Sullivan Hall, Phone: 406-791-5212.

Accommodation for documented disabilities: If you have a documented disability and would like the professor to make accommodations, visit the Center for Academic Excellence on the first floor of Sullivan Hall to complete the Testing Accommodations Form."

### **IV. Policy on Diversity:**

University-level education is about broadening horizons and looking at academic issues from a variety of perspectives. With this in mind, the participants in this class are encouraged to bring their own life experiences and viewpoints to accept on classroom discussions and assignments. Along with the freedom to express one's own view comes the responsibility of race, ethnicity, age, principle, religion, gender, sexual orientation, marital-status, or political ideology. In other words: you must be kind. Intolerance is never acceptable.

#### **V. Student Responsibilities and Tips for How to Do Well**

- The “rule of thumb” for graduate courses is 3 or 4 hours of out of class work for each credit hour assigned to the course. For this 3-hour course, you should allocate at least 9 hours per week for reading, participating in the Moodle portion of the course, and writing papers.
- Please be sure to read the assigned chapters **prior** to answering the discussion board questions. Remember, points are earned based on your presentation of factual material.
- Some of the lecture time for this course comes from participating in the discussion boards. Please make sure that you allocate at least 3-4 hours/week to reading the assigned chapters and at least 2-3 hours/week to participating in the discussion boards.
- At a minimum, log into the Moodle component of the course every other day. This is one of the ways that you “come to class”. I encourage you to ask questions and voice your opinions! Treat this class as a live seminar with an online component. Sign in, think deeply, participate, and always be kind in your interactions with others. Remember, written words are much more likely to be misconstrued because of all of the non-written cues that are missing. Please be careful and considerate.
- Come to the meetings with the class via videoconferencing “Collaborate Meeting” on Moodle (CMM) whenever you can. The meetings will provide you the opportunity to know one another personally and learn together. If you are not doing as well as you would like: please make an appointment to consult with Dr. Jain about how you can excel in this course.
- Due to the nature of discussions involved in this class, it is important that we respect each other’s opinions and values. You are expected to participate in online discussions in such a manner as to maximize learning for yourself and your classmates while maintaining a safe environment for open and free expression of ideas by adhering to professional guidelines becoming of a clinical mental health counselor.

#### **Academic Support Centers**

This is a great resource for students. <https://www.uprovidence.edu/become-a-student/academic-information/academic-support/>

- Trio Support Services

- Mathematics Center
- Writing & Critical Thinking Center
- Disability Services
- Academic Success Center

**VI. University Policies and Information**

<https://www.uprovidence.edu/academics/>

This Link includes access to the following important University Information: Academic Catalog (University Policies and Information) Academic Calendar, Library Services, Registrar’s Office, Student Academic Support Services and more.

**Counseling Service**

To promote the growth and mental well-being of MSC students, the University of Providence has contracted with mental health service providers at the YWCA to provide mental health counseling for any MSC students regardless of their ability to pay for services. Counseling services can be access by calling (406) 252-1315.

**About the Instructor**

Diversity is appreciated and welcome in this classroom. I define myself as a global citizen and I believe in a collaborative learning environment and embrace diversity. It is my concern to meet each student’s individual needs. Please email me with any questions or concerns. I look forward to working with you!

Because it will assist you in becoming an effective mental health counselor, you should become aware of your personal issues and bias. Awareness is key to developing insight and reflecting on your own experiences. Counseling service may help you to address your personal issues during your graduate program.

**I. The Grid - Goals & Objectives from the University:**

<b>Master degree requirement</b>	Competency objectives <b>CACREP Standards</b>	<b>Assessment / Measurements</b>
<b>Reflective Learning:</b> To apply major theoretical perspectives in their field of study to real-life cases and to reflect on these applications	<b>impact of biological and neurological mechanisms on mental health (S5.F.2.g.)</b>	<b>Readings</b> Moodle forum participation
	<b>classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (S5.F.2.h.)</b>	<b>Readings</b> Interview paper

<b>Reflective Practice:</b> To reflect and act on one's own ideas, analyses, values, and personal and organizational interests in relation to one's field of study	<b>impact of biological and neurological mechanisms on mental health (S5.F.2.g.)</b>	<b>Readings</b> Observation report
	<b>classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (S5.F.2.h.)</b>	Interview paper
<b>Reflective Scholarship:</b> Understand the major theoretical perspectives within their field of study	<b>impact of biological and neurological mechanisms on mental health (S5.F.2.g.)</b>	Counselor Interview paper
	<b>classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (S5.F.2.h.)</b>	<b>Final Paper</b>