

Master CNS768 Syllabus

Wake Forest University Department of Counseling



CNS 768: Psychopharmacology for Counselors Summer-1 2024

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Course Faculty

Lead Faculty: Dr. Jamie Crockett

Email: [crockeje@wfu.edu \(mailto:crockeje@wfu.edu\)](mailto:crockeje@wfu.edu)

Course Description

Students will learn the basic principles of psychopharmacology, pharmacokinetics, and neurobiology as they pertain to their role as a professional counselors. They will learn how psychopharmacological drugs are classified, prescribed, and managed. They will also learn the importance of staying up-to-date given that the knowledge-base related to psychopharmacology is rapidly evolving as new research and discoveries advance the field. The information presented in this course will prepare students with the foundational tools that they will need to function as knowledgeable members of multi-disciplinary treatment teams serving clients seeking counseling services. Finally, students will gain knowledge about the important and complex ethical and legal issues that surround the use of psychopharmacological drugs.

Course Objectives

Upon successful completion of this course, students will be able to:

1. Describe the importance of collaboration and psychoeducation with integrative health care professionals in the management of pharmacological treatment.

2. Identify and apply the ethical and legal considerations related to psychopharmacological treatment with children, adolescents, and adults.
3. Describe a basic understanding of neurobiology, including the functions of the brain and neurological system, the anatomy and function of neurons, and the role of neurotransmitters involved in emotions and behavior.
4. Demonstrate an understanding of psychopharmacology and pharmacokinetics to include basic principles of pharmacokinetics; routes of drug administration and absorption; and medication effects, including side effects and drug interactions.
5. Identify current pharmacological medications to include basic classifications, indications, therapeutic effects, side-effects, and contraindications for usage in common mental health disorders in children, adults, and adolescents.
6. Demonstrate an understanding of current professional research in psychopharmacology relevant to strategies for intervention and treatment of common mental health disorders in children, adults, and adolescents.

Course Materials

Course materials refer **only** to the textbook(s), Course Reserves, WFU library readings, or scholarly articles. Refer to the course for **all other** instructional content (websites, lectures, videos, interactive activities, etc.)

Required Texts

- Preston, J. D., O'Neal, J. H., & Talaga, M. C., & Moore, B. A. (2021). *Handbook of clinical psychopharmacology for therapists* (9th ed.). Oakland, CA: New Harbinger Publications, Inc. ISBN-13: 978-1684035151
- Sinacola, R. & Peters-Strickland, T., & Wyner, J. D. (2020). *Basic psychopharmacology for counselors and psychotherapists* (3rd ed). Upper Saddle River, NJ: Pearson Education Inc. ISBN-13: 978-0-13-489364-8

Required Readings

There is regularly new and emerging research published in the field of psychopharmacology. In fact, there are currently many hotly debated areas of previously held assumptions related to the brain and mental health. As such, beyond the textbooks, additional readings are assigned in the weekly lessons and the lead instructor may also add new readings via announcements. The following readings are available as links to articles on the course pages, WFU library readings, or through Course Reserves which is accessible from the Modules section:

- King, J. H. & Anderson, S. M. (2004). Therapeutic implications of pharmacotherapy: Current trends and ethical issues (PDF). *Journal of Counseling and Development*, 82, 329–336.
- Kaut, K. (2011). Psychopharmacology and mental health practice: An important alliance (PDF). *Journal of Mental Health Counseling*, 33, 196–222.
- Murray, T.L. (2011). The Role of Psychopharmacology in Mental Health: A Response to Kaut (2011). *Journal of Mental Health Counseling*, 33(4), 283–294.

Live Sessions

Students will find the day and time in the course:

- **Live Sessions:** Refer to the **Meet Your Lead Faculty** page under the Getting Started module for details.
- **Office Hours:** Refer to the **Meet Your Practitioner Instructor** page under the Getting Started module for details.

Live Sessions are not mandatory, but student attendance is encouraged. When critical information is presented in a live session, the lead faculty will either record the session or provide a summary of pertinent information. In this case, students are required to view the recording/read the summary as part of the lesson instructional materials for that week.

Methods of Instruction

Instructional methods in this course include lectures, discussions, case studies, experiential activities related to course content, and other interactive activities.

Instructor Interactions

Apart from clinical courses, WFU online courses are primarily asynchronous in nature, meaning students and instructors can engage with the learning materials at different times. There are a few notable exceptions, however, such as live sessions, office hours, and triad work (skills courses). For the asynchronous portions of our courses, students interact with instructors through virtual discussion boards, weekly video and/or written announcements, email communications, and formative and summative feedback on assignments. For the synchronous portions of our courses, students interact with lead instructors in weekly, recorded live sessions, and with practitioner instructors in office hours. Regarding live sessions, lead instructors meet virtually with students one hour per

week in which they present on a topic related to the learning material for the week, as well as answer questions that students have about the course material or assignments. In office hours, practitioner instructors answer students' questions about course content and assignments. They also, at times, present on topics related to that week's lessons.

In clinical courses, instructors interact with students primarily through individual/triadic and group supervision sessions. Instructors also monitor students' time logs, review required practicum and internship documents, evaluate their counseling session recordings and writeups, and submit midterm and final evaluations related to students' counseling skills development, as well as their professional dispositions and behaviors development.

Assessments

This section provides an overview of the items due during this course. See the Course Schedule for additional details.

Discussions

Discussions serve as the main vehicle for communication between students in the class. Using the forums, information will be shared, concepts will be discussed, and opinions expressed.

To earn credit for discussions, initial posts are due by Day 4 and reply posts are due by Day 7. Both initial posts and replies must be completed within the week that they are assigned. As such, late replies will not be accepted. If an initial post is late but still made within the week assigned, the late penalty (10% grade deduction for each day) will apply based on when the initial post is submitted.

For Discussion 6.1, students are expected to choose **ONE** case study for the initial post due by Day 4, and post at least two reply posts by Day 7.

Assignments

These are the assignments that will be completed and submitted throughout the duration of the course.

Assignment 1.1: Psychopharmacology and The Role of a Counselor

For this assignment, students will write a 3-5 page paper addressing a series of questions based on a case scenario, reflect on how counselor should respond, and detail what the counselor should do.

Assignment 3.1: Two Sides to Psychopharmacology

For this assignment, students will write a 3-5 page paper exploring the two opposing sides of the effectiveness of psychopharmacological medication in alleviating symptoms of mental health disorders.

Assignment 5.1: The Case of Christopher

For this assignment, students will write a 3-5-page paper addressing a series of questions based on a Case Vignette from the textbook.

Quizzes

Each week students will complete practice quizzes based on the weekly readings. Students will have an unlimited amount of time to complete them, and they are allowed 2 attempts to gain the best score possible.

Exams

Students will complete a Final Exam in week 7. The final exam is a 105-question, multiple choice and True/False test. This is a closed-book exam so they may not use any of the course materials as a resource. The questions are from the course materials covered from weeks 1 to 7 including textbooks.

Late Work

Students are encouraged to make the same effort to submit all assignments on time that they would use in the workplace. It is, however, understood that sometimes circumstances arise that are beyond our control. To request an extension, students should contact their Lead Faculty as soon as a problem is identified to provide details and determine a realistic deadline. Assignments submitted late without prior approval will not be eligible for full credit.

Unless arrangements have been made, students who submit late assignments will receive a **10% grade deduction for each day** beyond the due date.

Grading Policies

This table details the grade points and/or percentages of each assignment.

Grading

Assessment	Points Possible	Weighted Percentage
Discussions (3)	300	30%
Assignments (5)	500	30%
Quizzes (6)	56	24%
Final Exam	210	16%
Total	1066	100

Grading Scale

This table lists the letter grade corresponding to ranges of points.


Final grading is at the discretion of the faculty.

Grading Scale

Letter Grade	Percentage
A	93–100
A–	90–92
B+	87–89
B	83–86
B–	80–82
C+	77–79
C	70–76
F	0–69

Academic Policies

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty.


The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. Read the [Graduate Student Academic Honor Code \(PDF\)](#) 

(https://prod.wp.cdn.aws.wfu.edu/sites/275/2021/06/Honor-Code-Policy_1-30-2020.pdf).

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University.

The list that follows includes examples, although not all-inclusive, of academic dishonesty:

- Purchase of term papers turned in as one's own or writing the term paper(s) for another student.
- Submission of same term paper to another class without permission.
- Providing another student answers during an exam.
- Use of notes or books during exam when prohibited.
- Collaboration on homework or take-home exams when instruction called for independent work.
- Providing test question(s) to student(s) in another section of the class.
- Falsifying records or the fabrication of information and/or citation in an academic exercise.
- Violation of computer policies.
- **Plagiarism** is the appropriating or passing off as one's work the writings, ideas, etc. of another. This includes (but not limited to) copying without giving credit due, forgery, literary theft, and expropriation of some other's work. Plagiarism also includes electronic information of all types.
- Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, as well as further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrollment, reinstatement, and student and faculty expectations, see the [Wake Forest University Student Handbook](#)  (<https://counseling.graduate.wfu.edu/forms/student-forms-information/>).

Synchronous Class Recording Notice

In accordance with Wake Forest University's policy regarding class recordings, be mindful of this information:

- **Recording of Synchronous Class Sessions.** All or some in-person and synchronous classes may be recorded (live sessions and/or office hours). Student images and voices may be captured in these recordings. Recordings will be available for viewing only by students enrolled in the class via Canvas or an alternative platform. The recordings are not available for download. No other recording, including by students, is permitted.
- **Recording Tails in Synchronous Class Sessions.** Synchronous class recordings may include events that happen before class officially begins or after it officially ends. Students should take care not to discuss any confidential matters during these periods of time.
- **Access to Recordings.** Students may access the class recordings made available to them solely for the purpose of participating in the course. The recordings may not be used by any person other than a student enrolled in the course or for any purpose other than to participate in the course. Students are prohibited from downloading or distributing any portion of the recordings for any purpose. Students should understand that technical problems or human error may prevent successful recording.
- **Copyright Notice.** Students are advised that Wake Forest University faculty members hold the copyright in their course materials. The University and the faculty have legal rights in class recordings.

Academic Engagement and Monitoring

It is very important that students actively engage in class discussions, and that students communicate in a timely manner with their instructors if unforeseen circumstances negatively affect their academic engagement. WFU monitors student academic engagement through student activity in the course, much of which can be monitored automatically in Canvas (e.g., logging into the course in Canvas, participating in discussion boards, submitting assignments, reviewing learning materials in the modules); attending live sessions, office hours, and individual/triadic/group supervision sessions; and communicating by phone or email with instructors. If an entire week passes without a student submission of an assignment and/or no contact is made with instructors, the following will occur:

- Lead/practitioner instructors or Financial Aid Office staff alert Department Officials that the student has stopped responding or submitting.
- The student services team will attempt to make contact through email and telephone.

- While being contacted, faculty and student support staff will inform the student that, if they are not noted as participating by the end of the two week period, the Department will proceed with the withdrawal procedures.
- If the two-week mark is met with no activity and there has been no communication from the student, an email will be sent notifying them of administrative withdrawal from the Counseling Program, for lack of activity.
- If the student responds to the lead and/or practitioner instructors after the two-week mark, and expresses plans to continue in the course, the lead instructor will advise them and the PI about any deduction for late work and implications for any missing assignments. The student will again be considered active in the course.
- If the student responds and decides to withdraw, withdrawal procedures will be initiated. The student will be advised that their response to this email is time sensitive and must be received in the next 2 days.
 - If the student does not reply within that time frame, the withdrawal procedure will begin.
 - If the student becomes active in the course, an administrative withdrawal will not be initiated.

Technical Requirements

Identify the **minimum device configuration requirements** 

([https://urldefense.com/v3/https://help.wfu.edu/support/solutions/articles/13000010300-bring-your-own-device-byod-requirements_!!LtJ5xwj-!dkTBc7dBoa0VXsezHewQ-SWPnmopdxk-j3XYkiELK7MHP2gSzZ0NrpqzHfrMjxVlrig\\$](https://urldefense.com/v3/https://help.wfu.edu/support/solutions/articles/13000010300-bring-your-own-device-byod-requirements_!!LtJ5xwj-!dkTBc7dBoa0VXsezHewQ-SWPnmopdxk-j3XYkiELK7MHP2gSzZ0NrpqzHfrMjxVlrig$)) for this institution.

Help Desk Support

Assistance to resolve technical problems is **available 24/7, 365 days a year**.

Students can access the Help Desk at: **Wake Forest Help Desk** 

(<https://tinyurl.com/wfumachelpdesk>).

Help Desk services are restricted primarily to problems associated with the functionality of the course delivery platform. Responsibilities include:

- Assisting students having difficulties accessing course email, the course itself, including discussion forums—such as the ability to view responses to comments posted in a forum—viewing multimedia files, submitting/posting assignments, and accessing quizzes.

- Support for basic hardware, software, ISP, and Internet browser issues.

Sometimes students may not be sure whether a problem they are having is caused by their computer system or the online learning management system. The Help Desk will help students figure out where the problem lies and attempt to resolve issues immediately. However, some highly advanced hardware issues may require additional assistance. If this is the case, the Help Desk may suggest seeking assistance from a local computer repair establishment.

Canvas Support

Call a Canvas Expert: 833.383.5792

For Canvas technical support, select the Help icon in the navigation bar, where students will find several options including:

- Call a Canvas Expert—phone support hotline
- Chat with Canvas Support—live chat for students and faculty
- Search Canvas Guides—answers to common questions
- Submit a ticket to Canvas Support

When submitting a ticket, be as specific as possible in the description of the issue. Include the name of the course and the date the issue occurred, the browser being used and, if possible, screenshots to help Canvas support personnel troubleshoot the issue and expedite service.

Note: Lead Faculty and PIs do not provide Canvas support.

AskDeac Help Desk

AskDeac services include most technology issues outside of the scope of course delivery. Common requests include assistance setting up a VPN, setting up a WFU Zoom account, using Google Drive, and resetting WFU email passwords.

Assistance to resolve technical issues is available through Email or Live Chat from 8:00 a.m. to 9:00 p.m. EST, Monday through Friday. Phone support is available from 8:00 a.m. to 5:00 p.m. EST, Monday through Friday.

Access AskDeac at: **AskDeac**  (<https://help.wfu.edu/support/home>).

Diversity, Equity, and Inclusion

Wake Forest University is committed to supporting diversity, equity, and inclusion. The **Office of Diversity and Inclusion** [↗\(https://diversity.wfu.edu/\)](https://diversity.wfu.edu/) provides campus resources such as the Intercultural Center, LGBTQ Center, Women's Center, and more. Locate these on the webpage under Affinity & Support.

To learn more about WFU's commitment to diversity, equity, inclusion read the **Non-Discrimination Statement** [↗\(https://hr.wfu.edu/quick-links/policies/non-discrimination-statement/\)](https://hr.wfu.edu/quick-links/policies/non-discrimination-statement/) and policy on **Non-Discrimination on the Basis of Disability** [↗\(https://policy.wfu.edu/non-discrimination-on-the-basis-of-disability/\)](https://policy.wfu.edu/non-discrimination-on-the-basis-of-disability/).

Pro Humanitate - As a part of the Wake Forest community, the faculty and staff of the Department of Counseling fully embrace the concept of Pro Humanitate. In each of our classes (graduate, undergraduate, face-to-face and virtual), we strive to affirm every person and every identity including but not limited to gender identity, affectional orientation, language, national origin, color, race, disability, sex, religion, creed, and ancestry. We embrace the development of critical thinkers that consistently aspire to become culturally responsive and encourage you to challenge your own biases while developing the necessary skills to enter your chosen profession. Further, the faculty and staff will promote the **Realizing Inclusion, Diversity, and Equity (R.I.D.E.)** [↗\(https://diversity.wfu.edu/realizing-inclusion-diversity-and-equity/introduction-to-ride/#\)](https://diversity.wfu.edu/realizing-inclusion-diversity-and-equity/introduction-to-ride/#) framework in our teaching, research, supervision and advising. We hope that you will join us along this journey, with a commitment to advocacy and social justice in both your personal and professional lives. *Pro Humanitate*, to better the lives of all humans!

Accessibility and Special Accommodations

Wake Forest strives to provide equal access for all learners. Learning content contained within the Canvas Learning Management System is designed to meet the Web Content Accessibility Guidelines (WCAG) 2.1 AA developed by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act. Throughout our course development process, we test the capabilities of our learning content against these standards.

Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive.

Along with the mission of the Division of Student Life, Disability Services exists to enable students with disabilities to experience equal access to the academic, social, and recreational activities and programs at Wake Forest University. To achieve this goal, the **Center for Learning, Access, and Student Success (CLASS)** [↗\(https://class.wfu.edu/\)](https://class.wfu.edu/)

is available to offer academic support for all Wake Forest Students. CLASS staff works with students, faculty, and staff to implement services and accommodations that are in accordance with both state and federal laws and our own commitment to this goal.

If a student has a disability that may require an accommodation for taking this course, use the Student Portal Login located on the [Center for Learning, Access, and Student Success \(CLASS\)](https://class.wfu.edu/) (<https://class.wfu.edu/>) website. Alternatively, contact the Center for Learning, Access, and Student Success at the contact information provided.

Contact Information:

118 Reynolda Hall, WFU

Winston-Salem, NC, 27109

Phone: 336-758-5929

Email: class@wfu.edu (<mailto:class@wfu.edu>)

Emergency Contingency Plan

Disaster Planning/Catastrophic Event Policy: In the event the University calendar is disrupted by disaster or catastrophic event, please continue with the assigned lessons and adhere to the due dates of assignments and discussions. The instructor will be available by email or by phone, unless the internet or phone is inaccessible.

Course Schedule

The course week runs from Monday (Day 1) to Sunday (Day 7). Due dates for assignments and discussions are stated in day numbers. **Unless otherwise noted**, all assessments are due by 11:59 p.m. E.T. on the designated day.

There will be Live Sessions and Office Hours each week **unless otherwise communicated**. Students will find the day and time in the course:

- **Live Sessions:** Refer to the **Meet Your Lead Faculty** page under the Getting Started module for details.
- **Office Hours:** Refer to the **Meet Your Practitioner Instructor** page under the Getting Started module for details.

Please Note: Readings refer **only** to textbook, Course Reserves, WFU library readings, or scholarly articles. Refer to the course for **all other** instructional content (websites, lectures, videos, interactive activities, etc.)

Week 1: Introduction to Psychopharmacology (May 6 – May 12)

Lesson	Readings	Discussions	Assignments	Quizzes
<p>Lesson 1: Understanding Psychopharmacology: An Overview</p> <p>Course Objective: 1, 2</p>	<p>Read the following in the Preston, O'Neal, Talaga & Moore (2021) textbook:</p> <ul style="list-style-type: none"> • Chapter 1, Introduction • Chapter 2, Integrated Models <p>Read the following articles:</p> <ul style="list-style-type: none"> • Bray, B. (2022). Wellness: Aiming for an ever-moving target. <i>Counseling Today</i>. • King, J. H. & Anderson, S. M. (2004). Therapeutic implications of pharmacotherapy: Current trends and ethical issues (PDF). <i>Journal of Counseling and Development</i>, 82, 329–336. • Kaut, K. (2011). Psychopharmacology and mental health practice: An important alliance (PDF). <i>Journal of Mental Health Counseling</i>, 33, 196– 222. • Murray, T.L. (2011). The Role of Psychopharmacology 	<p>Discussion 1.1: Exploration (Initial Post Due Day 4, Reply Posts Due Day 7)</p>	<p>Assignment 1.1: Psychopharmacology and The Role of a Counselor (Due Day 7)</p>	<p>Practice 1.1: Wee (Due Da)</p>

Lesson	Readings	Discussions	Assignments	Quizzes
	<p>in Mental Health: A Response to Kaut (2011). <i>Journal of Mental Health Counseling</i>, 33(4), 283–294.</p>			

Week 2: Basic Neurobiology & Pharmacokinetics (May 13 – May 19)

Lesson	Readings	Discussions	Assignments	Quizzes
<p>Lesson 1: Basic Neurobiology</p> <p>Course Objective: 3</p>	<p>Read the following in the Preston, O'Neal, Talaga & Moore (2021) textbook:</p> <ul style="list-style-type: none"> Chapter 3, Neurobiology <p>Read the following in the Sinacola, Peters-Strickland & Wyner, J. D. (2020) textbook:</p> <ul style="list-style-type: none"> Chapter 2, Basic Neurobiology <p>Read the following article:</p> <ul style="list-style-type: none"> Luke, C., Miller, R., & McAuliffe, G. (2019). Neuro-Informed mental health counseling: A person-first perspective. <i>Journal of Mental Health Counseling</i>, 41(1), 65–79. https://doi.org/10.17744/mehc.41.1.06 	None	None	None
<p>Lesson 2: The Basic Principles of Pharmacokinetics</p> <p>Course Objectives: 1, 4</p>	<p>Read the following in the Preston, O'Neal, Talaga & Moore (2021) textbook:</p> <ul style="list-style-type: none"> Chapter 4, Pharmacology <p>Read the following in the Sinacola, Peters-Strickland & Wyner, J. D. (2020) textbook:</p> <ul style="list-style-type: none"> Chapter 3, Psychopharmacology and Pharmacokinetics 	<p>Discussion 2.1: Application (Initial Post Due Day 4, Reply Posts Due Day 7)</p>	None	Prac 2.1: (Due Day 7)

Week 3: Treatment and Psychoeducation of Common Mental Conditions, Part 1 (May 20 – May 26)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
<p>Lesson 1: Preliminary Considerations Related to Treatment Adherence and Diagnoses</p> <p>Course Objectives: 5, 6</p>	<p>Read the following in the Preston, O'Neal, Talaga & Moore (2021) textbook:</p> <ul style="list-style-type: none"> • Chapter 5, Medication Nonadherence • Chapter 6, Preliminary Diagnostic Considerations <p>Correll, C.U., et al (2023). The future of psychopharmacology: a critical appraisal of ongoing phase 2/3 trials, and of some current trends aiming to de-risk trial programmes of novel agents. World Psychiatry.</p>	None	None	None
<p>Lesson 2: Unipolar and Bipolar Depression</p> <p>Course Objectives: 5, 6</p>	<p>Read the following in the Preston, O'Neal, Talaga & Moore (2021) textbook:</p> <ul style="list-style-type: none"> • Chapter 7, Depressive Disorders • Chapter 8, Bipolar Disorders <p>Read the following in the Sinacola, Peters-Strickland & Wyner, J. D. (2020) textbook:</p>	None	Assignment 3.1: Two Sides to Psychopharmacology (Due Day 7)	Practice Quiz 3.1: Week 3 (Due Day 7)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
	<ul style="list-style-type: none"> Chapter 5, Treatment of Unipolar Depression Chapter 6, Treatment of Bipolar Disorder 			

Week 4: Treatment and Psychoeducation of Common Mental Conditions, Part 2
(May 27 – June 2)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
<p>Lesson 1: Anxiety Disorders</p> <p>Course Objectives: 5, 6</p>	<p>Read the following in the Preston, O'Neal, Talaga & Moore (2021) textbook:</p> <ul style="list-style-type: none"> Chapter 9, Anxiety Disorder Chapter 10, Obsessive-Compulsive Disorders <p>Read the following in the Sinacola, Peters-Strickland & Wyner, J. D. (2020) textbook:</p> <ul style="list-style-type: none"> Chapter 7, Treatment of Anxiety Disorders 	None	None	None
<p>Lesson 2: Post-Traumatic Stress Disorder (PTSD)</p> <p>Course Objectives: 5, 6</p>	<p>Read the following in the Preston, O'Neal, Talaga & Moore (2021) textbook:</p> <ul style="list-style-type: none"> Chapter 12, Post-Traumatic Stress Disorder <p>Read the following article:</p> <ul style="list-style-type: none"> Lenz, Haktanir, A., & Callender, K. (2017). Meta-Analysis of Trauma-Focused Therapies for Treating the Symptoms of Posttraumatic Stress Disorder. Journal of Counseling and Development, 	<p>Discussion 4.1: Empowering the Client (Initial Post Due Day 4, Reply Posts Due Day 7)</p>	None	Practice Quiz 4.1: Week 4 (Due Day 7)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
	95(3), 339–353. https://doi.org/10.1002/jcad.12148			

Week 5: Treatment and Psychoeducation of Thought Disorders and Disorders of Attention (June 3 – June 9)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
<p>Lesson 1: Treatment and Psychoeducation of Thought Disorders and Disorders of Attention</p> <p>Course Objectives: 5, 6</p>	<p>Read the following in the Preston, O'Neal, Talaga & Moore (2021) textbook:</p> <ul style="list-style-type: none"> • Chapter 11, Psychotic Disorders • Chapter 13, Borderline Personality Disorders • Chapter 25, pp. 285–289, Psychopharmacology of ADHD <p>Read the following in the Sinicola, Peters-Strickland & Wyner, J. D. (2020) textbook:</p> <ul style="list-style-type: none"> • Chapter 8, Treatment of Psychotic Disorders • Chapter 9, Treatment of ADHD and Disorders of Attention • Chapter 12, Treatment of Personality Disorders 	None	Assignment 5.1: The Case of Christopher (Due Day 7)	Practice Quiz 5.1: Week 5 (Due Day 7)


Week 6: Treatment and Psychoeducation of Substance-Related, Miscellaneous, & Child Disorders (June 10 – June 16)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
<p>Lesson 1: Treatment and Psychoeducation of Substance-Related, Miscellaneous, & Childhood Disorders</p> <p>Course Objectives: 5, 6</p>	<p>Read the following in the Preston, O'Neal, Talaga & Moore (2021) textbook:</p> <ul style="list-style-type: none"> • Chapter 14, Substance-Related Disorders • Chapter 16, Other Miscellaneous Disorders • Chapter 25, Child and Adolescent Psychopharmacology <p>Read the following in the Sinicola, Peters-Strickland & Wyner, J. D. (2020) textbook:</p> <ul style="list-style-type: none"> • Chapter 13, Treatment of Chemical Dependency and Co-Occurring Conditions • Chapter 14, Treatment of Comorbidity and Other Disorders 	<p>Discussion 6.1: Case Studies (Initial Post Due Day 4, Reply Posts Due Day 7)</p>	None	<p>Practice Quiz 6.1: Week 6 (Due Day 7)</p>

Week 7: Uses of Medication and General Medication Issues (June 17 – June 23)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
Lesson 1: Uses of Medication	Read the following in the Preston, O'Neal, Talaga &	Discussion 7.1: Reflection	None	Test 7.1: Final Exam (Opens Day 5 at 12:00)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
and General Medication Issues Course Objectives: 5, 6	Moore (2021) textbook: <ul style="list-style-type: none"> • Chapter 17, Antidepressant Medications • Chapter 18, Bipolar Medications • Chapter 19, Antianxiety Medications • Chapter 21, Over-the-Counter Dietary Supplements and Herbal Products • Chapter 23, Medication Discontinuation • Chapter 24, Red Flags: When to Reevaluate 	and Moving Forward (Initial Post Due Day 4, Reply Posts Due Day 7)		AM, Closes Day 7 at 11:59 PM)

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