COURSE TITLE: Pharmacy 5059: Selected Psychiatric and Substance Abuse Disorder Topics

I. Contact Information
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Office Hours: M-W 2:00-3:00, T-Th 2-4, F 8-11

II. Course Prerequisites/Corequisites
Second or Third year (P2 or P3) professional pharmacy standing

III. Course Description
This course will expand the pharmacy student’s exposure to selected topics in behavioral health including pharmacotherapy of selected disorders. The course will also include guest speakers from the area that work with selected disorders.

IV. Curricular Objectives and Outcomes

C. Develop and implement an evidence-based care plan. (pharmacology, physiology, pathology, etc.)
   i. Identify goals of therapy that are individualized to the patient.
   ii. Develop a plan of care that includes interventions to resolve drug therapy problems, achieve the goals of therapy, and prevent drug therapy problems.
   iii. Develop a schedule to follow-up and evaluate the effectiveness of outcomes from drug therapies and assess any adverse events experienced by the patient.
   iv. Evaluate patient outcomes with respect to the achievement of goals of therapy, patient adherence, patient safety, and the development of new drug therapy problems.

A. Counsel and educate patients regarding medication use, disease-state management, and health maintenance.
   i. Assess the patient’s level of literacy and health literacy.
      a. Assess patients for physical/mental impairment impacting verbal and written communication processes.
      b. Assess medical, disease-state knowledge, health knowledge, attitudes, and beliefs.
   ii. Identify educational needs relative to pharmaceutical care.
   iii. Identify educational resources available and select the best method to provide counseling/education.
   iii. Provide information that empowers patients to effectively manage their medication-related health care.

   A. Define the question that needs to be answered.
   B. Distinguish among lay, professional, and scientific literature.
   C. Identify appropriate literature search engines for lay, professional, and scientific literature.
   D. Explain the method to construct an appropriate search strategy for various literature types.
E. Evaluate literature source validity.

F. Explain methods for systematically evaluating literature.

G. Evaluate the appropriateness of research methodologies and statistical methods.

H. Draw appropriate conclusions from research results.

I. Assess the potential impact and implication of published information on current practices.

5. **Promote Health Improvement and Self-Care.**

A. Promote/participate in effective health and disease prevention services as part of patient or population specific care.
   
i. Identify health and disease prevention services needed.
   
ii. Identify available health care resources (e.g., personal, education, financial, equipment) necessary to provide services.

6. **Think Critically.**

A. Identify, retrieve, understand, analyze, synthesize, and evaluate information needed to make informed, rational, and ethical decisions.
   
i. Systematically gather, organize, and extract relevant information using a variety of methods and research tools.
   
ii. Analyze information within appropriate scientific, social, and clinical contexts.
      
a. Identify principles of organization and the logic of arguments.
      
b. Identify and test assumptions, biases, and prejudices implicit in arguments.
      
c. Employ appropriate mathematical and statistical tools and electronic technology to analyze information.
      
d. Assess accuracy, soundness, fairness, significance, relevance, completeness, and persuasiveness of information, arguments, and sources. (consider difference between information & the information source)
   
iii. Synthesize information in order to draw conclusions, hypothesize, conjecture alternatives, or plan a course of action.
   
iv. Evaluate conclusions and solutions according to appropriate criteria, and revise as necessary.
   
v. Provide support for rationale, solutions, and results.

B. Solve complex problems that require an integration of one’s ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.
   
i. Interpret problems within appropriate contexts.
   
ii. Prioritize problems based on identifiable criteria and standards.
   
iii. Apply systematic problem-solving strategies.
iv. Articulate and implement a defensible solution and apply appropriate criteria to monitor outcomes.

v. Implement modifications based on monitoring data.

C. Display habits, attitudes, and values associated with mature critical thinking.
   i. Evaluate personal assumptions, biases, prejudices, and opinions.
   ii. Display an openness to new ideas and a tolerance for ambiguity.
   iii. Display inquisitiveness and commitment to the pursuit of truth.
   iv. Adopt multiple perspectives in personal thinking to avoid ethno-centricity and intolerance.

V. Course Specific Objectives and Outcomes
   Students will demonstrate achievement of objectives by examination and participation in group projects/discussions.

VI. Course Topics
   Topics included in the course will be: psychopharmacology, alcohol dependence and abuse, drug dependence and abuse, personality disorders, insomnia, developmental disorders and introduction to psychiatric diagnosis.

VII. Instructional Methods and Activities
   Instructional methods will include: traditional lectures, in-class discussion of patient cases, small group discussion, case-based learning and group projects.

VIII. Evaluation and Grade Assignment
   Exams will be given in ExamSoft or another appropriate format as determined by the course coordinator. There will be ten 10 questions exams (exams 1-10) and a 50 question final exam for the course which will encompass new material and may encompass old or comprehensive material as necessary. The final exam will consist of 50 questions selected from exams 1-10. Exam dates will be announced in class as well as by email through Moodle. Exams may be multiple choice, fill in the blank, short-answer, case or scenario based discussion, essay, or any format deemed necessary by the lecturers and course coordinator. Information acquired from previous lectures in the course or from other courses in the professional pharmacy curriculum may be needed in preparing for and answering exam questions. Exams may cover material (readings or outside assignments) not covered in class. Students wishing to review their exams with the course coordinator or with a specific lecturer must do so within 2 weeks of posting of exam scores. Students wishing to challenge a question must provide the course coordinator with a written statement that identifies the question being challenged, why the student feels his/her answer is correct and appropriate references supporting the challenge. Concerns or challenges should be emailed to faculty member who developed the question with this communication forwarded to the course coordinator. Challenges or concerns must be addressed within 2 weeks of posting of grades. Each student is expected to attend each exam. If a student cannot attend an exam due to a valid University excuse, the student must notify the course coordinator by email or phone as soon as possible. Failure to attend an exam without a valid University excuse will result in a score of 0 for that exam. Make-up exams can be of any format as chosen by the faculty members involved with the course coordinator. Make-up exams will be given at a time deemed appropriate by the course coordinator with input from the student and faculty members involved.

Quizzes
   Quizzes may be given during the semester. Quizzes may be based on material presented during class, reading assignments, or other assignments to be determined by the lecturer.
Points from quizzed will be added to the total points available for the course in determination of final grades.

**Semester points**

<table>
<thead>
<tr>
<th>Exams 1-10 (10 questions per exam)</th>
<th>200 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final exam</td>
<td>100 points</td>
</tr>
<tr>
<td>TOTAL POINTS:</td>
<td>300 points</td>
</tr>
</tbody>
</table>

**Grading Scale**

The grading scale for the course will be a 10 point grading scale.

- 89.5-100%    A
- 79.5-89.4%   B
- 69.5-79.4%   C
- 59.5-69.4%   D
- < 59.5       F

There will be no curving or adjustment of grades except in cases of incorrect or inappropriate individual questions.

**Exam dates:**  Exams 1-10 TBA  
Final Exam May 4th

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**IX. Class Policies and Procedures**

At a minimum, all policies stated in the current ULM *Student Policy Manual & Organizational Handbook* should be followed (see [http://www.ulm.edu/studentpolicy/](http://www.ulm.edu/studentpolicy/)). Additional class policies include:

**A. Textbook(s) and Materials:** No required text. Selected reading material may be provided and required for particular topics.

**B. Attendance Policy:**

Class attendance is regarded as an obligation as well as a privilege, and students are expected to know attendance regulations and to attend regularly and punctually at classes in which they are enrolled. Failure to do so: (1) may prevent access to the classroom during regularly scheduled times; (2) may jeopardize a student’s scholastic standing; and (3) may lead to suspension from the college or University. Students shall submit excuses for all class absences to professor within three class days after returning to classes. Professors shall accept an official University excuse. With the following exceptions professors are to determine whether absences are excused or unexcused: 1) Absences arising from authorized trips away from the University or from special duties at the University shall be excused. 2) Absences arising from a student’s confinement in a hospital or other in-patient facility or doctor’s excused absences shall be excused. Students are responsible for verifying this information to the faculty. 3) Absences arising from a death in the immediate family shall be excused. The immediate family is defined as spouse, child, step-child, mother, father, sister, brother, grandmother, grandfather, step-mother, step-father, step-brother, step-sister, aunt, uncle, mother-in-law or father-in-law.

**C. Make-up Policy:**

Each student is expected to attend each exam at the date and time specified. If a student cannot attend an exam due to an excused absence [see Attendance section below for definition of an excused absence], he/she must speak directly with the course instructor. The course instructor must be notified prior to the examination. Exams will NOT be given early. Failure to attend a scheduled make-up exam will result in a zero (0) grade for that exam. The format of the make-up exam may be written or oral. Make-up examinations will be administered with the final
exam. Exam dates are scheduled in the course syllabus and will only be changed in the event of University closure or at the discretion of the course instructor.

D. Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty (see Page 4 in ULM Student Policy Manual - http://www.ulm.edu/studentpolicy/). (Also, include any additional policy information)

E. Course Evaluation Policy: At a minimum, students are expected to complete the on-line course evaluation. (Also, include any additional course-specific policies related to evaluation of the course.)

F. Student Services: Information concerning student services in the College of Pharmacy can be found in the College of Pharmacy Student Handbook. In particular, students you pay special attention to the Colleges technical standards and policies concerning students with special needs. ULM student services, such as Student Success Center (http://ulm.edu/cass/), Counseling Center (http://ulm.edu/counselingcenter/), and Student Health Services, is available at the following Student Services web site http://ulm.edu/studentaffairs/

G. Emergency Procedures
   Please review the emergency escape plan in the classrooms and hallways of Bienville. Move quickly and orderly to the appropriate stairwell and exit the building. Under no circumstances is the elevator to be used for emergency evacuation. Any student needing assistance should notify the professor immediately.

H. Discipline/Course Specific Policies: N/A
X. Tentative Course Schedule

A. Contact Information: J. Lance Nickelson, Bienville 170, 342-3172; jnickelson@ulm.edu
B. Schedule – The instructor reserves the right to adjust the schedule as needed.

Pharmacy 5059 Spring 2016 Tentative lecture schedule
Meeting times: Monday 3:00-4:15 and Wednesday 3:00-4:15 Bienville room 170

1. January 20th: Introduction to course
2. January 25th: Introduction to psychiatric disorders: DSM and diagnostic criteria
3. January 27th: Antipsychotic psychopharmacology
4. Feb. 1st: Antipsychotic treatment of schizophrenia/EPSE review
5. Feb. 3rd: CATIE trial and offshoots
6. February 15th: Schizophrenia Cases and discussion
7. February 17th: Selected personality disorders
8. February 22nd: Antidepressant pharmacology
9. February 24th: Mood disorders (depression)
10. February 29th: Depression cases
11. March 2nd: Mood disorders (Bipolar disorders)
12. March 7th: Mood disorders cases
13. March 9th: Suicide
14. March 14th: Suicide continued
15. March 16th: Anxiety disorders
16. March 21st: Insomnia
17. March 23rd: ADHD
18. April 4th: Cases/exam review
19. April 6th: Management of the agitated patient
20. April 11th: Neurobiology of addiction
21. April 13th: Addiction continued
22. April 18th: Opiate abuse and addiction
23. April 20th: Alcohol abuse and addiction
24. April 25th: Cocaine/stimulant abuse and addiction
25. April 27th: CNS depressant abuse and addiction
26. May 2nd: The pregnant patient
27. May 4th: Final exam

Final exam: TBA