

Clinical Psychopharmacology (PSYD35H3 S LEC01)

Winter 2022 Course Syllabus

Instructor: Laura Heath, PhD Candidate, M.A, M.Sc

Class Time: Mondays 9 – 11am

Class Location: Online January: Zoom Link: <https://utoronto.zoom.us/j/81646533531>

Passcode: **DRUGS**

In-Person after Jan 31: HL B106

Course Email: psyd35@gmail.com

Virtual Office Hours: By appointment only: <https://calendly.com/l-heath>

Office Location: Zoom link will be sent to student via email prior to scheduled meeting time

Will provide details on Quercus if in-person meetings resume.

Prerequisites: [(PSYB01H3) or (PSYB04H3) or [PSYB70H3](#)] and [[PSYB07H3](#) or [STAB22H3](#) or [STAB23H3](#)] and [[PSYB55H3](#) or (PSYB65H3)] and [PSYC62H3](#)

Course Description: This course reviews the psychopharmacological strategies used for addressing a variety of mental health conditions including anxiety, depression, psychosis, addiction, and dementia. Limitations of pharmacotherapy and its combinations with psychotherapy will be discussed. The course will employ a seminar style of teaching in which students are expected to actively participate in their own learning.

Course Goals: Through this course, participants will gain a broad understanding of the psychopharmacological mechanisms and treatment of neurological and psychiatric disorders. Students will develop critical thinking skills and gain experience in the review and development of research ideas in clinical psychopharmacology.

Learning Objectives: At the conclusion of this course, participants will be able to:

1. Identify the mechanisms and uses of psychotropic medications
2. Recognize advantages and disadvantages of pharmacological treatment for mental health conditions
3. Critically evaluate information and ideas related to controversial topics in clinical psychopharmacology from a variety of perspectives
4. Give presentations to disseminate knowledge, foster understanding, and generate discussion on relevant psychopharmacology clinical and research topics
5. Generate scientific writing that demonstrates critical understanding and reflection of the relevant topics through integration of various perspectives and scientific knowledge

PSYD35 Winter 2022 Course Schedule

Course Textbook: Advokat, C. D., Comaty, J. E., Julien, R. M. (2019). *Julien's Primer of Drug Action*. (14th ed.). Worth Publishers.

Note: To save money, you can buy or rent this book in e-book or paperback form through:
https://www.macmillanlearning.com/college/ca/product/Julien's-Primer-of-Drug-Action/p/1319015859?selected_tab=About

Week	Date	Topic	Readings
1	Jan 10	Introduction to course	Syllabus Start on Chapters 1-3
2	Jan 17	No Class – Review independently Refresher on psychopharmacology	Chapters 1-3
3	Jan 24	Epidemiology and Neurobiology of Addiction	Chapter 4
4	Jan 31	Antipsychotic Drugs SIGN-UP FOR DEBATES	Chapter 11
5	Feb 7	Antidepressant Drugs	Chapter 12
6	Feb 14	Anxiolytics, Sedative Hypnotics, Anesthetics, and Anticonvulsants	Chapter 13
7	Feb 21	Reading Week – No Class	
8	Feb 28	Bipolar Disorder WRITTEN ASSIGNMENT DUE – NEW TREATMENT APPROACH	Chapter 14
9	Mar 7	Child and Adolescent Psychopharmacology	Chapter 15
10	Mar 14	Geriatric Psychopharmacology	Chapter 16
11	Mar 21	DEBATE 1	
12	Mar 28	DEBATE 2	
13	Apr 4	DEBATE 3	

Debate Topics

Topic 1: E-cigarettes are more helpful than harmful to public health.

Topic 2: FDA approved Aducanumab, the first new medication for Alzheimer's disease in 18 years, despite loud opposition. Should it have been approved?

Topic 3: TBD.

Course Evaluation

Weekly Quiz (20%)

Written Assignment – New Treatment Approach (30%)

Debate – Written Preparation (10%)

Debate – Oral Presentation (25%)

Participation (15%)

Weekly Quiz (20%)

There will be quizzes throughout lectures 3-10. Each quiz will take place at the beginning of class and will comprise questions based on that week's textbook readings. Quizzes will be administered on Quercus, at least until in-person teaching resumes. Each quiz will be worth 5%. Out of the 7 quizzes, only 4 will count toward your grade; you can drop the worst 3. This component of the course has built-in leeway for absences. Extensions will not be accepted.

Written Assignment – New Treatment Approach (30%) – **Due February 28**

Write a brief summary of the research findings of a new pharmacological treatment approach for any psychiatric or neurological disorder. Ideas can be taken from the textbook's "New Approaches in the Pipeline" sections in the geriatric psychopharmacology chapter or can be from your own literature search. This review paper should include a description of the targeted disorder (e.g., Parkinson's disease), the proposed drug, its theorized mechanisms of action, a summary of the key research findings to date (i.e., describe a few of the important studies), where the literature currently stands and future directions (e.g., only tested in mice models so far; or currently in clinical trial; or if the hypothesized mechanisms of action have failed to be supported by recent studies, etc.). This paper should be no longer than 10 pages double spaced, excluding references and should be formatted according to the *Publication Manual of the American Psychological Association (7th Edition)*.

Debate

Written Preparation (10%)

One week before your debate, you should submit an outline of your team's arguments and counterarguments, with a particular focus on the information you will be providing in your role (e.g., argument 1, argument 2, rebuttal, or closing statement).

Oral Presentation (25%)

The class will be split up to take part in one of three debates on controversial topics in clinical psychopharmacology. In each debate, one group will be assigned the affirmative stance, the other group will be assigned the negative stance. The debate should be focused on presenting and critiquing the research evidence and public health policies. You will prepare by researching the literature on both sides so that you are ready to support your stance and anticipate the opposition's arguments. The format will be as follows:

Speaker 1A: Affirmative first argument

Speaker 1N: Negative first argument

Open cross-examination time (asking questions about first arguments)

Speaker 2N: Negative rebuttal to affirmative's first argument

Speaker 2A: Affirmative rebuttal to negative's first argument

Speaker 3N: Negative second argument

Speaker 3A: Affirmative second argument

Open cross-examination (asking questions about second arguments)

Speaker 4A: Affirmative rebuttal to negative second argument

Speaker 4N: Negative rebuttal to affirmative second argument

Speaker 5A: Affirmative concluding statements

Speaker 5N: Negative concluding statements

Participation (15%)

In line with a seminar-style course, students will be graded throughout the semester on their overall engagement in the discussion part of each lecture. Students are highly encouraged to ask questions, seek clarifications, synthesize information, and contribute meaningfully to the discussion as much as possible! You do not need to try to speak up every single class so that you get the marks; it is more about contributing when you have something thoughtful to say. Students are also expected to demonstrate respectful, active listening when peers are contributing to the discussion. Part of your participation grade will reflect your ability to explain and incorporate others' thoughts as well as your own. Active discussion that fosters critical thinking is a cornerstone of academia! Take advantage of this seminar-style course to learn and engage with your peers.

How to Succeed in this Course

Engagement and participation are essential to the learning process. If you do the readings, contribute to discussions, and invest time in your writing, you are likely to do well. It is important to keep up with your reading – I expect you to complete all of the assigned reading, as this will be the basis of lectures and quizzes.

Please do not hesitate to **schedule an appointment with me** if you are experiencing difficulty with the course, want to check in about your presentation, assignments, class participation, or have any concerns. Do not wait until the end of the course to reach out, as I cannot help you effectively at the last minute.

Policies for this Course Regarding Grading and Late Assignments

Grading: Any complaint about grading on any course evaluation should be made in writing to the instructor (via psyd35@gmail.com) within one week of receiving the graded material and should detail the point of contention.

Late Coursework: If you do not have legitimate documentation for a late assignment, 10% of the total value of the assignment will be deducted for each late day, for up to 5 days, after which time late assignments will not be accepted. If you provide legitimate documentation for your late

assignment (see policies on *Missed Term Work* below), you must contact the instructor (via psyd35@gmail.com) **within two business days** of the missed assignment deadline to discuss a new deadline for your late assignment(s). Please take note of the last day for submission of term assignments in this course (April 8, as set by the Registrar). If you wish to submit work to be graded beyond the last day for submission of term assignments, you must contact the Registrar's office to submit a petition (this is beyond the instructor's control).

General Course Policies and Guidelines

Equity, Diversity, and Inclusion: The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Sharing Personal Information: The relationship with your peers and instructors is academic in nature and does not constitute a therapeutic relationship. Information that the instructor may share regarding clinical experience is for teaching purposes only.

Most people have experienced a mental health issue or know someone who has experienced a mental health issue at some point in their lives. With this in mind, please understand that this classroom setting is not the best environment to share your personal experiences or to offer specific information about someone you know. Please aim to maintain professional boundaries during the course, as well as be sensitive and courteous to others. If you are in need of mental health support, see the **Mental Health Resources** section of the syllabus below.

Quercus: All course-related materials and announcements will be posted to Quercus. All assignments should be submitted through Quercus. It is each student's responsibility to check the course website frequently and monitor their University of Toronto email address regularly.

Emails: Please use the course email (psyd35@gmail.com) for all questions. I will try to answer your emails **within 3 business days** unless you receive an automatic reply that suggests otherwise. Please keep your emails professional, concise, and clear; start with an informative title that includes a description of your question (e.g., "Question about case conceptualization assignment"). It is helpful if you use your University of Toronto email, as well as write your name so I know who you are. For more information about writing academic emails, you may find this resource helpful: <https://goo.gl/ik1iw7>

Virtual Office Hours: Office hours will be by appointment only, using the following link: <https://calendly.com/l-heath>. You will receive a Zoom link when you book your Calendly appointment. Please check your email to confirm ahead of time and cancel the booking if you cannot attend. We may switch to in-person meetings later in the semester, as appropriate.

Course Materials & Audio/Video Recording: For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology*.

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session (for online lectures only). Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about the recording and use of videos in which you appear, please contact your instructor.

Syllabus Changes: I may make minor changes to the course syllabus based on pacing and needs of the class, or other unexpected events. These will not impair your ability to succeed in the class and I will notify you of any changes in class and through a Quercus announcement at least one week before. Any major grading/content changes will be contingent on class vote.

Mental Health Resources: If you feel that you need to seek help for yourself or someone you care about, you may wish to contact the Toronto Distress Centre (416-408-4357), Good2Talk (866-925-5454), or UTSC Health and Wellness Centre. For a list of other crisis resources, see <https://www.camh.ca/en/health-info/crisis-resources>

ConnexOntario provides free and confidential health services information for people experiencing problems with alcohol and drugs, gambling, or other mental health issues by connecting them with services in their area. You can contact them 24/7 at 1-866-531-2600.

The UTSC Health and Wellness Centre is currently providing virtual same day counselling, nursing, and doctor appointments by contacting 416-287-7065. If you do not reach someone live, please leave a message and a team member will return your call as soon as possible. Or email health-services@utsc.utoronto.ca to request an appointment.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor in all relevant courses, making up sources or facts, obtaining or providing unauthorized assistance on any assignment.

On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated by following procedures outline in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources (e.g., <https://www.academicintegrity.utoronto.ca/>).

Student Resources

AccessABILITY Services: The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Call 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals.

Writing Centre: The UTSC Writing Centre works with students at all stages of assignment development: from brainstorming and developing an outline to constructing introductions, body paragraphs and conclusions, to citation, referencing, editing and proofreading. They offer individual consultations as well as writing groups, workshops and clinics. Please see the website for more details: <https://www.utsc.utoronto.ca/twc/one-one-tutoring>

Grade Scale

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0

Psychology Department Missed Term Work Policy, WINTER 2022

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: <http://www.uts.utoronto.ca/registrar/missing-examination>
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office: <https://www.uts.utoronto.ca/registrar/term-work>

Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, complete the following **three-step** process:

1. Complete the [Request for Missed Term Work Accommodations Form](#)
2. **Declare your absence** on [ACORN](#) (Profile & Settings > Absence Declaration)
3. **Email both the Request for Missed Term Work Accommodations Form AND a screenshot of your Self-Declared Absence on ACORN** to the email address provided by your instructor on the course syllabus **WITHIN 2 BUSINESS DAYS** of the missed work.

Note: If you are unable to submit your documents within 2-business days, **you must still email your instructor within the 2-business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under **exceptional circumstances**.

Note: For this semester, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two midterms scheduled at the same time), please complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#), choosing "Other" and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to your course instructor **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.

Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#), choosing "Other" and noting "Religious conflict" in the space provided.
2. Email the form to your course instructor **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with [AccessAbility Services](#):

For missed **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email your instructor detailing accommodations required.

For missed **ASSIGNMENTS** due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
 1. Complete the [Request for Missed Term Work Accommodations Form](#).
 2. Email the form and your **Accommodation Letter** to your instructor, specifying how many days extension you are requesting.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that):
 1. **Contact your AccessAbility consultant** and have them email your instructor detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for an instructor response to resume work on your assignment**. Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a [Verification of Illness Form](#) completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. **Declare your future absence on [ACORN](#) (absences can be declared up to 14 days in the future).**

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation**. For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request ‘Missed Term Work Accommodations’ form and declare your extended absence on ACORN. ***Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.