PSYD35H3 S, LEC01: Clinical Psychopharmacology
Winter 2023 Course Syllabus

Instructor: Ivy Cho, PhD Candidate, M.A.
Email: ivy.cho@mail.utoronto.ca
Class Time: Mondays 9-11am
Class Location: HL B108
Virtual Office Hours: Please see Quercus announcement for details.
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, and dementia. Limitations of pharmacotherapy and its combinations with psychotherapy will be discussed. The course is constructed as a seminar-style course and students will be expected to actively engage with the course material and take a proactive approach in their own learning.

Course Goals
Through this course, students will gain an understanding of different pharmacological mechanisms, and treatments for different psychiatric and neurological disorders. In addition, students will develop critical thinking skills, oral presentation skills, and writing skills on topics related to clinical psychopharmacology.

Learning Objectives:
After completion of this course, students will be able to:
1. Understand the mechanisms of different psychotropic medications
2. Understand the benefits and limitations of pharmacological treatments
3. Understand the application of pharmacological treatments for different psychiatric and neurological disorders
4. Deliver presentations to disseminate knowledge and generate discussion about drugs of abuse to a general audience
5. Produce scientific writing that demonstrates the ability to search, summarize, apply, and cite scientific literature in the field of clinical psychopharmacology

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

You may buy or rent this textbook in multiple formats, including e-book or paperback form through: https://www.macmillanlearning.com/college/ca/product/Juliens-Primer-of-Drug-Action/p/1319015859?selected_tab=About

<u>**Course Evaluation**</u>
Participation (15%)
Consistent with a seminar-style course, students are expected to actively engage with course content. As such, students will be graded throughout the semester in their ability to engage in course material. You do not have to feel obligated to speak every class to gain the marks, but instead should strive to share meaningful contributions during class. In addition, you are expected to show respectful, active listening when your peers are contributing to the class discussion.

Thought Papers (25%)
Starting from Week 2, students can choose to write a one-page (double spaced) reflection/thought paper on the weekly topic. Each thought paper will be due on Monday at 9am via Quercus and should reflect an understanding of the assigned reading for that week. Students will be expected to submit a total of **5** thought papers (each thought paper will be worth 5%). The thought papers are <u>not</u> meant to be a summary of the readings, but should instead reflect a critical understanding, critique, or points of discussion about the reading. For example, students could reflect on a media portrayal of a drug, current applications of a drug, or additional questions/topics of interest from the readings.

Poster Presentation – Written Assignment (10%)
Each group will create a digital educational poster to inform the public about a drug of abuse (poster details below). To ensure success on the final oral presentation, all groups will be expected to submit a written summary of the presentation prior to the final oral presentation. Groups will be expected to submit a written summary of the points to be presented on the poster. A week following submission, all groups will be presented with feedback from the instructor which can be used for the final oral presentation.

Poster Presentation – Oral Presentation (20%)
Each presentation should be approximately 10-12 minutes (with a 3-minute Q&A period). The poster presentation should not only include information regarding the mechanisms and use of the drug, but also implications of abuse and treatment for addiction.

Final Paper (30%) – Due April 10th @ 11:59PM (EST)
Students will write a brief review paper about the current pharmacological treatment(s) of any neurological or psychiatric disorder. The paper should include background information regarding the disorder, mechanisms of action of the pharmacological treatment, efficacy of the treatment, side effects, and briefly address where the literature currently stands with future directions. The final paper should between 10-15 pages double spaced, excluding references and formatted according to the *Publication Manual of the American Psychological Association, Seventh Edition*. The final paper will be due on the last day of classes in the winter term (Monday, April 10, 11:59PM EST).

<u>**Course Policies and Guidelines**</u>
Classroom Engagement and Participation: I work to create an engaging and interactive classroom environment. If you complete all the assigned readings, contribute to the discussions, and spend quality time on writing, you are likely to succeed in the course. I hope that you will

also use this course to actively engage with the course material, contribute to class discussions, and enjoy the proactive learning process!

Grading: Complaints about grading on any evaluated course material should be made in writing to the instructor <u>within one week of receiving the graded material</u> and should state the point of contention. Please retain copies of all work until it is returned to you (including returned assignments until you have received your final grade in the course).

Late Coursework: Late work is not accepted in PSYD35. Course work submitted after the assigned deadline will receive a score of 0%. However, work missed due to extenuating circumstances will be accepted if legitimate documentation is provided (please see the *Missed Term Work Policy* below).

Equity, Diversity, Inclusion: The University of Toronto Scarborough 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. UTSC does not condone discrimination or harassment against any persons or communities.

Harassment/Discrimination: The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

Religious Accommodations: The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Quercus: This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at https://q.utoronto.ca. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for **PSYD35H3 (Clinical Psychopharmacology)**. You may need to scroll through

other cards to find this. Click on the **PSYD35H3 (Clinical Psychopharmacology)** link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column. SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Email Policy: I will try my best to answer your emails within **3 business days**. When sending an email, please include your name, student ID number, course name, and a clear description of your question. It is also helpful if you send your email from your University of Toronto email. Please keep your emails concise and professional. For additional information on how to write an academic email, you may refer to this website (https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay).

Virtual Office Hours: All office hours will be conducted virtually. Please see Quercus announcement for details. Please do not hesitate to come to office hours if you are experiencing difficulties with the course, have questions about assignments, or any other concerns.

Course Materials & Audio/Video Recordings:
Course materials are provided for the exclusive use of enrolled students. Do not share them with others. Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

Syllabus Changes: There may be minor changes to the course syllabus during the term. These changes will not significantly impact your ability to complete the course assignments/succeed in the course. Students will be notified of these changes as soon as possible. Any major changes to grading or content will be contingent on class vote.

Academic Integrity
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, 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/).

University's Plagiarism Detection Tool: Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (https://uoft.me/pdt-faq).

Student Resources
AccessAbility Services: 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 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 in this course.

Centre for Teaching and Learning: The Centre for Teaching and Learning is available to further provide writing support and other professional development needs. They offer a wide range of services and additional information can be found on their website (https://www.utsc.utoronto.ca/ctl/academic-learning-support).

Mental Health Resources
There are several different mental health resources available:
- My Student Support Program
- Good2Talk
- Navi Student Mental Health Virtual Agent
- UTSC Mental Health Network

The UTSC Health and Wellness Centre also provides same day counselling, nursing, and physician appointments. You may drop by SL270, call (416-287-7065), or email (health.utsc@utoronto.ca) them.

Department of Psychology Missed Term Work Policy

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

Note:
- 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.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office petition process.

> The email address to submit missed term work accommodation requests in **<PSYD35>** is:
> **<ivy.cho@mail.utoronto.ca>**

ILLNESS OR EMERGENCY accommodations:

For missed work due to ILLNESS OR EMERGENCY, complete the following process:
1. Complete the Request for Missed Term Work Accommodations Form.
2. Declare your absence on ACORN (Profile & Settings > Absence Declaration)
3. Email **both** of the following items to the course email **WITHIN 2 BUSINESS DAYS** of the missed work:
   a. the Request for Missed Term Work Accommodations Form ***AND***
   b. a screenshot of your Self-Declared Absence on ACORN

Note:
- *If you are unable to submit your request within 2 business days, you must still email your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances.*
- *If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

ACADEMIC CONFLICT accommodations:

For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time):
1. Complete the Request for Missed Term Work Accommodations Form.
2. Take screenshots of your course Quercus pages that demonstrate the conflict.
3. Email the form and screenshots to the course email **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. Requests sent after the activity deadline may not be accommodated.

Note:

- *Multiple assignments due on the same day are <u>not</u> considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*
- *Back-to-back tests/quizzes are <u>not</u> considered conflicts. Only overlapping activities are conflicts.*
- *Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.*

RELIGIOUS CONFLICT accommodations:

For missed term work due to a RELIGIOUS CONFLICT:
1. Complete the Request for Missed Term Work Accommodations Form.
2. Email the form to the course **email 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. Requests sent after the activity deadline may not be accommodated.

ACCESSABILITY SERVICES accommodations:

For missed *TERM TESTS* due to ACCESSABILITY REASONS:
- **Contact your AccessAbility consultant** and have them email the course email 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 the course email 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 the course email 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. **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 the instructor's response to resume work on your assignment.** Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

For an **anticipated absence** (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a Verification of Illness Form completed by your doctor AND the Request for Missed Term Work Accommodations Form to the course email. Absences can be declared up to 14 days into the future on ACORN.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, 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.** E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit *another* Request for 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 necessarily be provided.

Course Timeline

Week #	Date	Topic and Assignments	Readings
1	9-Jan	Introduction to course	Syllabus Chapters 1-3
2	16-Jan	**NO CLASS – REVIEW INDEPENDTLY** Refresher on psychopharmacology	Chapters 1-3
3	23-Jan	Epidemiology and Neurobiology of Addiction Sign-up for Poster Presentations	Chapter 4
4	30-Jan	Psychedelic Drugs	Chapter 8
5	6-Feb	Cannabis	Chapter 9
6	13-Feb	Opioid Analgesics	Chapter 10
7	20-Feb	**NO CLASSES - READING WEEK**	
8	27-Feb	Antipsychotic Drugs Poster Presentation Written Portion Due	Chapter 11
9	6-Mar	Antidepressant Drugs	Chapter 12
10	13-Mar	Anxiolytics, Sedative Hypnotics, Anesthetics, and Anticonvulsants Poster Presentation Week #1	Chapter 13
11	20-Mar	Drugs Used to Treat Bipolar Disorder Poster Presentation Week #2	Chapter 14
12	27-Mar	Child and Adolescent Psychopharmacology	Chapter 15
13	3-Apr	Geriatric Psychopharmacology	Chapter 16