I. COURSE DESCRIPTION
The understanding of the basic neurobiology of psychopathology and how psychotropic medications treat such conditions is the foundation of this class. An emphasis is placed on the role of the counselor as a member of a treatment team who helps facilitate client treatment compliance and monitors the efficacy and side effect manifestations of psychotropic treatment, while helping to integrate that treatment with other nonpharmacological modalities.

II. COURSE OBJECTIVES /INSTITUTIONAL STANDARDS/COUNSELING PROGRAM STANDARDS:

Course Objectives or Purposes

A. Describe the basic mechanisms by which the human CNS works and how mental illness affects its functioning.
B. Describe how psychotropic medications affect the CNS and how they affect the course of mental illness.
C. Identify symptoms of and accurately diagnose mental disorders that are treated by psychopharmacologic agents.
D. Identify medical conditions that affect the course of mental illness.
E. Identify appropriate psychopharmacologic treatments for identified mental illnesses.
F. Identify and monitor the signs of effective psychopharmacologic treatment.
G. Identify and monitor side effects of psychopharmacologic treatment.
H. Demonstrate effective consultative skills in working with professionals prescribing psychotropic drugs.
I. Demonstrate effective consultative skills with clients/patients and their parents who are being treated with psychotropic medications.
#14. Understand and implement **Assessment and Evaluation**.

State of Tennessee PreK – 12 Professional Counseling Standards

NA

**CACREP Standards (2009)**

Clinical Mental Health Counseling. Foundations - A. Knowledge

6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

Clinical Mental Health Counseling. Assessment - G. Knowledge

3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that side effects of such medications can be identified.

### III. TEXTS/MATERIALS FOR THE COURSE


**Additional Readings/Knowledge Base**


IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS

Attendance - even with successful completion of make-up assignments, class absences could result in a reduction in the final course grade. Class attendance requires staying the entire class period. Refer to the Graduate Catalog for further academic restrictions.

Requirements

1. Class participation and homework assignments – 20 points
2. Mid-term assessment (multiple choice/short answer) In class – 20 points
3. Final Examination (short discussion questions) Take Home – 20 points
4. Key Assignment #1 - Case Study - submitted to Livetext and turnitin
   This will be an in-depth study of client including diagnoses, comprehensive treatment summary (with medications), and plan for consultation with medical and other professionals working with the client. This project will be presented to the class with a brief summary handout provided for each candidate in class. Detailed instructions for this project may be found in the appendix. In completing this project, the candidate will have an opportunity to exhibit mastery of the following CACREP standards:

   CACREP-2009.6.A.6
   Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

   CACREP-2009.6.G.3
   Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

5. Key Assignment # 2 - Research Paper -- submitted to Livetext and turnitin – 20 points.
   The candidate will write a brief research paper on the use of a psychotropic medication off-label, familiarizing the candidate with the range of a common psychotropic medication treatment practice. In completing this project, the candidate will exhibit mastery of the following CACREP standards:

   CACREP-2009.6.A.6
   Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

   CACREP-2009.6.G.3
   Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

Course Evaluation/Assessment

Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.
V. **METHODS OF INSTRUCTION**
Will include lecture, class discussions, collaborative assignments, individual presentations, etc.

VI. **INFORMATION LITERACY/TECHNOLOGICAL RESOURCES**

**Technology**
Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

**Turn-it-in**
Portions of certain graduate classes will be required to be submitted to Turn-It-In, the computer program designed for checking literature duplication. Submitting additional course work to Turn-It-In is at the instructor’s discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

**LiveText**
Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at [http://college.livetext.com](http://college.livetext.com) or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

**Unit Commitment to Diversity**
The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

**Library Resources**
The Carnegie-Vincent Library provides access to three outstanding databases in the Education field: ERIC, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **Professional Collection**, a custom selection of more than 300 full text periodicals for educators covering the subject areas of “health and fitness, school law, drug and alcohol abuse, learning disabilities, sports, arts and humanities, social sciences, and psychology;” and **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. **UNIVERSITY POLICIES:**
**STUDENTS WITH DISABILITIES POLICY:** As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as
amended) should contact the instructor and the LMU ADA Compliance Officer, Donna Treece, with regard to required documentation and in order to make appropriate arrangements. Contact information: donna.treece@lmunet.edu and/or 423-869-6251 (800-325-0900 ext. 6251). Office is located on the third floor of the Student Center, room 319.

**DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES** can be found in the student handbook: [http://www.lmunet.edu/campuslife/sthandbook/handbook.pdf](http://www.lmunet.edu/campuslife/sthandbook/handbook.pdf)

**LMU'S INCLEMENT WEATHER POLICY:** [http://www.lmunet.edu/curstudents/weather.shtml](http://www.lmunet.edu/curstudents/weather.shtml).

### VIII. MISSION STATEMENTS

**University Mission and Purpose Statement**

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

The University is committed to teaching, research, and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

*Approved by the Board of Trustees  May 5, 2006*

**School of Education – Unit Mission Statement**

The School of Education is dedicated to preparing professional educators of distinction who embody the three core ideas of Lincoln Memorial University. We accomplish our mission through instilling the core ideals of **Values**, **Education** and **Service** in candidates who:

- demonstrate the disposition of the education profession – **Values**
- articulate and live by the knowledge base and understandings of moral, social, and political dimensions which will impact individual students, schools, districts, and communities for the enrichment of society – **Values**
- demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real life classroom experiences while involved in field and internship placements in partner P-12 schools – **Education**
- promote lifelong learning through continued professional development and scholarship – **Education**
- assist in meeting the educational needs of an ever-increasing global society, especially the underserved – **Service**
- articulate an understanding that all students can learn as well as demonstrate the disposition to serve and teach diverse student populations – **Service**

**Counseling Program Mission Statement**

The Counseling Program has as its primary mission the preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region, and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social and vocational development.

Program offerings, service learning activities and field experiences are designed to encourage personal, professional, and
social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

IX. COURSE OUTLINE/ASSIGNMENT/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>What's Happening in Class</th>
<th>Assignments for Next Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>- Introductions</td>
<td>Preston Chaps 1-2</td>
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<tr>
<td></td>
<td></td>
<td>- University Policies</td>
<td>Wegmann Chap 1</td>
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<tr>
<td></td>
<td></td>
<td>- Introduction of Subject</td>
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<tr>
<td></td>
<td></td>
<td>- Review of Syllabus</td>
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<tr>
<td>2</td>
<td></td>
<td>- Review of Last Class, complete PP 1</td>
<td>Preston Chaps 3-4</td>
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<tr>
<td></td>
<td></td>
<td>- Review Homework</td>
<td>Homework?</td>
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<tr>
<td></td>
<td></td>
<td>- Lecture/Discussion: Neurobiology, Pharmacology, Preliminary Diagnostic Considerations</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>CACREP CMHC G.3 Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that side effects of such medications can be identified. - Quiz?</td>
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<tr>
<td>3</td>
<td></td>
<td>- Review Homework</td>
<td>Preston Chaps 6, 15</td>
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<tr>
<td></td>
<td></td>
<td>- Lecture/Discussion: Neurobiology, Pharmacology, Preliminary Diagnostic Considerations (Continue)</td>
<td>Wegmann Chaps 4-5</td>
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<tr>
<td></td>
<td></td>
<td>CACREP CMHC G.3 Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that side effects of such medications can be identified. - Quiz?</td>
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<tr>
<td>4</td>
<td></td>
<td>- Review Homework</td>
<td>Preston Chaps 7,16</td>
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<tr>
<td></td>
<td></td>
<td>- Lecture/Discussion: Depression and Treatment</td>
<td>Wegmann Chaps 7-8</td>
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<td></td>
<td></td>
<td>- Quiz?</td>
<td>Homework?</td>
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<tr>
<td>5</td>
<td></td>
<td>- Review Homework</td>
<td>Preston Chap 8, 17</td>
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<tr>
<td></td>
<td></td>
<td>- Lecture/Discussion: Bipolar Disorder and Treatment</td>
<td>Wegmann Chaps 9,10</td>
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<td></td>
<td></td>
<td>- Quiz?</td>
<td>Homework?</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>- Review Homework</td>
<td>Preston Chap 9, 11</td>
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<tr>
<td></td>
<td></td>
<td>- Lecture/Discussion: Anxiety Disorders and Treatments</td>
<td>Homework?</td>
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<tr>
<td>7</td>
<td></td>
<td>- Review Homework</td>
<td>Preston Chap 21</td>
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<tr>
<td></td>
<td></td>
<td>- Lecture/Discussion: PTSD, OCD and Treatments</td>
<td>Wegmann Chap 12</td>
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<td></td>
<td>- Quiz?</td>
<td>Homework?</td>
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<tr>
<td>8</td>
<td></td>
<td>- Review Homework</td>
<td>Preston Chaps 10, 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lecture/Discussion: ADHD, Other Childhood Disorders and Treatments</td>
<td>Wegmann Chap 17, 23</td>
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<td></td>
<td></td>
<td>- Quiz?</td>
<td>Homework?</td>
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<tr>
<td>9</td>
<td></td>
<td>- Catch Up/Make Up Day</td>
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<tr>
<td>10</td>
<td></td>
<td>- Guest Speaker?</td>
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<td>11</td>
<td></td>
<td>- No Class – Spring Break</td>
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<tr>
<td>12</td>
<td></td>
<td>- Review Homework</td>
<td>Preston Chaps 12-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lecture/Discussion: Psychotic Disorders and Treatments</td>
<td>Homework?</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>- Lecture/Discussion: Borderline Disorders, Substance Abuse and Miscellaneous Disorders and Treatment</td>
<td>Submit Research Papers and Final Exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CACREP CMHC A.6 Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. - Quiz?</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>- Submit Research Papers and Final Exams</td>
<td>Complete Projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Make Up/Catch Up Day</td>
<td>Submit Case Studies</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>- Submit Case Studies</td>
<td>Complete Projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Present Case Studies in Class</td>
<td></td>
</tr>
</tbody>
</table>
16

- Present Case Studies in Class

Finished!

Holidays/Cancellations:

X. PROGRAM DISPOSITIONS (ATTACHED)
Program Dispositions can be found at sharepoint.lmunet.edu/counseling. Program dispositions include the Carter and Moyers School of Education Institutional Proficiencies, State of Tennessee PreK – 12 Professional Counseling Standards, and the Council for Accreditation of Counseling Related Educational Programs (CACREP) 2009 Standards, LMU Counseling Program Objectives.

XI. PLAGIARISM/CERTIFICATION OF AUTHORSHIP

Plagiarism
Plagiarism is the presentation of someone else’s words or ideas as one’s own (See APA Manual). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences or ideas in a paragraph with only one citation at the end of the paragraph resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s form and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or through ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the APA Manual (6th Edition).

Certification of Authorship. I certify that I am the author of this paper titled ______________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate student.

Student’s Signature________________    Date ______________
(This statement must be included with all written assignments)

XII. The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified in writing and/or by email of any such revisions, alterations, and/or amendments.
Appendix 1: Completion Guides for Key Assignments

Signature Assignment #1: Case Study

Completion Guidelines for Case Study

General: The purpose of this project is for the candidate to develop and to demonstrate skills acquired in this course in describing, diagnosing, and developing a treatment plan for potential psychiatric clients, including suggested psychotropic medications. You will analyze the information/data available to you and make your recommendations based on the assumption that you are licensed to prescribe psychotropic medications. This requirement is based on the expectation that you will be or not be some day qualified to practice medicine, but to help you to think as a physician, nurse practitioner, specialized psychologist (in some states) etc. to better understand how psychotropic medication are used as part of a comprehensive treatment plan for clients.

I. Selection of Subject
A subject will be selected from a school or clinical setting for whom at least some background and assessment or other clinically relevant data is available. The candidate will take appropriate measures to secure the permission of the supervisor of the facility from which the subject is selected. The candidate will also ensure that confidentiality of the subject is maintained. The extent of your assessment data may be limited, say, to TCAP data, an interview, and one or more observations.

II. Gathering Further Information/Data
The candidate will interview the student/client, if possible, and take other acceptable measures to secure enough information to describe, diagnose, and develop a treatment plan. It would be most preferable to interview the subject, and interviewing parents would be helpful. Remember that you must stay within the guidelines of confidentiality you have learned as a candidate at LMU and that all your activities must be known and approved by the appropriate director(s) of the facility in which you are working with the subject.

III. Guidelines for Report Write Up
A. Development of Report Outline
1) Purpose of the Report:
The candidate will first define the presenting problems problem/symptoms of the subject that are the basis for their "referral."

2) Additional Sections/Headings
Additional sections will be defined according to the purpose stated above. Sections/ headings might include the following:
- Demographics: Name, grade, DOB, age, school, etc. (remember to use bogus information here to maintain confidentiality).
- Sources of Information: Interview, observations, review of permanent record, individual tests, etc.
- Discussion of Information/Interview/Test Data: What are the indications of the information/data you have.
- Summary/Conclusions/Diagnosis: Summarize the meaning of your information, in the context of your Referral Question (above). Offer one or more DSM-IV diagnosis, providing entries as appropriate for Axes I-III.
- Recommendations/Treatment Plan: Considering the Referral Question, what are your recommendations? Such recommendations should include:
  a) Family/group/individual counseling to address specifically stated goals (manage anxiety, work through specific loss, etc.)
  b) Medications treatment. Identify specific drugs you would recommend and your rationale for choosing
  c) Consultation/Agency Liaison/Other Treatments. Work with social agencies, schools, other medical/mental health professionals. What referrals, if any, would you make.
d) How would you **monitor treatment and side effects** and **monitor/ensure patient compliance**, reporting this information to prescribing professionals and other relevant treatment team members.

e) **What specific side effects** would you look for?

f) **Other recommendations** (consultation, other referrals etc.) as you consider appropriate

2) **Length/Writing Style**

Your report should be between **four and six (6-8) pages** in length. You may use any font or point (not smaller than 12-point, please...my eyes are like the rest of me – middle aged).

IV. **Presentation in Class**

You will present more or less informally your report to class. There will not be a particular scoring rubric for this presentation. Using visual aids or other technological aids (e.g., power point) are optional. Just make sure that you are familiar with your report so that you can answer any questions you might be asked. Make a copy of your report for each of your classmates so they can follow you as you review your report.

**Final Note:** You should not share your report with the subject of your study, members of their family, or other personnel in your work setting. This is to avoid the assumption that your recommended psychotropic treatment is a part of a realistic treatment plan to be considered for your subject.

**Standards and Scoring Rubrics for Key Assignment #1**

**Standards**

CACREP-2009.6.A.6  
Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

CACREP-2009.6.G.3  
Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be ide

TN-LMU-IS.14  
The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal, informal, formative and summative assessments to evaluate learning and instructional practices in order to make informed decisions for instruction and program improvements (EDUCATION).

**Rubric for Content Analysis Case Study**

<table>
<thead>
<tr>
<th>Element</th>
<th>4 Capstone (4 pts)</th>
<th>3 Milestones (3 pts)</th>
<th>2 Milestones (2 pts)</th>
<th>1 Benchmark (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing/technical aspects</td>
<td>Author, title, source, dates, etc. follows APA style, Excellent grammar, spelling and academic voice are used.</td>
<td>Author, title, source dates, etc. approach correct APA style. Proficient grammar, spelling and academic voice are used.</td>
<td>Author, title, source, dates, etc. are flawed but appear to be informed by APA style. Somewhat acceptable grammar spelling and academic voice are used.</td>
<td>Author, title, source dates, etc. are flawed by APA style stands. Below average grammar, spelling and academic voice are used.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Candidate comprehensively assesses the individual for psychopathological</td>
<td>Candidate recognizes and identifies major psychopathologies</td>
<td>Candidate is able to recognize some psychopathologies and exhibits some</td>
<td>Candidate exhibits little ability to recognize major pathologies and differentiate between</td>
</tr>
</tbody>
</table>

Revised as of 9/10/12
| 2009.6.G.3 TN-LMU-IS.14 | conditions as well as cognitive and emotional strengths and weaknesses. The candidate is proficient at differentiating between similar conditions with different etiologies and is able to use obtained information to help develop an effective, comprehensive treatment plan. | and demonstrates good knowledge for differentiating between similar conditions with different causes. Candidate is able to use this information with some proficiency to develop a treatment plan. | ability to differentiate similar conditions and discern different etiologies. Candidate is able to use this information to develop a treatment plan. | similar conditions and different etiologies. The candidate exhibits limited ability to develop a treatment plan based on obtained information. |

| Treatment monitoring/consulting approaches,(30, 30%)CACREP-2009.6.G.3 | Candidate consistently recognizes indications for a medical referral or the need for consultation with a medical professional providing psychotropic medication treatment for a client. The candidate is effective in communicating with the medical professional to facilitate client compliance with treatment, to give effective, comprehensive feedback on treatment response and any side-effect manifestation, and to maintain a comprehensive, treatment-approach treatment for the client. | Candidate recognizes conditions that may merit medical referrals and provides some feedback to medical professionals treating clients. Candidate exhibits some skill at monitoring treatment effect and side effects, and exhibits some effort to discuss overall treatment efforts with the medical professional. | Candidate exhibits some skill at making appropriate medical referrals and monitoring treatment and side effect of psychotropic medications. The client exhibits some proficiency at communicating this information to medical professionals and discussing treatment options for the client. | Candidate recognizes some situations in which a medical referral is appropriate. Client exhibits limited ability to monitor psychotropic treatment and side effects. Candidate exhibits limited skill/willingness to develop a comprehensive treatment plan with medical professional. |

| Ethical/limits of practice issues,(30, 30%)CACREP-2009.6.G.3 TN-LMU-IS.14 | Candidate demonstrates the ability to utilize available information to advise client on issues of medical referral, compliance issues, and treatment effectiveness and side effect monitoring for given medical treatment, but candidate avoids exceeding training and limits of practice by giving medical advice. | Candidate exhibits some awareness of when to make a medical referral, and provides some guidance to the client on compliance issues and monitoring treatment and side effects of medical treatment. Client exhibits some knowledge of how to avoid giving medical advice. | Candidate exhibits some knowledge of making an appropriate medical referral and how to monitor compliance and monitor treatment and side effects. Candidate exhibits general knowledge of how to avoid giving medical advice. | Candidate exhibits little knowledge of how to make an appropriate medical referral. Candidate exhibits limited skill in monitoring compliance and target and side effects. Candidate does not exhibit clear knowledge of what constitutes giving medical advice. |

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**Signature Assignment #2: Research Paper**

**Completion Guidelines for Research Paper**

**General:** The purpose of this assignment is to develop knowledge of a particular psychotropic medication and how it is used in the treatment of a specific psychiatric condition.
I. General Guidelines

Choose a psychotropic medication of interest and describe how it is used to treat a specific psychiatric condition “off label.” You must choose a medication that was originally developed for one condition (for example, psychosis) and discuss how it is now used to treat another condition.

II. Organization/Outline of Paper

A. Title. For example: Use of Morsane in the Treatment of Adolescent Bipolar Disorder.

B. Name/Describe the medication. Provide the chemical (generic) and brand name(s) of the medication. Describe how this medication works, including the class to which this drug belongs (e.g., a phenothiazine) and a brief, general description of how it works chemically (e.g., a dopamine antagonist), the history of the development of this drug and the condition(s) it was designed to treat.

C. Describe the psychiatric condition of your choice. Describe a single psychiatric condition for which this drug is treated. Remember that you choosing a condition for which the drug was not originally developed as treatment. You may include the basic DSM IV criteria for this condition in addition to further information from other sources that do not use the same specific criteria as the DSM IV. For example, your primary Text (Preston et al) describes PTSD as a condition that is not necessarily regarded as an anxiety disorder as classified in the DSM IV.

D. Describe how your chosen drug is used to treat your chosen condition. From peer-reviewed journals, discuss studies that use your drug for your condition. Discuss (as much as you are able to find this in the literature) how your drug (designed to treat one condition) came to be used to treat another condition. Describe the rationale (if you can find it) for using your drug for this condition and outcome studies that discuss the efficacy as well as the problems with this use of your medication.

E. Conclusions. Discuss your impressions about the efficacy, dangers, and overall wisdom of the use of your chosen medication for your chosen condition. Is it justified? If so, when (e.g., for severe conditions, not responsive to drugs designed to treat that condition). Be sure to discuss your conclusions on how a client or the parent of a minor client should be counseled on the use of this medication for this condition, including dangers, potential benefits, etc.

III. Length/Style of Paper

Your paper should be a minimum of five to seven pages in length (not including title page and references), double spaced, with 12 point, Times New Roman Font. APA style should be used throughout. You should cite a minimum of four sources from scholarly, peer reviewed journals. In addition to these source, you may consult printed literature from drug companies when describing your medication (make sure you cite it as such).

Standards and Scoring Rubrics for Key Assignment #2: Research Paper

Standards
CACREP-2009.6.A.6
Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

CACREP-2009.6.G.3
Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be ide

TN-LMU-IS.14
The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal, informal, formative and summative assessments to evaluate learning and instructional practices in order to make informed decisions for instruction and program improvements (EDUCATION).

Rubric for Content Analysis Research Paper

<table>
<thead>
<tr>
<th>Element</th>
<th>4 Capstone (4 pts)</th>
<th>3 Milestones (3 pts)</th>
<th>2 Milestones (2 pts)</th>
<th>1 Benchmark (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing/technical aspects.(10, 10%)</td>
<td>Author, title, source, dates, etc. follows APA style, Excellent grammar, spelling and academic voice are used.</td>
<td>Author, title, source dates, etc. approach correct APA style. Proficient grammar, spelling and academic voice are used.</td>
<td>Author, title, source, dates, etc. are flawed but appear to be informed by APA style. Somewhat acceptable grammar spelling and academic voice are used.</td>
<td>Author, title, source dates, etc. are flawed by APA style stands. Below average grammar, spelling and academic voice are used.</td>
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<tr>
<td>Assessment(30, 30%)CACREP-2009.6.A.6 CACREP-2009.6.G.3 TN-LMU-IS.14</td>
<td>Candidate demonstrates knowledge of how to diagnose a mental disorder and identifying medications that will address exhibited symptoms. Candidate exhibits knowledge of all other individual characteristics of a client that would be relevant in developing treatment using psychotropic medication (such as substance abuse) .</td>
<td>Candidate exhibits basic skills in diagnosing mental disorders and identifying appropriate medications to address exhibited symptoms. Candidate exhibits some knowledge of client characteristics that are relevant to treatment using psychotropic medication.</td>
<td>Candidate exhibits some degree of diagnostic competency in diagnosing mental disorders and identifying medications that would address the exhibited symptoms. Candidate considers some client characteristics relevant to treatment using psychotropic medication.</td>
<td>Candidate exhibits little ability to identify mental disorders and to choose appropriate medications to address symptomology. Candidate gives little consideration of client’s individual characteristics that would be relevant to treatment using psychotropic medication.</td>
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<tr>
<td>Monitoring selected treatment.(30, 30%)CACREP-2009.6.G.3</td>
<td>Candidate consistently recognizes treatment effects and side effects in clients as well as compliance with psychotropic medication treatment.</td>
<td>Candidate exhibits good ability to recognize treatment and side effects and to monitor compliance with psychotropic medication treatment.</td>
<td>Candidate exhibits limited ability to recognize treatment and side effects and to monitor compliance with psychotropic medication treatment.</td>
<td>Candidate exhibits little or no ability to recognize treatment and side effects or to monitor compliance with psychotropic medication treatment.</td>
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<tr>
<td>Understanding of how psychotropic medication affects symptoms.(30,</td>
<td>Candidate demonstrates a thorough understanding of how psychotropics can address symptoms of</td>
<td>Candidate demonstrates a good understanding of how psychotropics</td>
<td>Candidate demonstrates limited understanding of how psychotropics</td>
<td>Candidate demonstrates little or no understanding of how psychotropics can address symptoms of mental disorders for</td>
</tr>
<tr>
<td>30%)CACREP-2009.6.A.6 CACREP-2009.6.G.3 TN-LMU-IS.14</td>
<td>mental disorders for which the drugs were not developed. Candidate exhibits an understanding of how symptoms can vary within a population of clients given a common diagnosis.</td>
<td>can address symptoms of mental disorders for which the drugs were not developed. Candidate demonstrates some understanding is demonstrated of how symptoms can vary within a population of clients with a common diagnosis.</td>
<td>can address symptoms of mental disorders for which the drugs were not developed. Candidate demonstrates little or no understanding of how symptoms can vary within a population of clients with a common diagnosis.</td>
<td>which the drugs were not developed. Candidate demonstrates little or no understanding of how symptoms can vary within a population of clients with a common diagnosis.</td>
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