



**School of Social Work
University of Central Florida**

SOW 6604.0W61 Medications in Social Work Practice (online)

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Semester: Summer 2009
Class Location: Online (sow6123)

Course Description: The study of the effects that psychotropic medications can have within the counseling/helping relationship.

Course Summary:

Social work and other professionals who work in the counseling environment often help to address the needs of clients who are currently taking prescribed medications. These professionals do not prescribe medications; however, they must be aware of the therapeutic effects and possible problems that can result from medication intervention. In this era of Managed Care less emphasis is being placed on interpersonal practice as the "sole" treatment modality. Understanding psychotropic medication usage has become a practice reality. This course is designed to provide students with a bio-psycho-social - cultural understanding and current knowledge base of psychotropic medications used in the health care environment.

Course Objectives

Upon completion of this course, the student will be expected to demonstrate knowledge of:

1. The current societal and environmental pressures that can result in medication being utilized as the primary way to address mental health treatment;
2. Medication uses as a tool toward creating oppression in women, elderly, minority, and poor and under-served populations;
3. Important "societal myths" often associated with the use of "tested" medications with adult clients;
4. Current information that describes what "tested medications" generally mean and the implications it has for other groups (i.e., minorities and elderly);
5. The different effect individuals may experience or report about medications based on cultural, race or ethnic perceptions;
6. Problems that can occur with multiple prescription use;
7. The basic rules to follow when trying to monitor medications as a professional member of the health care delivery team;
8. The similarities and differences between generic and brand name medications.
9. The types of psychotropic medications most often prescribed and the classifications in which they fall;
10. The side effects which may result from use of these medications.

Prerequisites

Graduate standing, post-baccalaureate status, or permission of course instructor.

Required Texts

Bentley K. J. & Walsh, J. (2006). *The Social Worker and Psychotropic Medication:*

Toward Effective Collaboration with Mental Health Clients, Families and Providers

(3rd ed.). Canada: Thomson Brooks/Cole. ISBN: 0-534-51551-7

*Additional supplemental or recommended readings will be placed on reserve for student access.

Major Areas of Content

- A. Overview of societal concern and response to medication use and how different groups of individuals can be affected
- B. The environmental context and societal pressures, which affect the use of prescription medications with different groups
- C. An introduction to terminology used in prescribing medications
- D. Problems areas that need to be addressed when multiple prescriptions are used including the role of the social worker as a professional member of the health care delivery team and social and cultural factors related to compliance
- E. Understanding the differences between generic and brand name medications
- F. Classifications and side effects of mental health medications used in the counseling environment
- G. Special issues in regard to application and treatment considerations when utilizing medications in the health care environment

Evaluation 6000 level course:

Grading will be based on performance of the following:

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|-------------------------------|----------------------------------|
| 1. Medication Analyses Papers | 10 points each (30 points total) |
| 2. Quizzes (Multiple choice) | 10 points each (40 points total) |
| 3. Case Assignments | 10 points each (20 points total) |
| 4. Discussions | 2 points each (10 points total) |

In the medication analyses reviews the student will be expected to examine one mental health medication on each paper (describe the medication, side effects possible regime issues, side effects and counseling issues), describing how this medication relates to social work practice with the client. In the medication analysis each student will be expected to reference and use recent articles (both empirical and popular literature) that deal with the medication as an intervention modality. Specific guidelines are provided on the course website.

For the case analyses assignments the student is expected to review an actual case and identify potential problems in terms of the medications prescribed (or not prescribed) and a suggested medication plan with justification for your suggestions. More information is provided on the course website.

Discussion topics are located on the course website

GRADING SCALE

A = 95-100 (4.0)	B- = 80-83 (2.75)	D+ = 67-69 (1.25)
A- = 90-94 (3.75)	C+ = 77-79 (2.25)	D = 64-66 (1.00)
B+ = 87-89 (3.25)	C = 74-76 (2.0)	D- = 60-63 (.75)
B = 84-86 (3.0)	C- = 70-73 (1.75)	F = 59 or less (0.00)

Your grade is calculated by dividing your total points by the total possible points.

Expectations and Assignment Protocols

Classroom Expectations

The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.

- Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See <http://www.goldenrule.sdes.ucf.edu/> for further details.
- Don't turn in late assignments. Late submissions will result in a lower grade (will not be accepted).
- Keep up with the reading. You have quite a few chapters, modules, discussion postings, and e-mail messages to read for the class. Please keep up with the reading. Students who keep up with the reading tend to do much better in this kind of class than those who do not.
- Don't miss a quiz. Missed quizzes may not be *retaken*.
- Work with others. You are required to make every effort to work effectively and promptly with others in your groups. Fair criticism of your failure to work effectively with others will significantly affect your collaboration and participation grade.

General Information:

APA citation guide – All writing assignments must be in APA documentation style. You will need to purchase an APA manual (technically, you should already have one). For more information on APA documentation, see learn.ucf.edu/resources/citationguides and <http://www.apastyle.org/> or the Purdue Online Writing Lab, www.purdue.edu

Naming of files for instructor to grade - When submitting papers to be graded for this class, be sure to follow the instructions included in the assignment guidelines for naming your file. I receive many electronic files for this class, and it is important that the name of each student's file is meaningful and identifiable by me. All papers must be turned in through turnitin.com. Instructions for using turnitin.com are included in all assignments.

For Discussions-compose in Word and then copy and paste your work into WebCT - You may lose your work if you are composing an assignment in WebCT and there is a system or computer malfunction. Instead, compose your discussion postings and course mail in a program such as Word, and then copy and paste your work into WebCT. Late discussions will not be accepted

Written Assignments-All written assignments (cases and analyses papers) are to be handed in through turnitin.com. NOT through web ct. All assignment should be completed in microsoft WORD. If you do not have word please use a computer that does have it for these assignments. The assignments must be handed in by 11:59 PM on the due date. Turnitin.com does not accept late assignments, there is a section on turniitin.com. All late papers will receive a 1 point deduction per week that they are late. No papers more than two weeks late will be accepted. No papers will be accepted after the last day of class. NO EXCEPTIONS. Please hand in only your final draft- you will only be permitted to hand in one.

Additional Readings-This course includes required readings that are available through the UCF Databases on Library website. From the UCF Library homepage under "articles and databases" you will need to do a search to find the link to the articles required. Most of them can be found using the "psychinfo" or "medline" databases. I highly recommend that you complete these readings- as they will be included in discussions and quizzes.

To access the Library's resources from off-campus, use the EZProxy login, which is found on many of the Library's webpages including the "Ask a Librarian" page. Enter your activated Library ID number in the EZProxy login box, and then click "Yes" to accept the Security Alerts. You will then be redirected to the Library's homepage to begin your search. For questions about using EZProxy access, stop at the Library Reference Desk or contact the Ask a Librarian Reference Service at 407-823-2562 or toll-free at 1-866-271-7589.

Electronic Communication (Course Mail and Discussion Topics)

I expect that all members of this learning community (myself included!) will treat one another with respect, courtesy, and consideration. These protocols provide us with the necessary guidance required to function effectively in a distributed learning environment. An important process objective of this course is the maintenance of an environment that promotes honesty, freedom of expression, and a vigorous exchange of ideas, while also maintaining a learning community that is free from insult and abuse of people, policies, and protocols.

A majority of communication is non-verbal - gestures, voice-inflections, tone-of-voice, and facial expressions provide us with important cues in communication. These cues are absent in computer-based communication. As such, courtesy, consideration, and clarity are fundamental components of the stated protocols for this course.

Use the following conventions for all forms of electronic communication:

- If you want to send a personal message to the instructor or to another student, use course mail rather than the discussions.
- Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply. So if you send me an email at midnight regarding an assignment the day before the assignment is due, chances are you will not receive a response in time.
- Include "Subject" headings - use something that is descriptive and refers to a particular assignment or topic.
- Be courteous and considerate in your course mail exchanges and discussion postings - both with the professor and with your colleagues in the class. Being

honest and expressing yourself freely is very important, but being considerate of others online is just as important as in the classroom.

- Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication. See the Netiquette section below.
- Do not use all caps. This makes the message very hard to read and is considered "shouting."
- Break up large blocks of text into paragraphs and use a space between paragraphs.
- Check spelling, grammar, and punctuation. A helpful hint - Compose your message in your word-processing application in order to check spelling, punctuation, and grammar, then copy and paste your composition into email or the discussion. Not only will you have a back-up should the system or computer malfunction, but this also saves online time.

Course Mail

- In addition to the protocols listed above for Electronic Communication, use the following conventions when composing a course mail message:
- Send me course-related messages only through the course mail feature in WebCT. I receive a great deal of e-mail from many sources, and to keep organized and ensure your messages are responded to promptly I want to utilize only course mail for this course.
- Check your course mail at least three times per week (more often is better).
- Sign your course mail messages. I will not respond to "anonymous" messages.
- Never assume that your course mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

Discussion Topics

- In addition to the protocols listed above for Electronic Communication, use the following conventions when composing a discussion posting:
- During a discussion assignment, deadlines for posting and replying to others' postings will be specified with each assignment. It is a good practice to always check the discussions multiple times during the week.
- Use the appropriate Discussion Topic - don't post everything on the "Main" Discussion Topic. If you do not follow assignment instructions about posting to a particular topic, you will not receive credit for your posting.
- Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
- Do not use postings such as "I agree," "I don't know either," "Who cares," "whatever", or "ditto." They do not add to the discussion, take up space on the discussions, and will not be counted for assignment credit.
- If you disagree with a colleague's posting, remain respectful and professional in your response. Explore disagreements and support assertions with data and evidence.
- If you have technical questions and/or problems, please post a message to the Technical Help discussion topic. I encourage members of the class who are technically proficient to also monitor the forum and assist classmates.

- The Coffee House discussion topic is a forum for students to contact each other about non-course related issues. Although I will not be monitoring this area, the protocols for electronic communication (being courteous and considerate, etc.) still apply.

Netiquette

"Netiquette" has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. "Emoticons" and other tools have become popular, and I encourage their use when it will add to the clarity of your communication.

- :-) happy, pleased :-(sad, displeased :-O surprised >:-| angry

Abbreviate when possible. Examples:

- LOL = laugh out loud, "I find this funny"
- ROFL = rolling on floor laughing, really funny
- BTW = by the way
- *grin* = smiling
- IMHO = in my humble opinion
- FYI: for your info
- Flame = antagonistic criticism

Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is that all of the "cute" symbols in the world cannot replace your careful choice of words and "tone" in your communication. You can learn more about Netiquette and electronic communication by viewing The Pegasus Disc CD-ROM or by visiting Learning Online.

Viruses

A virus can spell disaster. Your **use of a reputable anti-virus program is a requirement for participation in this course** (good ones include McAfee or Norton).

Also, back up your files: "My hard drive crashed." "My modem doesn't work." "My printer is out of ink (this one really won't work-everything is handed in online!)." These are today's equivalents of "My dog ate my homework." And these events really do occur and they are really inconvenient when they do. However, these are not valid excuses for failing to get your work in on time.

Technical Resources

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

UCF Home Page will help find UCF resources - <http://www.ucf.edu>

Pegasus - <http://helpdesk.ucf.edu/> - You can also call the helpdesk at 407-823-5117.

Learning Online - <http://learn.ucf.edu> This URL also includes access to information on study skills for distance learners, the library and the writing center.

Buying a new computer or upgrading your current equipment - <http://www.cstore.ucf.edu/>

Hardware/Software Requirements - <http://learn.ucf.edu/1courses/1technical.html>

Virus information - <http://learn.ucf.edu/1courses/1virus.html>

Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor the forum and assist your classmates.

If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Academic Integrity

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. All research assignments are to be turned in through turnitin.com School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment and may also receive a failing grade for the course. Students who observe others violate this policy are expected to report this to the instructor.

Student Disability Services

UCF and the School of Social Work are committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the instructor to request accommodations. Students who need accommodations **must** be registered with Student Disability Services, Student Resource Center Room 132, (407) 823-2371, TTY/TDD only (407) 823-2116, before requesting accommodations from the instructor.

The Course schedule is located on the syllabus on the course website and on the calendar.

Supplemental Bibliography

- Beaubrun, G., & Gray, G. E. (2000). A review of herbal medicines for psychiatric disorders. *Psychiatric Services, 51*, 1130-1134.
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- Managed Care Weekly Digest. (2003, April 21). California takes step to make HMOs cover prescription medications. *Managed Care Weekly Digest, 45-46*.
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- Newberry, H. Beerman, K., Duncan, S., McGuire, M., & Hillers, V. (2001). Use of nonvitamin, nonmineral dietary supplements among college students. *The Journal of American College Health, 50*(3), 123-128.
- Pies, R. (2000). Adverse neuropsychiatric reactions to herbal and over-the-counter "antidepressants." *Journal of Clinical Psychiatry, 61*(11), 815-819.
- Rhodes-Kropf, J. (2001, August). Achieving balance between herbal remedies and medical therapy on base rate [4 pages]. *Geriatrics* (on-line serial). Available:http://www.findarticles.com/cf_dls/m2578/8_56/78056239/print.jhtml