UCLy
LYON CATHOLIC UNIVERSITY

FACULTÉ DE PSYCHOLOGIE-SHS

FACULTY OF PSYCHOLOGY

UCLy LYON CATHOLIC UNIVERSITY | FACULTÉ DE PSYCHOLOGIE-SHS

UNDERGRADUATE LEVEL COURSES

Spring Semester/ Semester 2 (January – May 2022)

STRESS AND BURNOUT MANAGEMENT

Course title	*Psychology in English 1* ***Stress and Burnout Management***
Tutor	*Rhondda Waterworth*
Associate tutors	
Number of hours	*20 hours*
Total student work hours	*16 hours*
Year/Semester when the course unit is delivered	*L2/S4 (Bachelor 2nd year)*
Assessment	*Session 1: Self-reflective written work.* *Session 2: Role played intervention.*
AJAC Evaluation	*Session 1 and 2 : written work and role play*
Number of ECTS credits allocated	*3*
Coefficient of the course in the curriculum	*1*
Language of instruction	*English*

Pedagogical objectives. Disciplinary knowledge

Objectives : *Become familiar with the theory and research into burnout, stress, and career management as it relates to self and patient.*
Be able to respond effectively to stress and burnout in patients.

Competencies

Applied disciplinary knowledge

Literature research, self reflection, application of knowledge to self and others. Learning via process. Intervention via modelling. Self care techniques form ACT, CBT, and Mindfulness.
Assertiveness theory and techniques.

Sensitising to different aspects of the professional practice of psychology
Transferable skills

Autonomy in learning

Organise oneself, manage time and priorities, plan ahead, self-evaluate.
Understand assessment approaches and evaluate one's actions.
Increase one's autonomy in the learning process; prepare oneself for lifelong learning.
Demonstrate abstraction ability.
Have an introduction to projet management.
Demonstrate iniative.

Demonstrate information-seeking skills, analytical and synthesis skills
Research, analyze and use information from different sources and media (paper and electronic) in relation with the current academic training, process the information in order to produce a synthetic document, and disseminate it through digital media (texts, tables, slideshows, videos, bibliographies ...).
Develop skills and confidence and professional vocabulary in critically reading and learning from research studies in English. Introduction to evidence-based practice.
Carry out a study: identify and develop a research question in a predefined context, build and develop an argument, interpret data and results, write an abstract, suggest areas of further exploration.
Engage in self reflection, display critical thinking, debate, develop a counterargument or defend one's ideas.

Master at least one foreign language (English).
Generic pre-professional skills

Develop one's ability to use knowledge and skills through exercises simulating real-life professional situations.

Acquire knowledge on stress management, burnout, and assertiveness, as well as on the tools psychologists use in order to approach these issues, for self management within own learning environment, future career, and with patients in a consultation.
Develop the skills one needs in order to provide counselling on stress related issues or on problems related to non-assertive behaviour, by participating to
role play and exercises, as well as case analysis, in a framework which stimulates dialogue and interaction.

Prerequisites

Intermediary-advanced level in English

Pedagogical tools

-Readings supplied: journal articles and book chapters
-In-class exercises
-Case study : reflective piece and development of management plan.
-Role play : use of skills and techniques in situ.

Course outline

Date	Topic	Reading	Exercise
1	What is self care ?	1. Frank M Dattilio (2015) The Self-Care of Psychologists and Mental Health Professionals: A Review and Practitioner Guide, 50 Australian Psychologist 393–399. 2. Jake S. Ziede and John C. Norcross 'Personal Therapy and Self-Care in the Making of Psychologists' 154(8) The Journal of Psychology 585–618.	Learning, questions, discussion.
2	Research on burnout : individual features	3. Myers, Philippi, Reyna and Dahl 'Self leadership in an undergraduate sample' (2020) 25(2) Psi Chi Journal of Psychological Research 142. 4. (Chapter 2:) Michael P Leiter, Arnold B Bakker, Christina Maslach 'Burnout at Work: A Psychological Perspective' Psychology Press Taylor and Francis, 2014.	Learning, questions, discussion.
3	'Burnout machine': workplace features	2. Jake S. Ziede and John C. Norcross 'Personal Therapy and Self-Care in the Making of Psychologists' 154(8) The Journal of Psychology 585–618.	Learning, questions, discussion.
4	Psychological self-care : CBT, ACT and mindfulness	1.Frank M Dattilio (2015) The Self-Care of Psychologists and Mental Health Professionals: A Review and Practitioner Guide, 50 Australian Psychologist 393–399 4. 'Michael P Leiter and Christina Maslach 'Chapter 8: Interventions to prevent and alleviate burnout' in Michael P Leiter, Arnold B Bakker, Christina Maslach 'Burnout at Work: A Psychological Perspective' Psychology Press Taylor and Francis, 2014.	Learning and practicing psychological self care techniques Practice role plays.
5	Practical self care and career management	5.Katy Hill, Anja Wittkowski, Emma Hodgkinson, Richard Bell2 and Dougal J. Hare 'Using the Repertory Grid Technique to Examine Trainee Clinical Psychologists' Construal of Their Personal and Professional Development' (2016) 23 Clinical Psychology and Psychotherapy 425–437.	Assertiveness, career management, practical techniques for self care.
6	Self reflection	6.Laura Bettney (2017) 'Reflecting on self-care practices during clinical psychology training and beyond', Reflective Practice, 18:3, 369-380, DOI: 10.1080/14623943.2017.1294532	Development of self reflection on self in career development.
7	Warning signs of burnout	8. Chapter 4 : How to burn out', Appendix 1: the Physiological basis for burnout', from	Learning, questions, discussion.
8	Development of own management plan	5. Katy Hill, Anja Wittkowski, Emma Hodgkinson, Richard Bell and Dougal J. Hare 'Using the Repertory Grid Technique to Examine Trainee Clinical Psychologists' Construal of Their Personal and	Development of own management plan

		Professional Development' (2016) 23 Clinical Psychology and Psychotherapy 425–437.	
9	*Question time*	*Session open to questions from the content and skills covered during the course, as well as other questions related to professional career management as a psychologist. Revision of the content and concepts covered in the course.*	
10	*Assessment & Practicing Skills*		*Role plays*

Bibliography

1. Frank M Dattilio (2015) The Self-Care of Psychologists and Mental Health Professionals: A Review and Practitioner Guide, 50 Australian Psychologist 393–399.
2. Jake S. Ziede and John C. Norcross 'Personal Therapy and Self-Care in the Making of Psychologists' 154(8) The Journal of Psychology 585–618.

3. Myers, Philippi, Reyna and Dahl 'Self leadership in an undergraduate sample' (2020) 25(2) Psi Chi Journal of Psychological Research 142.

4. Kirsi Ahola and Jari Hakanen 'Chapter 2 : Burnout and Health' & Michael P Leiter and Christina Maslach 'Chapter 8: Interventions to prevent and alleviate burnout' in Michael P Leiter, Arnold B Bakker, Christina Maslach Burnout at Work: A Psychological Perspective Psychology Press Taylor and Francis, 2014.

5. Katy Hill, Anja Wittkowski, Emma Hodgkinson, Richard Bell and Dougal J. Hare 'Using the Repertory Grid Technique to Examine Trainee Clinical Psychologists' Construal of Their Personal and Professional Development' (2016) 23 Clinical Psychology and Psychotherapy 425–437.

6. Laura Bettney (2017) 'Reflecting on self-care practices during clinical psychology training and beyond', 18:3 Reflective Practice 369-380, DOI: 10.1080/14623943.2017.1294532

7. 'Chapter 4: How to burn out', 'Appendix 1: The physiological basis for burnout' & 'Appendix 2: Moment of truth conversations' in Tim Casserley and David Megginson Learning from Burnout : Developing Sustainable Leaders and Avoiding Career Derailment Taylor & Francis Group, 2008-11-11.

THE PATIENT-PSYCHOTHERAPIST RELATIONSHIP

Course title	*Psychology in English 2* ***The patient-psychotherapist relationship***
Tutor	*Rhondda Waterworth*
Associate tutors	
Number of hours	*20 hours*
Total student work hours	*16 hours*
Year/Semester when the course unit is delivered	*L2/S4 (Bachelor 2nd year)*
Assessement	Session 1: -Class participation : coef 1 -Written work : coef 2 *Session 2: written work*
AJAC Evaluation	*Session 1 and 2 : written work*
Number of ECTS credits allocated	*3*
Coefficient of the course in the curriculum	*1*
Language of instruction	*English*

Pedagogical objectives. Disciplinary knowledge

Approach the patient-psychotherapist relationship, through theories and concepts belonging to different therapeutic orientations.
Sensitise students to the reflective and relational skills of the psychologist, faced with the subjective reality of the patient, his expectations and his interpersonal style.
Invite students to apply the knowledge they have acquired in practical situations (role play, written exercise applying the different models of therapeutic alliance and different practical skills depending on orientation to a case study).

Competencies

Applied disciplinary knowledge

Methodological know-how (introduction) : integration of experimental and clinical observation methods, of interview methodologies, of survey and questionnaire scale development methodologies, introduction to psychological testing, to psychometric and docimological methodologies and to group dynamics techniques.
Sensitising to different aspects of the professional practice of psychology

Transferable skills

Demonstrate information-seeking skills, analytical and synthesis skills

Research, analyze and use information from different sources and media (paper and electronic) in relation with the current academic training, process the information in order to produce a synthetic document, and disseminate it through digital media (texts, tables, slideshows, videos, bibliographies ...).

Carry out a study: identify and develop a research question in a predefined context, build and develop an argument, interpret data and results, write an abstract, suggest areas of further exploration.

Engage in self reflection, display critical thinking, debate, develop a counterargument or defend one's ideas.

Master at least one foreign language (English).

Generic pre-professional skills

Acquire knowledge on the career paths associated with the academic discipline.
Develop one's ability to use knowledge and skills through exercises simulating real-life professional situations.
Participate in the process of knowledge creation, dissemination and promotion.

Acquire knowledge about the frame in psychotherapy, as well as on the place of the patient and that of the therapist inside this frame.
Know how to describe the patient-therapist relationship, using concepts belonging to different approaches (psychodynamic, humanistic, cognitive-behavioural, single session therapy).
Have an essential knowledge about the therapeutic alliance and understand the role of the therapist in its establishment.
Become familiar with research findings on the topic of the therapeutic alliance or on the qualities of efficient psychotherapists.
Understand and use the basic principles of the development of therapeutic alliances.
Understand and be able to describe the development of therapeutic alliance and it's uses in different therapeutic contexts.
Approach aspects of the limits for the patient-psychotherapist relationship (in a given context).

Prerequisites

Intermediary-advanced level in English

Pedagogical tools

- Journal articles
- Chapters from edited books
- Role plays

Course outline

Topic	Reading	Exercise
1. What is Therapeutic Alliance ?	1.J. Christopher Muran Jacques P. Barber 'An Introduction Establishing the Context and Rationale' in J. Christopher Muran and Jacques P. Barber, (Eds), *The Therapeutic Alliance: An Evidence-Based Guide to Practice*, Guilford Publications, 2010-08-11 2. Marziali, E., and L. Alexander, 'The power of the therapeutic relationship' (1991) 61(3) *American Journal of Orthopsychiatry* 383.	Collaborative definitions

	3. Rita B. Ardito, and Daniela Rabellino 'Therapeutic Alliance and Outcome of Psychotherapy: Historical Excursus, Measurements, and Prospects for Research' (2011) 2 Frontiers in Psychology 270.	
2. Influences on Therapeutic Alliance	4. Catherine Steel, James Macdonald, Thomas Schroder 'A Systematic Review of the Effect of Therapists' Internalized Models of Relationships on the Quality of the Therapeutic Relationship' (2018) 74(1) *Journal of Clinical Psychology* 5-42. 5.David M. Lawson, Susan Troncoso Skidmore, and Sinem Akay-Sullivan The Influence of Trauma Symptoms on the Therapeutic Alliance Across Treatment' (2020) 98 *Journal of Counseling & Development* 29. 6. Sigal Zilcha-Mano, Simone Shamay-Tsoory, and Tohar Dolev-Amit University of Haifa Orna Zagoory-Sharon and Ruth Feldman 'Oxytocin as a Biomarker of the Formation of Therapeutic Alliance' (2020) 67(4) Psychotherapy and Counseling Psychology Journal of Counseling Psychology 2020 *American Psychological Association* 523–535.	Critical analysis, answer questions, create powerpoint and present articles to class.
3. Therapeutic Alliance within Therapeutic Models 1	7.Fay Short & Phil Thomas, Chapter 2 from *Core Approaches in Counselling and Psychotherapy* Taylor & Francis Group, 2014. 8.Chrystal T Fullen 'The Therapeutic Alliance in a Single Session: A Conversational Analysis' (2019) 38(4) *Journal of Systemic Therapies* 45–61.	Written exercise comparing with the therapeutic alliance in the psychodynamic approach
4. Therapeutic Alliance within Therapeutic Models 1	7. Fay Short & Phil Thomas, Chapters 4 & 5 from *Core Approaches in Counselling and Psychotherapy* Taylor & Francis Group, 2014.	Written exercise comparing with the therapeutic alliance within different therapeutic approaches.
5. Practical Skills 1: Counselling Microskills	7. Fay Short & Phil Thomas 'Chapter 1' in *Core Approaches in Counselling and Psychotherapy* Taylor & Francis Group, 2014. 9. Jeroen Kuntze, Henk T. van der Molen and Marise P. Born 'Increase in counselling communication skills after basic and advanced microskills training' (2009) 79 *British Journal of Educational Psychology* 175–188. 10. Patrick JM Nelson 'An Easy Introduction to the Egan's Skilled Helper Solution Focused Counselling Approach' http://highgatecounselling.org.uk/members/certificate/CT1W3%20Paper%202.pdf	Role plays
6. Practical Skills 2:	11. Jack Trevor Friedman 'Nonverbal Synchrony: A New Approach to Assessing Therapeutic Alliance Ruptures' (2020) 17(1) *The New School Psychology Bulletin* ISSN: 1931-793X; Online ISSN: 1931-7948	Role Plays
7. Therapeutic Alliance in	12. Wu Q., McWey LM; Ledermann T, 'Clients' Attributions of the Presenting Problem and the Therapeutic Alliance in Couple Therapy: Systemic	

Different Therapeutic Contexts	Versus Intrapersonal Perspectives.' (2020) 46(4) Journal of Marital and Family Therapy 661-673. 13. Rhondda Waterworth 'Measuring Legal Actor Contributions in Court: Judges' Rol Therapeutic Alliance and Therapeutic Change' (2019) 28(4) Journal of Judicial Admin 14. Barry L. Duncan, Scott D. Miller, Jacqueline A. Sparks, David A. Claud, Florida Lisa Rene Reynolds, Jeb Brown, Lynn D. Johnson, 'The Session Rating Scale: Preliminary Psychometric Properties of a "Working" Alliance Measure' (2003) Journal of Brief Therapy 3(1).	
8. Assessment and role plays		Role play assessments
9. Assessment and role plays		Role play assessments

Bibliography

1.J. Christopher Muran Jacques P. Barber 'An Introduction Establishing the Context and Rationale' in J. Christopher Muran and Jacques P. Barber, (Eds), *The Therapeutic Alliance: An Evidence-Based Guide to Practice,* Guilford Publications, 2010-08-11

2. Marziali, E., and L. Alexander, 'The power of the therapeutic relationship' (1991) 61(3) *American Journal of Orthopsychiatry* 383.

3. Rita B. Ardito, and Daniela Rabellino 'Therapeutic Alliance and Outcome of Psychotherapy: Historical Excursus, Measurements, and Prospects for Research' (2011) 2 Frontiers in Psychology 270.

4. Catherine Steel, James Macdonald, Thomas Schroder 'A Systematic Review of the Effect of Therapists' Internalized Models of Relationships on the Quality of the Therapeutic Relationship' (2018) 74(1) *Journal of Clinical Psychology* 5-42.

5. David M. Lawson, Susan Troncoso Skidmore, and Sinem Akay-Sullivan The Influence of Trauma Symptoms on the Therapeutic Alliance Across Treatment' (2020) 98 *Journal of Counseling & Development* 29.

6. Sigal Zilcha-Mano, Simone Shamay-Tsoory, and Tohar Dolev-Amit University of Haifa Orna Zagoory-Sharon and Ruth Feldman 'Oxytocin as a Biomarker of the Formation of Therapeutic Alliance' (2020) 67(4) Psychotherapy and Counseling Psychology Journal of Counseling Psychology 2020 *American Psychological Association* 523–535.

7. Fay Short & Phil Thomas 'Chapter 1, 2, 4 & 5' in *Core Approaches in Counselling and Psychotherapy* Taylor & Francis Group, 2014.

8.Chrystal T Fullen 'The Therapeutic Alliance in a Single Session: A Conversational Analysis' (2019) 38(4) *Journal of Systemic Therapies* 45–61

9. Jeroen Kuntze, Henk T. van der Molen and Marise P. Born 'Increase in counselling communication skills after basic and advanced microskills training' (2009) 79 *British Journal of Educational Psychology* 175–188.

10. Patrick JM Nelson 'An Easy Introduction to the Egan's Skilled Helper Solution Focused Counselling Approach' http://highgatecounselling.org.uk/members/certificate/CT1W3%20Paper%202.pdf

11. Jack Trevor Friedman 'Nonverbal Synchrony: A New Approach to Assessing Therapeutic Alliance Ruptures' (2020) 17(1) *The New School Psychology Bulletin* ISSN: 1931-793X; Online ISSN: 1931-7948

12. Wu Q., McWey LM; Ledermann T, 'Clients' Attributions of the Presenting Problem and the Therapeutic Alliance in Couple Therapy: Systemic Versus Intrapersonal Perspectives.' (2020) 46(4) *Journal of Marital and Family Therapy* 661-673.

13. Rhondda Waterworth 'Measuring Legal Actor Contributions in Court: Judges' Roles, Therapeutic Alliance and Thera (2019) 28(4) *Journal of Judicial Administration*.

14. Barry L. Duncan, Scott D. Miller, Jacqueline A. Sparks, David A. Claud, Florida Lisa Rene Reynolds, Jeb Brown, Lynn D 'The Session Rating Scale: Preliminary Psychometric Properties of a "Working" Alliance Measure' (2003) Journal of Brie

POSITIVE PSYCHOLOGY (Lecture)

Course Title	*Positive Psychology*

Lecturer(s)	Amanda Comoretto

Duration	*20 H 00*

Homework	*30 H 00*

Positioning (Year/Semester)	*Bachelor 3rd year/S5*

Final examination time	*Written test* *(first and second session)* *Length: 2 H 00*
AJAC examination	*Written test*

Credits number	*3*

Subject coefficient	*1*

Teaching language	*English*

Educational objectives
This course invites you to explore the possibilities offered by the dynamic, intellectually rich, and extremely popular field of positive psychology. It focuses on strengths as well as weaknesses, on building the best things in life as well as repairing the worst, on fulfilling the lives of so-called normal people as well as healing pathologies. Topics of study include happiness, character strengths, positive emotions, creativity, resilience, positive connections, kindness, meaning, empathy, compassion, positive interventions, lifestyle change, and positive organisations.

Skills

This course invites students to engage with the major research topics and foundational theories of positive psychology. Upon completion, they will be able to identify and explain the major scientific theories of the discipline of positive psychology and apply these theories, formally and informally, in their own lives and relationships with others. By engaging in the science of positive psychology, both at a research and personal level, and by sharing these learnings with multiple audiences, students will emerge from this course able to evaluate and justify the value of the science of positive psychology and its evidence-based practices.

Pre-requisites

Introduction to Psychology

Pedagogical resources

Written and audiovisual materials

Content / Course outline

1) Description and evaluation of positive psychology methodology.

2) Generation of research ideas in positive psychology.

3) Demonstration of ability to read, evaluate and discuss positive psychology research findings.

4) Demonstration of ability to evaluate and think about self from a positive psychology perspective.

5) Analysis and discussion of basic concepts including affect, grit, affect decay bias, affective forecasting, mindfulness, and resilience.

Bibliography

1. Lyubomirsky, S. (2013). The Myths of Happiness. ISBN 13: 978-0143124511

2. Fredrickson, B. L. (2009). Positivity. ISBN-13: 978-0-307-39374-6

3. Fredrickson, B. L. (2013). Love 2.0. ISBN-13: 978-0-14-218047-1

POSITIVE PSYCHOLOGY (Tutorial)

Course Title	*Positive Psychology*

Lecturer(s)	Amanda Comoretto

Duration	20h

Homework	30h

Positioning	*Bachelor 3rd year/S5*

Evaluation	**Session 1** : Oral presentation and essay (average mark between the two) Active participation in the group will be rewarded. **Session 2** : Re-elaborated essay
AJAC examination	**Session 1 & 2**: Essay Students are required to contact the lecturer at the beginning of the semester.

Credits number	3

Subject coefficient	*1*

Teaching language	English

Educational objectives

Explore the possibilities offered by the dynamic, intellectually rich, and extremely popular field of positive psychology by means of discussions, oral presentations and active research.

Skills

Awareness and reflection

Prequisites

Introduction to Psychology

Pedagogical resources

Seminars

Choice of a research topic to be elaborated orally and in writing.

Content / Course outline

The lecturer will lead the class with a critical eye on the various oral presentations.

Bibliography

1. Lyubomirsky, S. (2013). The Myths of Happiness. ISBN 13: 978-0143124511

2. Fredrickson, B. L. (2009). Positivity. ISBN-13: 978-0-307-39374-6

3. Fredrickson, B. L. (2013). Love 2.0. ISBN-13: 978-0-14-218047-1

PHARMACOLOGY (Lecture)

Division	*Psychology Faculty -SHS*

Course	*Psychology Bachelors Degree*

Course Name	*Psychopharmacology (Cours Magistrale)*

Lecturer	Rhondda Waterworth

Number of Hours	*20 hrs*

Total student work hours	*20 hrs*

Year / Semester when the cours unit is delivered	*L3/S5*

Assessment	1. Written work: Creation of a treatment guidelines for a common problem taken from clinical practice, (from the perspective of a psychologist). The target problems will be chosen from; insomnia, problems with concentration and short term memory, chronic pain, or anxiety. The treatment guidelines need to include an analysis of the possible medication options, their indications and contraindications, as well as other psychological therapy interventions which could help, alongside practical advice such as lifestyle changes, habits, and diet. 2. Reflective essay (500 words : Reflections on the experience of participating on the course, points of interest that the student will be applying to their future

	professional life as a psychologist. 3. Final exam (1 hr30 mins)
Evaluation AJAC	

Nombre de crédits	*3*

Coefficient of the course in the curriculum	*1*

Language of instruction	*English*

Pedagogical objectives / Disciplinary knowledge
To familiarise students with psychopharmacology products available, their use in professional practice, indications, contraindications, as well as with other concepts related to the use of medication, eg metabolic rate, dosage, toxicology, side effects, withdrawal syndromes.

Competencies
Recognise the major groups of psychoactive medication, the actions, indications and contraindications. *Understand and communicate to patients the benefits and drawbacks of psycho active medication* *Understand the role of a psychologist and the boundaries when communicating with patients with regards to psychoactive medication.*

Pre-Requisites
N/A

Pedagogical tools
Teaching, slides, online video links, research articles, role plays.

Content / organisation of the course

Class	Subjet	Pedagogical tools
1	Brain chemistry and relevant neuroanatomy. Body systems and effects of systemic medication Dosage and toxicity.	Slides Videos Articles
2	Neurotransmitters, neuroreceptors, and enzymes as psychopharmacologic medication targets. The ion chanel as a target for psychopharmacologic medication targets.	Slides Videos Articles
3	Antidepressants : Typical and atypical antidepressants, their action mechanisms. Studies on efficacity.	Slides Videos Articles
4	Anxiolytics: Benzodiazepines, Nonbenzodiazepines	Slides Videos Articles
5	Mood stabilisers and anticonvulsants : traditional mood stabilisers and atypical mood stabilisers	Slides Videos Articles
6	Anti obsessive / compulsive medication Psychostimulants	Slides Videos Articles
7	Treating sleep disorders	Slides

	Treating chronic pain	Videos Articles
8	Other psychoactive substances : Treating memory problems and aging, managing stress and unusual approaches to the treatment of depression and post traumatic disorders.	Slides Videos Articles
9	The role of the psychologist vis a vis psychopharmacology.	
10	Case studies in psychopharmacology : identification of salient features, application of professional expertise within psychological role.	Analysis of hypothetical case studies taken from common patient presentations.

Bibliographie

Deglin, Judith Hopfer, and April Hazard Vallerand. Davis's Drug Guide for Nurses, with Resource Kit CDROM (Davis's Drug Guide for Nurses). Philadelphia: F A Davis Co, 2009. Print.

Varcarolis, E. M., Carson, V. B., & Shoemaker, N. C. (2006). Foundations of psychiatric mental health nursing: a clinical approach (5th ed.). St. Louis: Elsevier Saunders.

Stahl, Steven M. Stahl's Essential Psychopharmacology 4th edition (Cambridge University Press 2013.)

Johns Hopkins Center for Psychedelic and Consciousness Research (www.hopkinsmedicine.org)
Home - Psilocybin Research (www.psilocybin-research.com)
https://stahlonline.cambridge.org/common_home.jsf

PHARMACOLOGY (Tutorial)

Division	*Psychology Faculty -SHS*

Course	*Psychology Bachelors Degree*

Course Name	*Psychopharmacology (TD)*

Lecturer	Rhondda Waterworth

Number of Hours	*20 hrs*

Total student work hours	*20 hrs*

Year / Semester when the cours unit is delivered	*L3/S5*

Assessment	Written essay case analysis Written case analyses and explanations to patients regarding medication within the role of psychologist.
Evaluation AJAC	

Nombre de crédits	*3*

Coefficient of the course in the curriculum	*1*

Language of instruction	*English*

Pedagogical objectives / Disciplinary knowledge

To familiarise students with psychopharmacology products available, their use in professional practice, indications, contraindications, as well as with other concepts related to the use of medication, eg metabolic rate, dosage, toxicology, side effects, withdrawal syndromes.

Competencies

Recognise the major groups of psychoactive medication, the actions, indications and contraindications.
Understand and communicate to patients the benefits and drawbacks of psycho active medication
Understand the role of a psychologist and the boundaries when communicating with patients with regards to psychoactive medication.

Assessment :

1. *Written analytical essay weighing the evidence base, and describing the usefulness of antidepressants. (Literature search, development of arguments for and against, adn description of favourable circumstances, knowledge of different types of antidepressants and different patient factors that influence utility). 1500 words*

2. *Case analyses and response to a series of hypothetical patients who ask their psychologist during a session : 'Do I need medication to get better ?' Written from the perspective of the treating psychologist. (Analysis of symptoms, indications and contraindications, matching to the evidence for and against potential medications, understanding of the ppsychologists rôle regarding medication, development of a professionally accurate and appropriate response for the patient, along with an explanation of the reasons for that response.) 1500 mots*

Pre-Requisites

N/A

Pedagogical tools

Teaching, slides, online video links, research articles, textbook, role plays.

Content/Organisation of course

Class	Subjet	Pedagogical Aides
1	Brain chemistry and relevant neuroanatomy. Body systems and effects of systemic medication Dosage and toxicity.	1. Kayt Sukel 'Neuroanatomy: The Basics' (2019) The Dana Foundation https://www.dana.org/article/neuroanatomy-the-basics/ 2. Hawton, K., Bergen, H., Simkin, S., Cooper, J., Waters, K., Gunnell, D., & Kapur, N. (2010). Toxicity of antidepressants: rates of suicide relative to prescribing and non-fatal overdose. *The British journal of psychiatry : the journal of mental science*, 196(5), 354–358. https://doi.org/10.1192/bjp.bp.109.070219 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2862059/
2	Neurotransmitters, neuroreceptors, and enzymes as psychopharmacologic medication targets. The ion chanel as a target for psychopharmacologic medication targets.	3. 'The Chemical Mind' Crash Course Psychology #3 https://www.youtube.com/watch?v=W4N-7AlzK7s 4. RD Lane 'Functional Neuranatomy of Psychiatric Disorders: A Didactic Course for Residents' (2001) 25(3) *Academic Psychiatry* 148 – 155.
3	Antidepressants: Typical and atypical antidepressants, their action mechanisms. Studies on efficacity.	5. Chapitre Ch 5 Thomas L Schwartz (2017) *Practical Psychopharmacology: Basic to Advanced Principles*. Routledge, Taylor and Francis Group, New York. 6. Zhou X, Teng Teng, Yuqing Zhang, Cinzia Del Giovane, Toshi A Furukawa, John R Weisz et al. 'Comparative efficacy and acceptablity of antidepressants, psychotherapies, and their combination for acute treatment of children and adolescents with depressive disorder: a systematic

		review and network meta-analysis.' (2020) 7(7) *The Lancet: Psychiatry* 581-601.
4	Anxiolytics: Benzodiazepines, Nonbenzodiazepines	7. Chapitre Ch 2 Thomas L Schwartz (2017) *Practical Psychopharmacology: Basic to Advanced Principles*. Routledge, Taylor and Francis Group, New York. Pp 31-82 8. Lance Longo and Bria Johnson 'Addiction : Part 1. Benzodiazepines – Side Effects, Abuse Risk and Alternatives' (2000) 61(7) *American Family Physician* 2121-2128. 9. Johnathon Brett and Bridin Murnion 'Management of benzodiazepine misuse and dependance' (2015) 38(5) *Australian Prescriber* 152 – 155.
5	Mood stabilisers and anticonvulsants : traditional mood stabilisers and atypical mood stabilisers	10. Chapitre Ch 3 Thomas L Schwartz (2017) *Practical Psychopharmacology: Basic to Advanced Principles*. Routledge, Taylor and Francis Group, New York. 11. Gin S. Malhi, Richard Porter, Lauren Irwin, Amber Hamilton, Grace Morris, Darryl Bassett, Bernhard T. Baune,Philip Boyce, Malcolm J. Hopwood, Roger Mulder, Gordon Parker, Zola Mannie, Tim Outhred, Pritha Das, andAjeet B. Singh 'Defining a mood stabiliser: a novel framework for research and clinical practice' (2018) 4(4) British Journal of Psychology Open 278-281.
6	Psychostimulants	12. Chapitre Ch 1 Thomas L Schwartz (2017) *Practical Psychopharmacology: Basic to Advanced Principles*. Routledge, Taylor and Francis Group, New York. pp1 – 29 13. Cortese S, Adamo N, Del Giovane C, et al. Comparative efficacy and tolerability of medications for attention-deficit hyperactivity disorder in children, adolescents, and adults: a systematic review and network meta-analysis. Lancet Psychiatry 2018;5:727-38 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6109107/
7	Treating sleep disorders Treating chronic pain	14. Chapitre Ch 6 Thomas L Schwartz (2017) *Practical Psychopharmacology: Basic to Advanced Principles*. Routledge, Taylor and Francis Group, New York. pp219 – 245 15. Stephen Bent, Amy Padula and Wold Mehling ' 'Valerian for Sleep: A Systematic Review and Meta-Analysis' (2006) 119(12) American Journal of Medicine 1005-1012.
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