

**The Academy for Jewish Religion**  
**Syllabus**  
**PRO 216 - Psychopharmacology for Clergy**

**Trimester:** Summer, 2022

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**Class Time:** May 2-5 9:30AM – 5:00pm (EST)

**Required Texts:**

Patterson, JoEllen; Griffith, James L.; Edwards, Todd M.; *The Therapist's Guide to Psychopharmacology: Working with Patients, Families, and Physicians to Optimize Care*, 3<sup>rd</sup> edition, The Guilford Press, 2021

Wegmann, Joe, RPh, LCSW, *Psychopharmacology: Straight Talk on Mental Health Medications*, 4<sup>th</sup> edition, Pesi Publishing, 2021

**Relevant Texts for Reference (not required to purchase):**

Peterson, Ashley L., RN, BSN, BScPharm, MPN, *Psych Meds Made Simple: How They Do What They Do*, Mental Health @ Home Books, 2019

Vanderpot, Lynne, PhD, *Psychiatric Medication and Spirituality: An Unforeseen Relationship*, Jessica Kingsley Publishers, 2017

**Course Content:** This course has been designed to provide a framework for clergy to understand the basics of psychopharmacology. Teaching goals will include the rationale for prescribing psychiatric medicine, the nature of the conditions prescribed for, the mechanism of the drugs prescribed and the effects and side effects of different classes of medicine. Students will have an opportunity to learn about and think through their responsibilities toward congregants and community members who present themselves as in need of mental health services. These encounters can be difficult to understand and this intersession course will bring issues of psychiatric medication, their usefulness, and use into clearer focus for clergy who contemplate the need for making appropriate referrals. This course will cover the Science and Judaism requirement.

**Goals and Objectives:** Students will be able to:

Understand basic brain functions as they relate to the fundamentals of psychopharmacology.

Describe the symptoms of common psychiatric disorders that often require referral to other professionals so they can participate in effective treatment planning.

Describe the most common symptoms of depression, anxiety, sleep disorder, attention deficit disorder, and addiction.

**Course Requirements:**

- 1.Regular attendance, on time
- 2.In-class participation in exercises and discussion. 40% of your grade.
3. Preparation of material required for each class. 30% of your grade.
4. Completion of twenty short answer questions and a final paper. Papers should be 4-6 pages. 30% of your grade.

### **Rubric**

Students will be graded according to their level of proficiency in the following specific knowledge and skill areas:

1. **Content Knowledge** – students will be expected to show an appropriate level of knowledge having to do with brain function and the variety of ways dysphoric symptoms are expressed.
2. **Analysis** – Building on the strengths outlined in “content knowledge” (above) students will demonstrate an ability to develop ideas that demonstrate their understanding of what the psychological/medication issues are.
3. **Communication** – Students will demonstrate an ability to discuss the material presented in a coherent and compassionate way.

### **Grading Scheme for Papers**

Both the short answer section and final paper are designed to be thoughtful reflections on students' current thinking as regards their own development as counselors as they grow into their roles as professional clergy.

1. An 'A' paper will demonstrate excellent writing skill with proper grammar, punctuation, and word choices that help the reader to “see” from the writer's perspective.
2. A 'B' paper will demonstrate generally good writing skill meaning, the paper may have some grammatical or syntax deficiencies. The level of word painting will not rise to the level of an 'A' paper.
3. A 'C' paper will be only adequate in its demonstration of writing skill and may show several/many mistakes in spelling, grammar, etc.
4. A 'D' paper will be less than satisfactory but still passing.
5. An 'F' paper will be so poorly written as to not make sense. It might also demonstrate an unwillingness – or inability – to look inward in order to examine self-feelings.

### **Final Assignment**

The final assignment will consist of two parts. In the first you will have 20 short answer questions to answer. Each should be one to two paragraphs long but not longer. This is an open book exam and you can use the questions as both a study guide and an exam. Here are the questions:

- 1) What is a neurotransmitter?
- 2) Name three important neurotransmitters.
- 3) How do these differ in their impact on the brain/nervous system?
- 4) What is the difference between top down and bottom up processing?
- 5) What are three symptoms of a major depressive episode that distinguish it from sadness, grief or demoralization?
- 6) Name three different types of depressions.
- 7) Why is it important to distinguish between depression arising out of bipolar illness and that of a unipolar depression?
- 8) Name four different classes of antidepressants.
- 9) What are their safety profiles?
- 10) What are two natural drug therapies that can treat depression?
- 11) What part of the nervous system is out of balance in the anxiety disorders?
- 12) Name four different anxiety disorders.
- 13) Why are antidepressants used in the treatment of anxiety disorders?
- 14) When is it appropriate to use a benzodiazepine in an anxiety disorder?
- 15) What are the symptoms of benzodiazepine withdrawal?
- 16) What is the difference between Bipolar 1 and Bipolar 2 disorders?

- 17) How does the treatment of bipolar disorder differ from the treatment of major depression?
- 18) What is the difference between ADD and ADHD.
- 19) Why are stimulants effective for many people with ADD/ADHD?
- 20) What are three different types of medicine that can be used to treat insomnia?

In the second section you may choose **either** of the assignments, below:

1. Write a 4-6 page paper which describes the ways in which you have interfaced with psychopharmacology in either your personal or professional life.
2. Write a 4-6 page paper describing when and how the information taught in this course might have been, or will be, particularly useful to you.

**Assignment in Preparation for Day 1**  
**Patterson pp. 1-26**  
**Wegmann pp. 27-33 and 81-114**

### **Class Schedule**

Monday, Day 1

9:30 – 10:00 Introductions

10:00 – 10:45 Basics of Pharmacology – part 1

11:00 – 11:45 Basics of Pharmacology – part 2

11:45 – 12:30 Havruta

12:30 – 1:30 Lunch

1:30 – 2:15 Antidepressants – part 1

2:15 – 2:45 Beginning the Talk

3:00 – 3:30 Havruta

3:30 – 3:50 Minha

3:50 – 4:30 Antidepressants – part 2

4:30 – 5:00 Questions

**Assignment in preparation for Day 2**  
**Patterson pp. 85–110**  
**Wegmann pp. 141-158**

Tuesday, Day 2

9:30 - 9:45 Check in and Questions

9:45 – 10:30 Anxiety Part 1

10:30 – 10:45 Questions

11:00 – 11:45 Anxiety Part 2

11:45 – 12:30 Havruta

12:30 – 1:30 Lunch

1:30 – 2:15 Referrals

2:15 – 3:15 Questions and Review

3:30 – 3:50 Minḥa

3:50 – 5:00 Role Play

**Assignment in Preparation for Day 3**  
**Patterson pp. 64-84 and 149-160**  
**Wegmann pp. 57-66**

Wednesday, Day 3

9:30 – 10:45 Guest Lecture – Addiction Medicine, Jeremy Barowsky, MD

11:00 – 11:45 Process

12:00 – 1:00 Polyvagal Theory

1:00 – 1:50 Lunch

1:50 – 2:50 Sleep and Sleep Disturbance

3:00 – 3:30 Bipolar Conditions and Antipsychotics

3:30 – 3:50 Minha

3:50 – 5:00 Process

**Assignment in Preparation for Day 4**

**Wegmann pp. 213-231**

**TED talk <https://youtu.be/UyyjU8fzEYU>**

Thursday, Day 4

9:30 – 10:15 Questions and Process

10:15 – 10:45 Medication Conversations

11:00 – 12:00 Role Play

12:00 – 1:00 Lunch

1:00 – 2:00 Guest Lecture – ADD, David Breindel, MD

2:15 – 3:15 Guest Lecture - Hallucinogens, Lisa Wang, MD

3:30 – 3:50 Minha

3:50 – 5:00 Processing and Wrap Up