



## Teaching Guide

Identifying Data					2021/22
<b>Subject (*)</b>	Psychopharmacology	<b>Code</b>	652438013		
<b>Study programme</b>	Mestrado Universitario en Psicoloxía Aplicada				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	2nd four-month period	First	Obligatory	3	
<b>Language</b>	SpanishGalician				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Psicoloxía				
<b>Coordinador</b>	Laffon Lage, Blanca	<b>E-mail</b>	blanca.laffon@udc.es		
<b>Lecturers</b>	Laffon Lage, Blanca	<b>E-mail</b>	blanca.laffon@udc.es		
<b>Web</b>					
<b>General description</b>	In this subject the student will learn the neurophysiological basis of psychopharmacotherapy, the pharmacokinetic and pharmacodynamic aspects underlying the pharmacological action, and the main groups of psychodrugs and their therapeutic use.				



<b>Contingency plan</b>	<p>1. Modifications to the contents: No modifications.</p> <p>2. Methodologies. *Teaching methodologies that are maintained: Keynote speeches. Seminars. Supervised projects. Problem solving. Mixed test.</p> <p>*Teaching methodologies that are modified: The keynote speeches, seminars and problem solving will be conducted by Teams. The mixed test will be conducted by Moodle.</p> <p>3. Mechanisms for personalized attention to students: -E-mail: Daily. It will be used to make questions, request virtual meetings to solve doubts and follow up the supervised projects. -Teams: Weekly. Sessions to discuss the contents of the keynote speeches and control the progress of the supervised projects, in the time scheduled for the subject by the faculty. Moreover, the students may make questions by the Teams group, and different channels may be created for different discussion topics. According to the students' requests, there will be meetings with small groups to follow up and support the supervised projects.</p> <p>4. Modifications in the evaluation: No modifications. Regular attendance and participation will be considered only until the interruption of face-to-face activity in case the students do not have connectivity that allow synchronous access to Teams.</p> <p>*Evaluation observations: None.</p> <p>5. Modifications to the bibliography or webgraphy: No modifications.</p>
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Study programme competences	
Code	Study programme competences
A2	To identify the personal, psycho-social and / or educative factors that may put human health at risk.
A3	Being able to elaborate a scientific report which involves defining a research problem, the hypotheses and variables, and defining the design, the sample and its method of selection, the tools for collecting data and their subsequent analysis and discussion.
A7	Knowing to track on a case by choosing appropriate and realistic objectives.
A12	To acquire a basic theoretical knowledge about the state of the art in the different areas involved in applied psychology.
A13	Knowing and being able to use the different models, theories, methods and assessment and intervention techniques that are specific of the different areas of research in Applied Psychology, and developing a critical attitude typical of the scientific spirit.
A16	To acquire the knowledge and skills necessary for the exposition and defence of a research paper.
B1	Capacity for analysis and synthesis.
B2	Capacity for organization and planning.
B3	Teamwork.
B5	Skills in interpersonal relations.
B6	Critical thinking.



B8	Autonomous learning.
B15	Ability to work with an interdisciplinary team.
B16	Ability to communicate with non-experts in the field.
C1	To express oneself, both orally and in writing, in the official languages of the autonomous region.
C3	Using the basic tools of information and communication technologies (ICT) necessary for the exercise of the profession and for lifelong learning.
C6	To critically assess the knowledge, technology and information available to solve the problems they face.
C7	To assume as professionals and citizens the importance of lifelong learning.
C8	Assessing the importance of research, innovation and technology development in the socio-economic and cultural progress of society.

Learning outcomes			
Learning outcomes	Study programme competences		
Learning the neurophysiological basis of psychodrugs action.	AR12		
Learning the features and main factors affecting each one of the pharmacokinetic processes.	AR12		
Learning the general action mechanisms of psychodrugs, the utility of the dose-response curves, and the factors involved in the interindividual variability to psychodrug response.	AR2 AR12		
Learning the main groups of psychodrugs, their action mechanisms and their clinical applications.	AR2 AR7 AR12		
Learning the stages in new psychodrug development.	AR12		CC7 CC8
Skills to express in scientific language and communicate in an effective manner.	AR3 AR13		CC1 CC6
Working in group in a collaborative manner.		BR2 BR3 BR5 BR6 BR8 BR15	CC3
Skills for speaking in public.	AR16	BR1 BR2 BR16	

Contents	
Topic	Sub-topic
I. Introduction	1. Neurophysiological bases of psychopharmacology: cell neurophysiology, interneuron communication, psychopharmacotherapy principles.
II. Pharmacology	2. Essential concepts in Pharmacology.  3. Pharmacokinetics: absorption, distribution, metabolization and excretion processes.  4. Pharmacodynamics: drug mechanisms of action, dose-response curves, pharmacologic response variability.
III. Psychodrugs	5. Psycholeptic drugs: hipnotic drugs, anxyolitic drugs, antipsychotic drugs.  6. Psychoanaleptic drugs: antidepressant drugs, mood stabilizers, psychostimulating drugs, nootropes.  7. Psychodysleptic drugs.



Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Guest lecture / keynote speech	A2 A12 B6 B8 C6 C7 C8	16	28	44
Seminar	A16 B1 B3 B5 B6 B15 B16 C1	2	3	5
Supervised projects	A3 A16 B1 B2 B3 B5 B15 C1 C3 C8	0	20	20
Problem solving	A2 A7 A13 B1 B6 B8 C3 C6	2	2	4
Mixed objective/subjective test	A2 A12 B1 B6 C1	1	0	1
Personalized attention		1	0	1

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	The teacher will introduce the programme contents with the aid of multimedia stuff. She will answer the questions raised by the students.
Seminar	Bibliographic seminar: students will present their projects. Then a debate on the topic of their presentation will be conducted.
Supervised projects	Supervised projects carried out by groups of students about a topic proposed by the teacher. Personalized attention will be given in order to provide support and orientation on the contents to be included in each project. The files corresponding to each project and its presentation will be delivered through Moodle before the fixed deadline. Later, all projects will be available in Moodle.
Problem solving	Practical session dealing with solving problems related to different topics addressed in this subject.
Mixed objective/subjective test	At the end of the programme, an exam consisting of short answer and/or test-type questionnaire will be conducted.

Personalized attention	
Methodologies	Description
Supervised projects	Part-time students: materials used in lectures, and any other useful material, will be available in Moodle. Deadlines for supervised projects and questionnaires will be the same than for regular students, and will be specified in Moodle.  Upon students' request, personalized attention will be given in order to provide support and orientation on the contents to be included in each project, to answer questions, and to help for developing specific, basic and transversal study programme competencies.

Assessment			
Methodologies	Competencies	Description	Qualification
Guest lecture / keynote speech	A2 A12 B6 B8 C6 C7 C8	Regular attendance and participation will be evaluated, only if the student pass the exam.	8.75
Seminar	A16 B1 B3 B5 B6 B15 B16 C1	Attendance is mandatory to present the supervised project. For students with attendance exemption, the supervised project will be presented by MS Teams.	0



Supervised projects	A3 A16 B1 B2 B3 B5 B15 C1 C3 C8	It is mandatory to carry out a supervised project in group (providing there are enough students). Marks obtained will be the same for all group members. It will be evaluated only if the students pass the exam.	40
Problem solving	A2 A7 A13 B1 B6 B8 C3 C6	Attendance and participation will be evaluated, only if the student pass the exam.	1.25
Mixed objective/subjective test	A2 A12 B1 B6 C1	Exam: short answer and/or test-type questionnaire. For tudents not attending the lectures and problem solving seminar due to attendance exemption, this exam will represent 60% of the total marks. It is mandatory to pass this exam for passing the whole subject.	50

### Assessment comments

Requirements to pass the subject: to deliver and present the supervised project, to obtain a minimum of 50% marks in the exam, and to obtain a minimum of 50% marks in the total subject.

Second opportunity evaluation: students must deliver and present a supervised project (in case they did not do it before) and conduct the exam.

### Sources of information

<b>Basic</b>	<p>Brunton, L.L.; Lazo, J.S.; Parker, K.L. (2007) Goodman &amp; Gilman Las bases farmacológicas de la terapéutica. México D.F.: McGraw-Hill Interamericana. Cabrera Bonet, R.; Mencías Rodríguez, E.; Cabrera Forneiro, J. (1993) Toxicología de los psicofármacos. Madrid: Mosby. Flórez, J. (2001) Farmacología humana. Barcelona: Masson. Gómez-Jarabo, G. (2007) Farmacología de la conducta. Manual básico para psicoterapeutas y clínicos. Madrid: Síntesis. Janicak, P.G.; Davis, J.M.; Preskorn, S.H.; Ayd, F.J. Jr.; Marder, S.R.; Pavuluri, M.N. (2006) Principles and practice of psychopharmacotherapy, 4th edition. Philadelphia: Lippincott Williams &amp; Wilkins. López Sáez, J.A. (2017) Los alucinógenos. Serie ¿Qué sabemos de? Madrid: CSIC-Catarata. Pödingner, W. (1984) Compendio de psicofarmacoterapia. Basilea: Roche. Rahola, J.G. (2012) Lo que siempre quiso saber de los psicofármacos... y nunca se atrevió a preguntar. Madrid: Aulamédica. Salazar, M.; Peralta, C.; Pastor, J. (2005) Tratado de psicofarmacología. Bases y aplicación clínica. Madrid: Panamericana. Schatzberg, A.F.; Nemeroff, C.B. (2006) Tratado de psicofarmacología. Barcelona: Masson Elsevier. Snyder, S.H. (1992) Drogas y cerebro. Barcelona: Prensa Científica. Stahl, S.M. (2002) Psicofarmacología esencial. Bases neurocientíficas y aplicaciones clínicas. Barcelona: Ariel. Zarranz, J.J. (2011) Neurofarmacología contemporánea. Barcelona: Elsevier.</p>
<b>Complementary</b>	<p>Bayés, R. (1977) Iniciación a la farmacología del comportamiento. Barcelona: Fontanella. Bear, M.F.; Connors, B.W.; Paradiso, M.A. (1998) Neurociencia. Explorando el cerebro. Baltimore: Williams &amp; Wilkins. Bravo Ortiz, M.F. (2008) Psicofarmacología para psicólogos. Madrid: Síntesis. Carlson, N.R. (2006) Fisiología de la conducta (8ª Edición). Madrid: Pearson Educación. Mulder, G.J.; Dencker, L. (2006) Pharmaceutical Toxicology. Scarborough: Pharmaceutical Press. Pies, R.W. (2000) Manual de psicofarmacología básica. Barcelona: Masson. Pinel, J.P.J. (2007) Biopsicología. Madrid: Pearson Educación. Raviña Ruvira, E. (1987) Introducción al diseño de fármacos. Santiago de Compostela: Servicio científico Roche. Rosenzweig, M.R.; Leiman, A.L.; Breedlove, S.M. (2001) Psicología Biológica. Barcelona: Ariel. Salazar, M.; Peralta, C.; Pastor, J. (2005) Guía de estudio del Tratado de psicofarmacología. Madrid: Panamericana. Sanjuán, J. (2016) ¿Tratar la mente o tratar el cerebro? Hacia una integración entre psicoterapia y psicofármacos. Bilbao: Desclée de Brouwer S.A.</p>

### Recommendations

#### Subjects that it is recommended to have taken before

Biopsychology/652438010

#### Subjects that are recommended to be taken simultaneously

#### Subjects that continue the syllabus

#### Other comments



-Computer skills (user level) are recommended in order to use the Moodle platform and prepare the supervised project and its presentation.-English language is recommended, in order to read the bibliographic stuff.-In order to contribute to a sustainable environment and fulfil the objectives of the Faculty of Education Sciences Environmental Declaration, in the frame of the Green Campus, documents prepared for this subject must be delivered in digital format. In case of using paper: Plastics must not be used. Printing must be both sides. Recycled paper must be used. Draft printing must be avoided.

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.