UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				**2023/24**
Subject (*)	Psychopharmacology		**Code**	652438013
Study programme	Mestrado Universitario en Psicoloxía Aplicada			
Descriptors				
Cycle	**Period**	**Year**	**Type**	**Credits**
Official Master's Degree	2nd four-month period	First	Obligatory	3
Language	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Psicoloxía			
Coordinador	Laffon Lage, Blanca		**E-mail**	blanca.laffon@udc.es
Lecturers	Laffon Lage, Blanca		**E-mail**	blanca.laffon@udc.es
Web				
General description	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.			

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 comunicate in an effective manner.	AR3		CC1
	AR13		CC6
Working in group in a collaborative manner.		BR2	CC3
		BR3	
		BR5	
		BR6	
		BR8	
		BR15	
Skills for speaking in public.	AR16	BR1	
		BR2	
		BR16	

Contents	
Topic	Sub-topic
I. Introduction	1. Neurophysiological bases of psychopharmacology.
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.
IV. Advances	8. Development of new psychodrugs.

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
Problem solving	A2 A7 A13 B1 B6 B8 C3 C6	2	2	4
Supervised projects	A3 A16 B1 B2 B3 B5 B15 C1 C3 C8	0	20	20
Seminar	A16 B1 B3 B5 B6 B15 B16 C1	2	3	5
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.
Problem solving	Practical session dealing with solving problems related to different topics addressed in this subject.
Supervised projects	Supervised projects carried out by groups of students about a topic related to the subject. 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.
Seminar	Bibliographic seminar: students will present their projects. Then a debate on the topic of their presentation will be conducted.
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. The fraudulent performance of the tests or evaluation activities, once it is verified, will imply directly a failure grade '0' in the subject in the corresponding call, independently of the fact that the fraud is committed in the first or second opportunity. For that, in case it is necessary, the grade in the first opportunity will be modified.

In the different activities, plagiarism and use of non-original material, including that obtained from internet, without explicit indication of its origin, will be considered cause of failure (grade 0) in the activity. In addition to the disciplinary responsibilities that may derive from the corresponding procedure.

In case of discrepancies among the teaching guides in the different languages, the Spanish version will prevail.

Sources of information	
Basic	Brunton, L.L.; Lazo, J.S.; Parker, K.L. (2007) Goodman & 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 & Wilkins.López Sáez, J.A. (2017) Los alucinógenos. Serie ¿Qué sabemos de? Madrid: CSIC-Catarata.Pöldinger, 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.Schaztberg, 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.
Complementary	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. Baltimor: Williams & 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.

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.