

NEW MEXICO STATE UNIVERSITY
Psychopharmacology Training
CLASS OUTLINE

Course # & Title: Class #23; RXPP 610

Day 1: Melody Moore, Ph.D., LP, MSCP – Applying the Psychobiosocial Model of Treatment to African Americans

Day 2: Jennifer Nordhauser, MD, MPH - Treatment Consideration with Transgender Treatment Populations

Daubney Boland, Ph.D., LP, MSCP - Integrated Primary Care, Health Equity, and Health Literacy in the Borderlands

Location: Online only, via Zoom

Class Meeting Dates: June 12-13, 2021
8am-5pm

Course Credit and CE 3.0, 13.5 CE (Provided by SIAP, Sponsored by APA)
SIAP is approved by the American Psychological Association to sponsor continuing education for psychologists. SIAP maintains responsibility for the program and its content

Required Readings:
Cont. to next page

- American Psychological Association. (2015). Guidelines for Psychological Practice with Transgender and Gender Nonconforming People. *American Psychologist*, 70(9), 832-864. <https://doi.org/10.1037/a0039906>
- Boland, D. H., Juntunen, C. L., Kim, H. Y., Adams, E. M., & Navarro, R. L. (2019). Integrated Behavioral Health Curriculum in Counseling Psychology Training Programs. *The Counseling Psychologist*, 47(7), 1012–1036. <https://doi.org/10.1177/0011000019895293>
- Boland, D. H., Scott, M. A., Kim, H., White, T., & Adams, E. (2016). Interprofessional immersion: Use of interprofessional education collaborative competencies in side-by-side training of family medicine, pharmacy, nursing, and counselling psychology trainees. *Journal of Interprofessional Care*, 30(6), 739–746. <https://doi.org/10.1080/13561820.2016.1227963>
- Earnest, M., & Brandt, B. (2014). Aligning practice redesign and interprofessional education to advance triple aim outcomes. *Journal of Interprofessional Care*, 28(6), 497–500. <https://doi.org/10.3109/13561820.2014.933650>
- Flynn, A., Gonzalez, V., Mata, M., Salinas, L. A., & Atkins, A. (2020). Integrated care improves mental health in a medically underserved U.S.-Mexico border population. *Families, Systems & Health: The Journal of Collaborative Family Healthcare*, 38(2), 105–115. <https://doi.org/10.1037/fsh0000490>
- Klein, D. A., Paradise, S. L., & Goodwin, E. T. (2018). Caring for Transgender and Gender-Diverse Persons: What Clinicians Should Know. *American Family Physician*, 98(11), 645–653.
- Runyan, C., Robinson, P., & Gould, D. A. (2013). Ethical issues facing providers in collaborative primary care settings: do current guidelines suffice to guide the future of team based primary care?. *Families, systems & health : the journal of collaborative family healthcare*, 31(1), 1–8. <https://doi.org/10.1037/a0031895>
- US Department of Health and Human Services. (2011). *HHS Action Plan to Reduce Racial and Ethnic Health Disparities: A Nation Free of Disparities in Health and Health Care*. https://www.minorityhealth.hhs.gov/assets/pdf/hhs/HHS_Plan_complete.pdf
- Vance, S. R., Jr, Boyer, C. B., Glidden, D. V., & Sevelius, J. (2021). Mental Health and Psychosocial Risk and Protective Factors Among Black and Latinx Transgender Youth Compared With Peers. *JAMA network open*, 4(3), 1-12. <https://doi.org/10.1001/jamanetworkopen.2021.3256>
- Winter, S., Diamond, M., Green, J., Karasic, D., Reed, T., Whittle, S., & Wylie, K. (2016). Transgender people: health at the margins of society. *Lancet*, 388(10042), 390–400. [https://doi.org/10.1016/S0140-6736\(16\)00683-8](https://doi.org/10.1016/S0140-6736(16)00683-8)

Program Overview: Throughout the ten didactic courses that make up the Master's Degree Program students have opportunities to apply principles learned to clinical cases through experiential exercises that increase in complexity as the students' knowledge of psychopharmacology and the biopsychosocial model becomes more sophisticated. Some of these experiential assignments will be based upon students' existing patient populations. Others will involve role-playing activities in classes (as is the case this weekend). Still others have involved the observation of actual clinical protocols.

Course Description: This class will present constructs of ethnopsychiatry such as slow and fast metabolizers, chronic stress, and effects of diet on genetic expression. The practice of combined medicine African American treatment populations will be covered. There will also be a focus on literacy and equality in integrated primary care in the Borderlands. Special considerations when employing psychotropics with transgender individuals will also be explored. Then, these concepts will be integrated into a psychobiosocial understanding of specific groups of diversity.

Learning Objectives

By the end of class/training, students/Attendees will:

Day 1

1. Discuss two developmental stages of African American individuals.
2. Label two medical and two mental health concerns during these stages of development.
3. Elaborate on at least three psychobiosocial factors that drive health outcomes in African Americans.
4. Discuss at least three aspects of how racism and oppression lead to chronic/toxic stress among African Americans.
5. Conceptualize at least two ways to advocate for social change as a prescribing psychologist.
6. Name three pressing issues today that you might advocate for African American treatment populations.
7. Evaluate clinical symptoms, environmental context, social cues, and nonverbal cues, to formulate a differential diagnosis and treatment plan for an African American adult male or female presenting with psychological symptoms.
8. Summarize at least four reasons why African Americans may not trust medical and behavioral health providers.
9. Discuss the sequelae of neurological development of children exposed to substances prenatally.
10. Recite three common medical conditions in the African American community.

11. Be able assess and diagnose at least three mental health conditions often found in African Americans treatment populations.
12. Recognize one of the most common misdiagnosis with this treatment population.
13. Evaluate three facets of cultural competence that affect relationships with this treatment population.

Day 2

1. Name three strategies to improve communication with healthcare team.
2. Describe at least two differences between the culture of medicine and behavioral health training.
3. Identify three potential barriers to healthcare in the border region.
4. Describe at least two strategies to improve communication and health literacy with patients and community.
5. Identify three strategies to improve communication with healthcare team.
6. Describe at least two differences between the culture of medicine and behavioral health training.
7. Identify three potential barriers to healthcare in the border region.
8. Describe at least two strategies to improve communication and health literacy with patients and community.
9. List at least two proposed interventions to help mitigate psychosocial risk factors for transgender youth.
10. Identify at least two resources regarding interactions between psychopharmacotherapy and gender-affirming therapy.
11. Recognize two specific issues facing transgender individuals of color.
12. Understand at least three barriers to access to healthcare for LGBT+ individuals.

Evaluation: There will be a test (30-item multiple choice, short answer or true/false) which will be given at the end of the weekend. Questions will be taken from the required readings, lecture, and ppts. As usual, a case study assignment will be given at the end of the class; responded to with clinical judgement germane to the class. Participation in class is expected and observed.

Grading Assignments

Points Possible

Test (30 questions @ 1 pts each)
Case Study Assignment
Participation/Attendance

30 pts.
60 pts.
10 pts.

Course grades:

90-100 pts total = "A"
 80-89 pts total = "B"
 70-79 pts total = "C"

Students with Disabilities: *If you have or believe you have a disability, you may wish to self-*

identify. You can do so by providing documentation to the Office for Services for Students with Disabilities, located at Garcia Annex (telephone: 646-6840). Appropriate accommodations may then be provided for you. If you have a condition which may affect your ability to exit from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Programs. If you have questions about the Americans with Disabilities Act (ADA), call 646-3635.

Student complaints: *If students have a complaint about a course, they are advised to discuss their concerns directly with the instructor whenever possible. If that does not resolve the problem or if they cannot approach the instructor, students should either access NMSU's online complaint system at <https://dos.nmsu.edu/concerns/> or seek out the department head (eadams@nmsu.edu) for help resolving the problem. Both of these processes provide*

opportunities for the department head to know about issues that need attention and for instructors to receive information about student concerns so that they can respond.

Further Notice: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Trudy Luken, Director
Student Accessibility Services (SAS) - Corbett Center Student
Union, Rm. 208

Phone: (575) 646-6840
E-mail: sas@nmsu.edu
Website: <http://sas.nmsu.edu/>

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Lauri Millot, Director and Title IX Coordinator

Agustin Diaz, Associate Director, Title IX Deputy Coordinator

Office of Institutional Equity (OIE)
O'Loughlin House, 1130
University Avenue
Phone: (575) 646-3635
E-mail: equity@nmsu.edu
Website: <http://eio.nmsu.edu/>

Other NMSU Resources:

NMSU Police Department: (575) 646-3311
www.nmsupolice.com

NMSU Police Victim Services: (575) 646-3424

NMSU Counseling Center: (575) 646-2731

NMSU Dean of Students: (575) 646-1722

For Any On-campus Emergencies: 911

The Instructor of Record reserves the right to make changes in the syllabus and timeline of the class. As feasible, any changes will be made in advance and with student input.