



TEXAS A&M UNIVERSITY
COMMERCE

Counseling 535: Psychopharmacology
Course Syllabus, Summer II 2022 Online Class

INSTRUCTOR INFORMATION

Instructor: Samantha Klassen PhD, LPC-S

Office Location: Virtual via Zoom (Zoom ID: 555 993 0700)

Office Hours: By appointment

University Email Address: samantha.klassen@tamuc.edu

Preferred Form of Communication: E-mail

Communication Response Time: 24 hours, Monday – Friday

COURSE INFORMATION

Textbook(s) Required:

Advokat, C. D., Comaty, J. E., & Julien, R. M. (2019). *Julien's primer of drug action: A comprehensive guide to the actions, uses, and side effects of psychoactive drugs (14th ed.)*. New York, NY: Worth Publishers.

Peterson, A. L. (2019). *Psych meds made simple: How & why they do what they do*. Mental Health @ Home Books.

Recommended Textbooks:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders*. (5th ed.). Author.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Supplemental Readings:

American Counseling Association (2014). *2014 ACA Code of Ethics*. Alexandria, VA: Author.

American Psychological Association. (1995). *Curriculum for training in psychopharmacology*. Washington, DC: Author.

American Psychological Association (2020). Medications for PTSD. *Clinical Practice Guideline for the Treatment of Posttraumatic Stress Disorder*. American Psychological Association. <https://www.apa.org/ptsd-guideline/treatments/medications>.

Drugs.com (2020). *Medications for depression*. Drugsite Trust. <https://www.drugs.com/condition/depression.html>.

The syllabus/schedule are subject to change.

- Drugs.com (2020). *Medications for ADHD (Attention deficit hyperactivity disorder)*. Drugsite Trust. <https://www.drugs.com/condition/attention-deficit-disorder.html>
- Eunjung, L. & Fleischer, L. (2014). Contextualizing psychopharmacological issues in social work education. *Journal of Human Behavior in the Social Environment*, 24(4), 475-486.
- Fleischer, L. & Eunjung, L. (2013). Psychological contributions to understanding psychopharmacology and clinical practice in social work education, *Smith College Studies in Social Work*, 4, 446-465.
- Healthline (2019). Drugs to treat bipolar disorder. *Healthline*.
<https://www.healthline.com/health/bipolar-disorder/drugs-medications-overview#lithium>.
- Ingersoll, R.E. (2000). Teaching a psychopharmacology course to counselors: Justification, structure, and methods. *Counselor Education and Supervision*, 40, 58-69.
- Ingersoll, R.E. (2011). Herbaceuticals: An overview for counselors. *Journal of Counseling & Development*, 83(4), 434-443.
- Ingersoll, R.E., Bauer, A., & Burns, L. (2011). Children and psychotropic medication: What role should advocacy counseling play?. *Journal of Counseling & Development*, 82(3), 329-336.
- International OCD Foundation (n.d.). Medications for OCD. International OCD Foundation.
<https://iocdf.org/about-ocd/ocd-treatment/meds/>.
- Jordan, K., & Stevens, P. (2016). Teaching ethics to graduate students: A course model. *The Family Journal*, 9(2), 178-184.
- Kaut, K. P., & Dickinson, J. A. (2007). The mental health practitioner and psychopharmacology. *Journal of Mental Health Counseling*, 29(3), 204-225.
- King, J. H., & Anderson, S. M. (2004). Therapeutic implications of pharmacotherapy: Current trends and ethical issues. *Journal of Counseling and Development*, 82, 329-336.
- Medical News Today (2020). Everything you need to know about anxiety medications. *Medical News Today*. <https://www.medicalnewstoday.com/articles/323666#suicide-risk-and-antidepressants>
- Murray, T. L. (2006). The other side of psychopharmacology: A review of the literature. *Journal of Mental Health Counseling*, 28(4), 309-337.
- Murray, C. E. & Murray, T. L. (2007). The family pharm: An ethical consideration of psychopharmacology in couple and family counseling. *The Family Journal*, 15(1), 65-71.

The syllabus/schedule are subject to change.

- National Institute of Mental Health (2016). Mental health medications. *Mental Health Information*. Bethesda, MD: National Institute of Mental Health. <https://www.nimh.nih.gov/health/topics/mental-health-medications/index.shtml>.
- Otis, H. G. & King, J. H. (2006). Unanticipated psychotropic medication reactions. *Journal of Mental Health Counseling*, 28(3), 218–240.
- Preston, J. D., O’Neal, J. H., & Talaga, M. C. (2017). *Handbook of clinical psychopharmacology for therapists* (8th ed.). New Harbinger Publications.
- Rivas-Vazquez, R. A., Johnson, S. L., Blais, M. A., & Rey, G. J. (1999). Selective serotonin reuptake inhibitor discontinuation syndrome: Understanding, recognition, and management for psychologists. *Professional Psychology: Research and Practice*, 30, 464-469.
- Rosenbaum, J. F., Fava, M., Hoog, S. L., Ascroft, R. C., & Krebs W. B. (1998). Selective serotonin reuptake inhibitor discontinuation syndrome: A randomized clinical trial. *Biological Psychiatry*, 44, 77-87.
- Salters-Pedneault, K. (2020). Types of borderline personality disorder medications. *verywell Mind*. Verywell Mind. <https://www.verywellmind.com/borderline-personality-disorder-medications-425450>.
- Smith, Y. (2019). *Pharmacokinetics*. News: Medical, life sciences. <https://www.news-medical.net/health/Pharmacokinetics.aspx>.
- Tartakovsky, M. & Grohol, J. M. (2020). Schizophrenia treatment. *PsychCentral*. Newburyport, MA: PsychCentral. <https://psychcentral.com/schizophrenia/schizophrenia-treatment/>.
- Williams, S. H. (2005). Medications for treating alcohol dependence. *American Family Physician*, (11/1/05). <https://www.aafp.org/afp/2005/1101/p1775.html>.

Course Description

552. *Psychopharmacology*. Three semester hours.

This course integrates mental disorders of the DSM-5 and psychopharmacology medications. Students will examine psychopharmacological medications including their basic classifications, indications, contraindications and side effects. Students will learn how these medications are administered and how they physically affect the brain. Students will be able to identify common psychopharmacology medications utilized for their respective mental disorders. In addition, the goal of the course is to introduce psychopharmacological medications and how they relate to clinical mental health counseling settings.

Prerequisites: Lvl G COUN 501 Min Grade C and Lvl G COUN 510 Min Grade C and Lvl G COUN 516 Min Grade C and Lvl G COUN 528 Min Grade C.

General Course Information

The syllabus/schedule are subject to change.

Counselors frequently provide interventions for clients who are being medicated for a psychiatric or psychological issue. As such, counselors must have adequate knowledge with regards to psychopharmacological medications, their applications, and their typical adverse drug reactions. This course is intended for counseling graduate students. The primary goal is to provide counseling students with the fundamentals of psychopharmacological medications to better serve the mental health needs of their clientele.

Student Learning Outcomes

2016 CACREP Standards Addressed in COUN 535

CMHC Standard	Learning Activity	Assignment	Assessment	Benchmark
5.C.1.d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders	Advokat, Comaty, & Julien (2019) Ch 2, Ch 13 Williams (2005)	Online Discussions 1-4 Research paper Presentation	Discussion Rubric Research paper Rubric Presentation rubric	1. & 2. \geq 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.C.2.g. impact of biological and neurological mechanisms on mental health	Advokat, Comaty, & Julien (2019) Ch 2, Ch 14	Online Discussions 1-4 Research paper Presentation	Discussion Rubric Research paper Rubric Presentation rubric	\geq 80% of average rubric scores will either meet (2) or exceed (3) expectation

<p>5.C.2.h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation</p>	<p>-Advokat, Comaty, & Julien (2019) Ch 3, 5-14</p> <p>Resources: APA, (2020) Drugs.com, (2020) Healthline, (2019) International OCD Foundation, (n.d.) Medical News Today, (2020) NIMH, (2016) Preston, J. D., O’Neal, J. H., & Talaga, M. C., (2017) Salters-Pedneault (2020) Smith (2019) Tartakovshy & Grohol, (2020) Williams, (2005)</p>	<p>Online Discussions 1-4</p> <p>Research paper Presentation</p>	<p>Discussion Rubric</p> <p>Research paper Rubric</p> <p>Presentation rubric</p>	<p>≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
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Content Areas include, but are not limited to, the following:

- Neurobiology
- Basic psychopharmacology principles
 - Drug administration
 - Dosing/titrating
 - Absorption/metabolism
- Treating specific disorders
 - Unipolar depression
 - Bipolar disorder
 - Anxiety disorders
 - Psychotic disorders
 - Attention/hyperactivity disorders
 - Cognitive disorders
 - Sleep disorders
 - Personality disorders
 - Chemical dependency and co-occurring conditions

The syllabus/schedule are subject to change.

- Comorbidity and other disorders

Course Objectives include, but are not limited to, the following:

1. Identify basic pharmacological principles and convey understanding in response to specific essay questions.
2. Discuss actions of psychopharmacological agents in the brain in essay questions about drug effects and adverse events.
3. Discuss how to identify a patient who may benefit from psychopharmacological treatment and prepare him/her for requesting and/or responding to a recommendation for psychopharmacological treatment. Will demonstrate through responses to case studies.
4. Identify how direct to consumer advertising for psychopharmacological treatments effect both prescribing professionals and consumers. Will demonstrate through essay questions and case studies.
5. Present information about adverse event profiles of common psychopharmacological agents. Will do so by providing specific recommendations of patients depicted in case studies.
6. Review, analyze, synthesize, and discuss empirically supported psychopharmacological treatment guidelines for common psychiatric disorders. Will demonstrate by responses to case studies of patients potentially likely to benefit from psychopharmacological treatment.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. You will be expected to participate and complete all online tasks via D2L. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

Student Responsibilities and Tips for Success in the Course

As a student in this course, you are responsible for being active in your learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university's Student Code of Conduct.

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5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 7th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

COURSE ASSIGNMENTS/ASSESSMENTS

1. **Discussion Boards (10 points for each discussion; 40% of grade) in D2L.** You will participate in a total of four discussion boards during the semester. You are expected to give a thorough and thoughtful response to each prompt.

In addition to the initial response, you will also respond to two of your classmates' discussion posts. The rubrics for the discussions are below. Discussion posts may be completed in advance, though your initial posts and responses to peers must all be completed prior to class time on the weeks they are assigned. Please note that **late postings will not be accepted.**

Discussion Board Rubric

	1 – Does Not Meet Expectation (0-7.9 points)	2 – Meets Expectation (8.0-8.9 points)	3 – Exceeds Expectations (9-10 points)
Discussion (10 points)	Post is not complete, not written in a clear manner OR post is missing critical components of the question. Responses to classmates are not complete, missing critical components OR feedback is not thoughtful. Initial post is not completed prior to Thursday at 11:59PM.	Post presents most elements of the question OR all elements discussed in a brief manner. Responses to classmates present most elements in a brief manner. Initial post is completed prior to Thursday at 11:59PM.	Post presents all elements of the question(s) discussed thoroughly and clearly. Responses present all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Initial post is completed prior to Thursday at 11:59PM.

2. **Research Paper (30% of grade):** Using the structure in Appendix B, complete a research paper over a drug of your choice using your textbook and at least 4 primary sources. You may select your drug from the content we discuss, or from another source with permission from the instructor.

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Research paper must follow American Psychological Association (APA) guidelines (see Appendix A) and should be 6-8 pages (not including cover and reference page; no abstract is necessary). You will be graded according to APA style, writing and organization, content, and references. Primary source is defined as a peer reviewed journal article or book. ***This research paper needs to be dropped in the appropriate drop box in D2L by midnight on the due date in order to receive credit.*** This paper must be submitted in Microsoft Word format. All papers will be processed through TurnItIn.

Research Paper Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
History, clinical use, behavioral effects, pharmacokinetics/ pharmacodynamics, tolerance/ dependence/ withdrawal. (12.5 points)	Did not explore all topics. Writing is shallow and lacks in-depth exploration of medication. Not representative of graduate level work (0-9.8 points)	Discussed all topics at basic level, evidence of possessing knowledge about the medication, but missing one or two key points; representative of graduate level work (9.9-11 points)	In-depth discussion of all topics; synthesis across sources; representative of graduate level work (11-12.5 points)
Critique, benefits, importance to counselor, and conclusion (12.5 points)	Did not address several topics. Writing is shallow and lacks in-depth exploration. No evidence of synthesization across multiple sources; did not write conclusion; not representative of graduate level work (0-9.8 points)	Discussed all topics at basic level, evidence of possessing knowledge about the benefits, but missing one or two key points; conclusion present; representative of graduate level work (9.9-11 points)	In-depth discussion of critique, benefits, and importance for clinicians; conclusion ties paper together; representative of graduate level work (11-12.5 points)
APA 7 th Edition Style and Formatting References (5 points)	Did not follow APA format in cover page, body of the paper and the reference page. Did not use four primary sources plus textbook. Sources are not related to the topic of paper (0-3.9 points)	APA format was followed with one or two minor errors. Mostly original sources were used. Sources are related to the selected theories (4-4.4 points)	APA format was followed with no errors on cover page, in body of the paper or reference page. All four original sources were used (4.5-5 points)

- 3. Case Vignette and Presentation (30% of grade)** You will participate in a group (2-3 people) or solo (your choice) presentation about a clinical case vignette, which you will create. You may base it on the topic of your research paper or choose a different focus.

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Students will be required to create a detailed client case vignette and 1) provide a diagnosis, 2) provide justification of the diagnosis, 3) provide information about the most commonly prescribed medications for the diagnosed condition, and 4) provide a treatment plan. Justification of the diagnosis must include a discussion of *each point* of the diagnostic criteria for the disorder chosen *and* include why the client meets the criterion.

All information provided by students will need to be evidence-based and taken from primary sources, such as drug prescribing guides or peer-reviewed print/electronic journals. You are encouraged to be creative, yet professional, in your presentations. Use of technology is required.

Presentations must be video-recorded and posted within the assigned D2L discussion forum. My recommendation is to use Zoom for this – you can start a meeting and use Zoom to record yourself (and your group mates, if applicable) reviewing the case presentation and sharing your slides. Please name your discussion thread with your last name(s) and chosen diagnosis [e.g., Klassen, ADHD, Combined Type; Hickman and Kumaran, Bipolar Disorder Type I].

Lastly, you **MUST** provide thoughtful feedback on *at least* two peer presentations to receive full credit for this assignment.

Presentation Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Diagnosis and Case Vignette (5 points)	Diagnosis was not accurately identified (0-3.9 points)	Diagnosis was accurately identified but the discussion of the criterion met was not adequately addressed. The discussion needs more elaboration (4-4.4 points)	Diagnosis was accurately identified and the discussion on the met criterion was fully discussed (4.5-5 points)
Medication Identification (10 points)	Medications were not accurately identified (0-3.9 points)	Part of the common medications were accurately identified but was missing others (4-4.4 points)	All of the common medications were accurately identified (4.5-5 points)
Treatment Plan (10 points)	Student provides an inadequate treatment plan for the character with many missing details; Provides at least 1 thoughtful objective (or does not provide); Does	Student provides an adequate treatment plan for the character with some missing details; Provides at least 2 thoughtful objectives; Identifies appropriate	Student provides a thoughtful and thorough treatment plan for the character with a detailed format; Provides at least 3 thoughtful objectives;

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	not identify appropriate interventions (0-3.9 points)	interventions (4-4.4 points)	Identifies interventions (4.5-5 points)
Feedback (5 points)	Did not provide feedback in the discussion, or only provided minimal feedback or feedback to some not all presentations and comments. Writing is shallow and lacks in-depth exploration. Not representative of graduate level work (0-3.9 points)	Feedback completed at basic level. Feedback is present, missing one presentation/comments or none; representative of graduate level work (4-4.4 points)	Feedback given at an in-depth level. Application and constructive responses are demonstrated; representative of graduate level work (4.5-5 points)

GRADING SCALE

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

LATE ASSIGNMENTS

I will accept late assignments up to 3 days past their submission date for a reduction of 10% each day past due (i.e., 10% off for 1 day, 20% off for 2 days, and 30% off for 3 days). I cannot accept late Discussion Board posts, as once they are closed, the class “conversation” has ended for that week. Also: I do understand that life happens! If you will communicate with me as soon as possible, I will consider extensions for assignments when extenuating circumstances arise.

COMMUNICATION AND SUPPORT

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please reach out if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I strive to answer all emails within 24 hours, Monday-Friday. When emailing, please use your university email. Also, I will be more than happy to meet with you if needed. Please reach out to me so we can set up a convenient time to get together via Zoom.

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

University-Specific Procedures

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, [click here](#).

[Graduate Student Academic Dishonesty Form](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

Students in this course are expected to attend class and be active participants in class activities. Participation is required, and those who actively participate in class almost always receive higher grades than those who do not. Attendance is required. Students are expected to demonstrate consistent attendance. Attendance is defined as being present at the start of class, being in class during class time, and staying until the end of class. Students cannot miss more than 10% of the course meetings. This policy allows for two (2) absences. Any absence missed after two (2) absences will result in loss of credit for the course. Students who anticipate frequently missing class, arriving late, or leaving early should consider dropping the class.

Students are expected to have completed assigned readings prior to the class period in which they will be discussed. You are also strongly encouraged to ask questions at any point during the class, as discussion generally allows students to learn better (and tends to make the class a lot more fun, too).

If you must miss class on a night when you are due to take an examination or give a presentation, you must provide your instructor with university approved documentation reflecting the purpose of your absence. This documentation will be used as a tool to evaluate whether your instructor can provide an exception to the absence policy (e.g., hospital admittance/discharge paperwork, funeral announcements, etc.).

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For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

Students with Disabilities - ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Student Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

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Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Summer II 2022 semester begins on 7/11/2021 and ends on 8/11/2022.

The syllabus/schedule are subject to change.

Week/Date	Topic	Reading	Assignment
Week 1: 7/11	Course Overview/Syllabus Introductions/Wellness Check-in Pharmacokinetics The Neuron, Synaptic Transmission, and Neurotransmitters Pharmacodynamics	Julien's Chs. 1-3, 17	Discussion Post 1
Week 2: 7/18	Cocaine, Amphetamines, & Other Psychostimulants Psychedelic Drugs Caffeine, Nicotine, & Cannabis	Julien's Chs. 6-10	Discussion Post 2
Week 3: 7/25	Opioid Analgesics Antipsychotic Drugs Anti-depressant Drugs	Julien's Chs. 10 & 11	Discussion Post 3
Week 4: 8/1	Anxiolytics, Sedative Hypnotics, Anesthetics, and Anticonvulsants Drugs Used to Treat Bipolar Disorder	Julien's Chs. 13 – 14	Discussion Post 4 Case Vignette and Presentation
Week 5: 8/8	Child/adolescent psychopharmacology Geriatric psychopharmacology	Julien's Ch. 15-16 Post peer feedback on D2L	Research Paper Peer feedback on presentations DUE

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Appendix A: Research Paper

Students are required to submit a 6–8-page research paper (not including title and reference pages) about a psychiatric drug (e.g., Adderall, Zoloft, Prozac, Ativan, and so on). This paper must be submitted according to APA 7th edition style and formatting and will have a minimum of four (4) references *in addition* to the textbook.

Below, you'll find an outline for this paper.

Title Page (**Name**, Course Information, University)

Introduction to the Drug

History of the Drug

Clinical Use of the Drug

Diagnosis

Dosage

Administration

Physical/Behavioral Effects of the Drug

Pharmacokinetics and/or Pharmacodynamics

Tolerance, Dependence, Addiction Risks, and Withdrawal Aspects

Critiques and Concerns with the Medication

Benefits of the Medication

Importance of the Medication to Counseling Professionals

Conclusion

References

The syllabus/schedule are subject to change.