



**COUN 535:03W PSYCHOPHARMACOLOGY IN CLINICAL MENTAL HEALTH  
COUNSELING**

Course Syllabus Summer 2025(July 7 – August 7)  
*Web Based Class*

**AI use policy as of May 25, 2023**

**Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.**

**Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).**

**Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.**

**In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.**

**13.99.99.R0.03 Undergraduate Academic Dishonesty 13.99.99.R0.10  
Graduate Student Academic Dishonesty**

**INSTRUCTOR INFORMATION**

**Instructor:** Jordan Brummett, PhD, LPC  
**University Email Address:**  
[jordan.brummett@tamuc.edu](mailto:jordan.brummett@tamuc.edu)

**Preferred Form of Communication:** E-mail  
**Communication Response Time:** 24 hours Monday - Friday

**Main Office Location:** Remote

**Office Hours:** By appointment

**COURSE INFORMATION**

**Textbook(s) Required:**

Ingersoll, R. E. & Rak, C. F. (2016) Psychopharmacology for mental health professionals: An integrative approach. Boston: Cengage.

Note: The Learning Management System for this course is D2L

\*\*Other readings as assigned

*The syllabus/schedule are subject to change.*



### Recommended Textbook

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.

Peterson, A. L. (2019). Psych meds made simple: How & why they do what they do. Mental Health @ Home Books. <https://mentalhealthathome.org/>

### Suggested Supplemental Readings:

American Counseling Association. (2014). *Code of ethics and standards of practice*. 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>.

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.

Marvasti, J. A., Wu, P., & Merritt, R. (2018). Psychopharmacology for play therapists. *International Journal of Play Therapy*, 27(1), 35-45.

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(3), 204-225.  
The syllabus/schedule are subject to change.



*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.

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* (8<sup>th</sup> 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

### Catalogue Description of the Course

*COUN 535*. 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.

### General Course Information

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

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**2016 CACREP Standards Addressed in COUN 535**

<b>CMHC Standard</b>	<b>Learning Activity</b>	<b>Assignment</b>	<b>Assessment</b>	<b>Benchmark</b>
5.C.1.d. neurobiological and medical foundation and etiology of addiction	Readings: - Ingersoll and Rak, (2016) Ch 2, Ch 13	1. Online discussions 2-5	1. Discussion Rubric	1. & 2. $\geq$ 80% of average rubric
and co-occurring disorders	-Williams (2005)	2. Research paper 3. Presentation	2. Research paper Rubric 3. Presentation rubric	scores will either meet (2) or exceed (3) expectation
5.C.2.g. impact of biological and neurological mechanisms on mental health	Readings: - Ingersoll and Rak, (2016) Ch 2, Ch 14	1. Online discussions 2-5 2. Research paper 3. Presentation	1. Discussion Rubric 2. Research paper Rubric 3. Presentation rubric	1. & 2. $\geq$ 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>Readings: - Ingersoll and Rak, (2016) 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., &amp; Talaga, M. C., (2017) -Salters-Pedneault, (2020) -Smith, (2019) -Tartakovsky &amp; Grohol, (2020) -Williams, (2005)</p>	<p>1. Online discussions 2-5 2. Research paper 3. Presentation</p>	<p>1. Discussion Rubric 2. Research paper Rubric 3. Presentation rubric</p>	<p>1. &amp; 2. <math>\geq</math> 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
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## COURSE CONTENT

- I. Neurobiology
- II. Basic psychopharmacology principles
  - a. Drug administration
  - b. Dosing/titrating
  - c. Absorption/metabolism
- III. Treating specific disorders
  - a. Unipolar depression
  - b. Bipolar disorder
  - c. Anxiety disorders
  - d. Psychotic disorders
  - e. Attention/hyperactivity disorders
  - f. Cognitive disorders
  - g. Sleep disorders
  - h. Personality disorders
  - i. Chemical dependency and co-occurring conditions
  - j. Comorbidity and other disorders

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

Students will demonstrate an understanding of:

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.

### **TE<sub>x</sub>ES COMPETENCIES**

#### **Competency 004 (Program Management)**

The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students' success

#### **Competency 006 (Counseling)**

The school counselor understands how to provide effective counseling services to individuals and small groups.

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### **Competency 010 (Professionalism)**

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

## **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 or Tips for Success in the Course**

As a student in this course, you are responsible for the active 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 student code of conduct.
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 7<sup>th</sup> 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 points total) in D2L.** You will have a total of 4 Discussion and Response Posts (4 initial postings and 4 response postings) during the semester. You are expected to give a thorough and thoughtful response to each prompt utilizing scholarly resources (i.e., textbook, journal publications, credible websites, etc.). In addition to the initial discussion, you will also respond to two of your classmate's discussion posts. Your responses to classmate must advance the initial discussion, that is, the response adds to and strengthens the original post, contracts the original post and

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provides an explanation as to why, provides further clarification to the original post, and so forth. Response posts that state “nice post,” “good job,” “I agree/disagree,” or something similar without advancing the conversation will not be graded and result in zero (0) points for the response portion of that particular discussion and response post. Thus, it is possible to receive partial credit for completing the discussion but not the response post and vice versa. The rubrics for the discussions are below. For the weeks with discussion posts, they will open on Monday and close the following Sunday night. **The initial post is due by Thursday at midnight, and the peer responses are due by Sunday at midnight.** This is to ensure that there is an adequate amount and adequate time for peer response. Feel free to post earlier than Thursday. Please note that no late postings will 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. Journal Article Reflections (10 points for each reflection; 40 points total):** Using the structure provided in class, complete a reflection paper over the supplemental material provided (journal article, video, lecture, etc.). Your paper should follow general American Psychological Association (APA) guidelines formatting (font size, spacing, heading/seriation) and should be 2- 3 pages, but does not need a cover page or running head. If you use additional resources beyond course material (textbook, lectures, etc.), please cite them. Otherwise, no reference page is needed. You will be graded according to the rubric below. ***This paper needs to be dropped in the appropriate drop box in D2L by midnight on the due date in order to receive credit. No late work will be accepted.*** This paper must be submitted in Microsoft Word format.

**Journal Article Reflections**

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Summary (3 points)	Did not summarize all important parts; writing is shallow and lacks in-depth exploration. Not representative of graduate level work (0-1.4 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 (1.5-2.4 points)	In-depth discussion of all topics; synthesis across sources; representative of graduate level work (2.5-3 points)

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Critique, benefits/risks, importance to counselor, (4 points)	Did not address several topics. Writing is shallow and lacks in-depth exploration and relevance to practice; not representative of graduate level work (0-1.9 points)	Discussed all topics at basic level, evidence of possessing knowledge about the benefits/risks, but missing one or two key points; relevance to practice present; representative of graduate level work (2-3.4 points)	In-depth discussion of critique, benefits, and importance for clinicians; representative of graduate level work (3.5-4 points)
Linked to course content (3 points)	Did not link to course content or basic level link to course content (0-1.4 points)	Clear link to content presented in course (lectures, discussions, textbooks, etc.) (1.5-2.4 points)	Synthesis and in-depth discussion between reflection of source and course content (2.5-3 points)

### 3. Presentation (20 Points)

You will participate in a group or solo (your choice) presentation of a clinical case vignette. You will write a case vignette that includes client demographics (age, gender, ethnicity, family constellation, etc.), presenting problem, referral source, and areas of concern. Students will be required to write a case vignette and 1) provide a diagnosis, 2) provide justification of the diagnosis; **the diagnosis must be one that has commonly prescribed medications, since this class is psychopharmacology, and many substance use type disorders will not meet this criteria**, 3) provide information about the most commonly prescribed medications/classes of 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, and your own voice/video must be included in the presentation (for example: not just a PowerPoint). Including YouTube videos about your topic/diagnosis will not earn any points. I want to see what YOU know. *No late work will be accepted.*

#### Presentation Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Vignette & Diagnosis: a demonstrated knowledge of the DSM and its application to the client in the case vignette (2 points)	No Vignette; Diagnosis was not accurately identified, or information was only copied/pasted from DSM with no explanation (0-1 points)	Vignette was missing information. Diagnosis was accurately identified but the discussion of the criterion met was not adequately addressed. The discussion needs more elaboration (1-1.4 points)	Vignette was specific and detailed. Diagnosis was accurately identified and the discussion on the met criterion was fully discussed (1.5-2 points)

Medication Identification (5 points)	Medications or classes of medications were not accurately identified, or only a few were listed with no psychopharmacological information (0-3.9 points)	Part of the common medications or medication classes were accurately identified but was missing others (4-4.4 points)	All of the common medications or medication classes were accurately identified (4.5-5 points)
Treatment Plan (5 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 not identify appropriate interventions (0-3.9 points)	Student provides an adequate treatment plan for the character with some missing details; Provides at least 2 thoughtful objectives; Identifies appropriate interventions (4-4.4 points)	Student provides a thoughtful and thorough treatment plan for the character with a detailed format; Provides at least 3 thoughtful objectives; Identifies interventions (4.5-5 points)
Use of digital media (4 points)	No video or audio used. Only used a word/ pdf/ slideshow, or media only reads what is on the document (0-2.9 points).	Media use is at a basic graduate level. Presenters provide useful information via media that is not found on the document (3-3.4 points)	Media (video, audio, etc.) greatly enhances the presentation (3.5-4 points)
Discussion feedback (4 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 (0-2.9 points)	Feedback completed at basic level. Feedback is present, missing one presentation/comments or none; representative of graduate level work (3-3.4 points)	Feedback given at an in- depth level. Application and constructive responses are demonstrated; representative of graduate level work (3.5-4 points)

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

90% - 100% A  
 80% < 90% B  
 70% < 80% C  
 60% < 70% D  
 < 60% F

Assignment/Assessment	Point Value
Threaded Discussion (10 points each x 4)	40
Article Reflections (10 points each x 4)	40
Presentation and Discussion/Feedback	20
<b>Total</b>	<b>100</b>

**Grading:** An instructor does not give grades. Students earn grades. If you approach your class with this understanding, it is the beginning of taking responsibility for your education and being a great student.

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## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers.

However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one

year. Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

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### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)



- Current anti-virus software must be installed and kept up to date. Running the browser check will ensure your internet browser is supported. Pop-ups are allowed. JavaScript is enabled. Cookies are enabled.
- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader <https://get.adobe.com/reader/>
  - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
  - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
  - Apple Quick Time <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## 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](mailto: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.

## COMMUNICATION AND SUPPORT

### Brightspace Support Need Help? Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



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### **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.

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



### **Interaction with Instructor Statement**

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 make an appointment if you have any concerns or questions.

Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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## University Specific Procedures

### 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](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

### TAMUC Attendance

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

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### 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 see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### ADA Statement

#### Students with Disabilities

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:

*The syllabus/schedule are subject to change.*



## **Office of Student Disability Resources and Services**

Texas A&M University-  
Commerce Gee Library-  
Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

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

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

### **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.

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.

*The syllabus/schedule are subject to change.*



**COURSE OUTLINE/CALENDAR**

<b>Week/Date</b>	<b>Topic</b>	<b>Reading/Lecture</b>	<b>Assignment</b>
Week 1	Course Overview/Syllabus  Introductions/Wellness Check-in  Introduction to the Nervous System, Neurons, and Pharmacodynamics  Pharmacokinetics  Psychological, Social and Cultural Issues in Psychopharmacology	Introduction to Psychopharmacology PPT  Chapter 1 - 4	<b>Discussion 1</b> <b>Reflection 1</b>
Week 2	Antidepressants Anxiolytics Antipsychotics Mood Stabilizers	Chapter 5 - 8	<b>Discussion 2</b> <b>Reflection 2</b>
Week 3	Child/Adolescent Psychopharm Herbaceuticals Opioid Analgesics Drug-Assisted Psychotherapy Geriatric Psychopharm	Chapter 9 - 13	<b>Discussion 3</b> <b>Reflection 3</b> <b>Work on Presentations</b>
Week 4	Presentations    Presentation Feedback	Post in discussion board	<b>Discussion 4</b> <b>Reflection 4</b> <b>Presentations posted to</b> <b>Discussion Board by</b> <b>8/1 11:59pm</b> <b>Discussion Feedback due by</b> <b>8/6 11:59pm</b>

*The syllabus/schedule are subject to change.*