EAST TEXAS A&M UNIVERSITY

COUN 535.81E
Psychopharmacology in Clinical Mental Health Counseling
Course Syllabus:
Fall 2025

August 25th – December 12th – 2025
Saturdays 1:00pm – 3:40pm
Dallas

INSTRUCTOR INFORMATION

Instructor: Azadeh Mansour, Ph.D.

Office Locations: Dallas

Office Hours: By Appointment

University Email Address: azadeh.mansour@etamu.edu

Preferred Method of Communication: Email / Schedule An Appointment

Communication Response Time: 24-48 hours, Monday – Friday

COURSE INFORMATION

Required Textbook(s):

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.

Required Supplemental Textbook(s):

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed, text rev.).
    https://doi.org/10.1176/appi.books.9780890425787

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

Additional Recommended Textbook(s):

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

Preston, J. D., O'Neal, J. H., & Talaga, M. C. (2017). *Handbook of clinical psychopharmacology
    for therapists* (8th ed.). New Harbinger Publications.

The syllabus/schedule are subject to change

Required Supplemental Readings:

American Counseling Association. (2014). Code *of ethics and standards of practice. A*lexandria. 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*(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* (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). *Pharmocokenetics*. News: Medical, life sciences. https://www.news-medical.net/health/Pharmacokinetics.aspx.

Tartakovsky, M. & Grohol, J. M. (2020). Schizophrenia treatment. *PsychCentral*. Newburypert, 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.

** *Other Supplemental Readings As Assigned*

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 mediations 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.

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	Readings: - Ingersoll and Rak, (2016) Ch 2, Ch 13 -Williams (2005)	1. Discussions 2. Research paper 3. Presentation	1. Discussion Rubric 2. Research paper Rubric 3. Presentation rubric	1. & 2. ≥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	Readings: - Ingersoll and Rak, (2016) Ch 2, Ch 14	1.Discussions 2. Research paper 3.Presentation	1.Discussion Rubric 2. Research paper Rubric 3. Presentation rubric	1. & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.C.2.h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	Readings: - Ingersoll and Rak, (2016) Ch 3, 5-14 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)	1.Discussions 2. Research paper 3. Presentation	1.Discussion Rubric 2. Research paper Rubric 3. Presentation rubric	1. & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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.

TExES 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.

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, 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. When we are not meeting face-to-face, 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 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. **Class Attendance Participation & Discussions (40 points total) –** Students are expected to demonstrate regular consistent attendance in this face-to-face course; attendance will be noted during the in-person class. Attendance is defined as being present at the start of class, being in class during class time, and staying until the end of class. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification.

Regular class attendance and participation may include various activities such as reviewing case studies, and participation in various in-class small learning/discussion groups and educational activities aimed at enhancing the outlined weekly learning course objectives. Students will demonstrate knowledge and understanding of key concepts through class discussions and in-class activities. Students are expected to actively participate in and contribute to their learning experience. Active participation includes completing course readings and activity assignments and offering thoughtful contributions to discussion. Do not expect/rely on class lecture for your learning. This class requires you to be an active and critical thinker, to share your thoughts respectfully, to engage with material honestly and openly, and to participation in-class discussions. If you are instructed to do any additional written/paper activity, it will be collected at the end of the class or you may be asked to turn the discussion response paper in D2L by the noted due date, these papers will be used to grade the class participation points at the end of the semester. Students must participate in discussions such that their preparation for class is evident. *Note.* Active participation and professional courtesy are expected. Participation includes the ability of the student to interact with the professor and peers in a professional and respectful manner. Failure to do so will result in points being deducted from your final grade.

The following criteria will be used to determine attendance & participation points:

Class Participation Rubric

1 – Does Not Meet Expectation (0 to 15 points)	2 – Meets Expectation (16 to 17 point)	3 – Exceeds Expectations (18 to 20 points)
Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. Absence or lateness for class attendances - Two or more absence or pattern of lateness evident.	Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Full class attendance - No more than one absence or no evident pattern of lateness.	Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. Full class attendance - No absence or no evident pattern of lateness.

Discussions: Discussions-Responses Activity/Assignments (5 points for each; 20 points total). You will also have a total of 4 Discussion Response Activity/Assignments during the semester. You are expected to give a thorough and thoughtful response to each discussion by utilizing the scholarly resources noted in-class (i.e., textbook, journal publications, credible websites, etc.). Your responses must advance the class discussion, that is, the response adds to and strengthens the original discussion point, provides an explanation as to why, provides further clarification to the original discussed point, and so forth. The rubrics for the discussions are below.

Discussions: Discussion-Response Activity/Assignment Rubric

	1 – Does Not Meet Expectation (0-3.9 points)	2 – Meets Expectation (4-4.4 points)	3 – Exceeds Expectations (4.5-5 points)
Discussion-Response (5 points)	Discussion response does not present elements of inquiry - it is not complete, not stated in a clear manner. OR Discussion is missing critical components. OR Discussion feedback is not thoughtful.	Discussion response presents most elements of inquiry. OR Discussion illustrates all/most elements but in a brief manner. OR Discussion feedback is limited but thoughtful.	Discussion response presents all elements of inquiry. OR Discussion illustrates all elements required thoroughly and clearly. OR Discussion feedback is complete and thoughtful.

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2. **Journal Articles Reflection Paper Assignments (10 points for each reflection paper assignment; 40 points total).** Using the structure provided in-class, complete 4 reflection papers over the assigned supplemental journal article readings for each scheduled reflection paper assignment week as noted on course syllabus. Thus, each reflection paper assignment will need to accordingly address and reference the selected assigned two journal article readings for each of the noted reflection weeks as outlined in-class and noted in D2L. Additionally, reflection paper assignments should also follow general American Psychological Association (APA 7th edition) guidelines formatting (font size, spacing, heading) and should be 2 pages, with the added cover page and reference page. The course textbook and any other researched supplemental resources (i.e. textbook/s, etc.), also need to be cited accordingly when linked to relevant synthesized and reflected content. You will be graded according to the rubric below. The journal articles reflection paper assignments needs to be submitted in D2L by 11:59pm on the due date noted on course syllabus and D2L in order to receive course credit. No late work will be accepted. Papers must be submitted in Microsoft Word format and must accordingly address the applicable reflection paper course assignment week and assigned supplemental readings.

Journal Articles Reflection Paper Assignments

	1 – Does Not Meet Expectation	**2 – Meets Expectation**	**3 – Exceeds Expectation**
Summary of assigned readings (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)
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 (2-3.5 points)	In-depth discussion of critique, benefits, and importance for clinicians; representative of graduate level work (3.6-4 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 (discussions, textbooks, etc.) (1.5-2.4 points)	Synthesis and in-depth discussion between reflection of source and course content (2.5-3 points)

The *syllabus/schedule are subject to change*

3. **In-Class Presentation (20 Points)** – You will present on a content area related to this course for a period of 10 minutes on the scheduled day and as noted on course syllabus. Your presentation will include a hypothetical clinical case vignette to illustrate a clinical case application example to link knowledge and competence of course related content. 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 (include appropriate noted citations accordingly in presentation formatted slides). *Once you have identified a potential diagnostic area of further study for your presentation, please consult with the course instructor to ensure the topic/content area is appropriate for assignment objective.* Presentation will be conducted on PowerPoint. You are encouraged to be creative, yet professional, in your presentations. <u>I want to see what YOU know as you study the selected topic area and review the presentation evidence-based resources for outlining relevant presentation content.</u> See Rubric below.

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 (4 points)	No Vignette; Diagnosis was not accurately identified, or information was only copied/pasted from DSM with no explanation (0-1.9 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 (2-3.5 points)	Vignette was specific and detailed. Diagnosis was accurately identified and the discussion on the met criterion was fully discussed (3.6-4 points)
Medication Identification (4 points)	Medications or classes of medications were not accurately identified, or only a few were listed with no psychopharmacological information (0-1.9 points)	Part of the common medications or medication classes were accurately identified but was missing others (2-3.5 points)	All of the common medications or medication classes were accurately identified (3.6-4 points)

Treatment Plan (4 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 (0-1.9 points)	Student provides an adequate treatment plan for the character with some missing details; Provides at least 2 thoughtful objectives; Identifies appropriate interventions (3.2-3.5 points)	Student provides a thoughtful and thorough treatment plan for the character with a detailed format; Provides at least 3 thoughtful objectives; Identifies interventions (3.6-4 points)
Accuracy of Information (4 points)	Information presented was not factual and/or grounded in the literature; it seems the information came from a single source; no evidence of synthetization across multiple sources; not representative of graduate level work (0-1.9 points)	Information presented was mostly factual and/or grounded in the literature; evidence of synthetization across multiple sources' representative of graduate level work (3.2-3.5 points)	Information presented was factual and/or grounded in the literature with no key points missing; evidence of synthetization across multiple sources; representative of graduate level work (3.6-4 points)
Presentation Quality (4 points)	Presentation seemed unorganized; sequencing was off; presenter seems unprepared and not enthusiastic about the topic/presentation; Substantial APA errors (> 6 errors). Poor quality; not representative of graduate level work (0-1.9 points)	Presentation seemed organized. Sequencing may have been slightly off; presenters seem prepared for the most part and was enthusiastic about the topic/presentation; Some APA errors (3-4 errors). Good quality; representative of graduate level work (3.2-3.5 points)	Presentation was clearly organized, sequencing was appropriate; presenter was both prepared and enthusiastic about the topic/presentation; Little to no errors (1-2 errors). Exceptional quality; representative of graduate level work (3.6-4 points)

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

90%-100%   A
80%-89%   B
70%-79%   C
60%-69%   D
< 59%   F

Assignment/Assessment	Point Value
Class Attendance Participation & Discussions (4 Discussion-Responses)	40
Journal Articles Reflections Paper Assignments (4 Reflections)	40
In-Class Presentation	20
Total	**100**

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.

Total points possible = 100. Your Final Grade is determined adding the point values earned from each assignment and then dividing by total possible points.

Assignments are due as highlighted on the course syllabus and as noted on D2L. Unless noted otherwise in-class, assignments are due in D2L by 11:59pm on the day noted. Late assignments if and when accepted will have 10% deducted per day late from the final score.

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

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest

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Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports 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:
o 512 MB of RAM, 1 GB or more preferred o Broadband connection required courses are heavily video intensive
o 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: o Sound card, which is usually integrated into your desktop or laptop computer o Speakers or headphones.
o *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
• 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:
o Adobe Reader https://get.adobe.com/reader/
o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
o Adobe Shockwave Player https://get.adobe.com/shockwave/

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o   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**.**

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.

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.

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

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 reach out and make an appointment if you have any concerns or questions. Because I teach in different locations, please schedule a time to speak with me. I will attempt to answer all emails within 48 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. 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 meet.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Assignments are due as highlighted on the course syllabus and as noted on D2L. Late papers will not be accepted. Unless noted otherwise in-class, assignments are due in D2L by 11:59pm on the day noted. Late assignments will have 10% deducted per day late from the final score if and when accepted with an excuse. In the event of an excused absent and with instructor approval, an alternative approved assignment may then be considered by the instructor for the class discussion-response activity participations. You must provide your instructor with university approved documentation reflecting the purpose of your absence.

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-class and noted in D2L.

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

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:

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

Website: Office of Student Disability Resources and Services

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

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/13stude nts/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13stude nts/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

Artificial Intelligence

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

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/34Safet yOfEmployeesAndStudents/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.

FLEXIBLE COURSE OUTLINE / CALENDAR

Fall 2025 Semester: August 25th – December 12th, 2025

The schedule/syllabus are subject to change at the discretion of instructor.

Week/Date	Topic	Reading/Lecture	Assignment
Week 1 8/30	Introductions Course Overview & Expectations		Review Course Syllabus & General Course Information
Week 2 9/6	Introduction to Psychopharmacology	Chapter 1	
Week 3 9/13	Introduction to the Nervous System, Neurons, and Pharmacodynamics Pharmacokinetics	Chapter 2 Chapter 3	
Week 4 9/20	Psychological, Social and Cultural Issues in Psychopharmacology	Chapter 4	**Discussion-Response 1**
Week 5 9/27	Antidepressants	Chapter 5	**Reflection 1**
Week 6 10/4	Anxiolytics	Chapter 6	**Discussion-Response 2**
Week 7 10/11	Antipsychotics	Chapter 7	**Reflection 2**
Week 8 10/18	Mood Stabilizers	Chapter 8	**Discussion-Response 3**

The syllabus/schedule are subject to change

Week 9 10/25	Child/Adolescent Psychopharm	Chapter 9	**Reflection 3**
Week 10 11/1	Herbaceuticals Opioid Analgesics	Chapter 10 Chapter 11	**Discussion-Response 4**
Week 11 11/8	Drug-Assisted Psychotherapy Geriatric Psychopharm	Chapter 12 Chapter 13	**Work on Presentations Presentation PowerPoint Due in D2L by 11/12**
Week 12 11/15	**In-Class Presentations on 11/15**		**Presentations**
Week 13 11/22	Evidence-Based Research Review	TBA	**Reflection 4**
Week 14 11/29	Thanksgiving Holiday Break		Happy Thanksgiving!!
Week 15 12/6	Course Wrap-Up		