



**COUN 535 PSYCHOPHARMACOLOGY IN CLINICAL MENTAL HEALTH
COUNSELING
Course Syllabus
Summer I 2026 (6/01/26 - 7/02/2026)
Web Based Class**

INSTRUCTOR INFORMATION

Instructor: Anniesha C Lyngdoh, PhD, NCC
Office Location: Dallas Campus, Office Number: Room No. 2054
Office Hours: Email for appointment.
University Email Address: Anniesha.Lyngdoh@etamu.edu
Preferred Method of Communication: Email
Communication Response Time: 24-48 hours during weekdays

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

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.

The syllabus/schedule are subject to change

- 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*. <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.

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. 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 |
| 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 |
| 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 et al. (2017) -Salters-Pedneault (2020) -Smith (2019) -Tartakovsky & | 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 |



| | | | | |
|--|-----------------------------------|--|--|--|
| | Grohol (2020) -Williams (2005) | | | |
|--|-----------------------------------|--|--|--|

COURSE CONTENT

- I. Neurobiology
- II. Basic psychopharmacology principles
 - a. Drug administration
 - a. Dosing/titrating
 - a. 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, 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 the active learning process. Expectations of this course include the following:

- 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.
- Prepare for classes. Complete any and all readings prior to class time.
- Complete all assignments by the deadline.
- Adhere to the university student code of conduct.
- 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.
- All writing assignments must be done according to APA 7th edition.

The syllabus/schedule are subject to change

- 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.
- Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
- 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.
- 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 classmates must advance the initial discussion, that is, the response adds to and strengthens the original post. These responses should offer meaningful engagement with your classmates' ideas rather than simple expressions of agreement or disagreement. The discussion board functions as a professional academic space, and all contributions should reflect graduate-level writing, critical thinking, and respectful communication. Unsupported personal opinions, inappropriate remarks, and disrespectful interactions are not permitted. Consistent and thoughtful participation is an important part of the course and supports a collaborative, reflective learning environment grounded in ethical and professional practice. The rubrics for the discussions are below. **For the days with discussion posts, they will open the week due and close prior to the start of the next discussion. The initial post is due by midnight of the due date, and peer responses are due by midnight the day before the next discussion.** This is to ensure that there is an adequate amount and adequate time for peer response. Feel free to post earlier than the due date. 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 | 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. | Post presents all elements of the question(s) discussed thoroughly and clearly. Responses present all elements required thoroughly and clearly. Provided |

The syllabus/schedule are subject to change

| | | | |
|--|--------------------------------|--|------------------------------|
| | OR feedback is not thoughtful. | | thoughtful feedback to peer. |
|--|--------------------------------|--|------------------------------|

2. Reflection Papers (10 points for each reflection; 40 points total): Complete a reflection paper over the supplemental material provided (journal article, video, lecture, etc.). Your paper should follow general American Psychological Association (APA) 7th edition guidelines formatting (font size, spacing, heading/seriation) and should be 2-3 pages. 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 submitted to the appropriate D2L module 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.

Reflection Papers Rubric

| | 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) |
| 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 | In-depth discussion of critique, benefits, and importance for clinicians; representative of graduate level work (3.5-4 points) |



Counseling

EAST TEXAS A&M

| | | | |
|-------------------------------------|---|---|--|
| | | graduate level work (2-3.4 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 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) |

The syllabus/schedule are subject to change



Counseling

EAST TEXAS A&M

| | | | |
|--------------------------------------|---|---|--|
| 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 | 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) |

The syllabus/schedule are subject to change

| | | | |
|--|------------------------------------|--|--|
| | graduate level work (0-2.9 points) | | |
|--|------------------------------------|--|--|

GRADING

GRADING: 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

| 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 |
| 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.

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. Please feel free to make an appointment if you have any concerns or questions. Email is the best way to reach me, and I strive to respond within 24-48 hours, Monday through Friday, though sometimes it may take up to 72 hours.

Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check their university email daily.

Include the Following in Emails with Instructor:

- Course name and subject in the subject line
- Salutation (Good afternoon, Dr.)
- Proper email etiquette (no “text” emails - use proper grammar and punctuation)
- Student name and CWID after the body of the email (possibly add to student signature on email)



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).

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.

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:

<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.

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.





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 see: Graduate Student Academic Dishonesty Form at

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

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. Students cannot miss more than 10% of the course meetings. This policy allows for two (2) absences. Any absence after two (2) absences will result in loss of credit for the course. 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: <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

The syllabus/schedule are subject to change



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. 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.

AI use policy [Draft 2, 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

COURSE OUTLINE/ CALENDAR

Summer I 2026 (June 1 - July 2, 2026)

| Week/Date | Topic | Reading/Lecture | Assignment |
|------------------------------|---|--|---|
| Week 1 June 1-7 | Course Overview/Syllabus Introductions/Wellness Check-in Introduction to Psychopharmacology Introduction to the Nervous System, Neurons, and Pharmacodynamics Pharmacokinetics Psychological, Social and Cultural Issues in Psychopharmacology | Introduction to Psychopharmacology Chapter 1 Chapter 2 Chapter 3 Chapter 4 | Discussion 1 Reflection 1 |
| Week 2 June 8-14 | Antidepressants Anxiolytics Antipsychotics Mood Stabilizers | Chapter 5 Chapter 6 Chapter 7 Chapter 8 | Discussion 2 Reflection 2 |
| Week 3 June 15-21 | Child/Adolescent Psychopharm Herbaceuticals Opioid Analgesics | Chapter 9 Chapter 10 Chapter 11 | Discussion 3 Reflection 3 |
| Week 4 June 22-28 | Drug-Assisted Psychotherapy Geriatric Psychopharmacology Work on Presentations | Chapter 12 Chapter 13 | Discussion 4 Reflection 4 Work on Presentations |
| Week 5 June 29- July 2 | Presentations Presentation Feedback | Post in discussion board | Presentations posted to Discussion Board Discussion Feedback due |