

SYLLABUS

Course Information:

PSYC 5354-001: Psychopharmacology

Fall 2018

Online/Virtual

Instructor Information:

Dr. Katherine Pang, Licensed Psychologist, MSc Clinical Psychopharmacology

Phone: 214.531.7624

Email Addresses: KPang@uttyler.edu (E-mail is always the best way to reach me).

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Description: A survey of physiological and behavioral effects of the major classes of psychoactive therapeutic agents including their therapeutic indications, mechanisms of action, and side effects. **Prerequisites:** PSYC 4318 or equivalent and preferably PSYC 5352.

Student Learning Outcomes: As a result of this course, the successful students will:

- Demonstrate knowledge of neurotransmitter syntheses
- Demonstrate knowledge of the biochemical basis of the neuronal impulse
- Demonstrate knowledge of the various classes of psychopharmacological agents
- Demonstrate knowledge of various brain circuits involved in psychological symptomatology
- Demonstrate knowledge of the biochemical theories underlying schizophrenia, mood disorders, and anxiety disorders
- Demonstrate knowledge of the proprietary names, mechanisms of action, therapeutic indications, and side effects of a wide array of psychopharmacological agents

Required Textbooks:

Stahl, S. (2013). Stahl's essential psychopharmacology: Neuroscientific basis and practical Applications. 4th Edition. Cambridge University Press. ISBN: 978-1-107-68646-5

Stein, D. J., Lerer, B. & Stahl, S. (2012). *Essential Evidence-Based Psychopharmacology*. Cambridge University Press. ISBN: 978-1-107-40010-8

Ingersoll, E. & Rak, C. (2016). *Psychopharmacology for Mental Health Professionals*. Cengage Learning. ISBN: 978-1-285-84522-7

There will also be assigned PDF readings uploaded into Canvass so check the course schedule.

Recommended Textbooks:

Preston, J. & Johnson, J. (2015). *Clinical Psychopharmacology: made ridiculously simple*. Med Master Inc. ISBN: 978-1-935660-17-0

Evaluation and Grading:

Essay Exams: There are two (2) essay exams. Each essay exam will have five (5) questions (each question is worth 20 points) for a total of 100 points. Your exams will be graded based on proper identification of the issues, integrative analysis, support for your analysis, well-organized reasoning, and writing style (which includes formatting and APA). You will have three (3) hours from the time you enter the exam to open the questions and write your answers in a Word document which you will upload into Canvas for grading. If you do not upload the document before the expiration of the three (3) hours you will be locked out and will receive a zero (0) for the exam. There are no exceptions so make sure you are in a quiet place, have a secure and stable Internet connection, and have allowed adequate time.

Exam I = 20% of your grade

Exam II = 20% of your grade

Exams 1-II = 40% of grade

Quizzes: There are ten (10) quizzes. Each quiz will consist of 25 questions and is worth 4 points for a total of 100 points per quiz. The quizzes will be true/false and multiple choice. You will have 45 minutes to complete the quiz. Each quiz is worth 5% of your grade.

Quizzes 1-10 = 50% of your grade

Discussion Boards: There are two (2) discussion boards. For Each Discussion board, you must write one (1) 500-1000 word original discussion posting with in-text citations to support points and listed references in APA format. For each discussion board, you must post two (2) 250-500 word reply postings to students in the course with in-text citations to support points and references in APA format.

Discussion Board I = 5% of your grade

Discussion Board II = 5% of your grade

Discussion Boards I-II = 10% of your grade

Important Note:

Once you open the exams or the quizzes you cannot close them and re-enter. You must complete them in the allotted time. There are no exceptions. If you have an emergency (the determination of which is in my discretion) you must text me immediately at 214.531.7624 with your name, stating you are in Psychopharmacology, and the nature of the emergency and I will respond to your text.

Grading:

A grade of 85-100 is an A, a grade of 75-84 is a B, a grade of 65-74 is a C. If a student earns a grade of 55-64 or less than 55 those grades will be a D and F, respectively. No exam or quiz grades will be dropped.

Teaching Strategies/Course Policies:

This is an online course. Online courses require strong executive function and metacognitive skills. Please make sure to note all due dates, manage your time well, and seek excellence.

Check your e-mail and Canvas announcements **daily**. Online courses require self-facilitation and self-regulation. I will communicate with you via announcements **and** all of the information you need for success is in this Syllabus and the course so **read them carefully and diligently**.

My pedagogical philosophy is to equip students as scholar-practitioners and to facilitate your excellence and success. Your commitment to the course is an important aspect of your success. We all have busy lives and learning balance while practicing time management and prioritization is an important aspect of your success. I encourage each of you to find the intrinsic motivation to learn well and devote your best self to this course (and all of your endeavors).

Since this is an online course your learning is based on your reading, interacting with your reading, and some collaboration interaction (through the discussion boards). It is important to be a strong self-facilitated and self-regulated learner. I am looking forward to participating in your learning and success in this course. There is a significant amount of reading. The quizzes and the exams will focus on major/key terms and concepts. There are no trick questions. If you can grasp the foundational information at a high level that is what is required for the quizzes and exams. I will be posting helpful summaries to assist you but do **not** rely on them solely as the reading of all of the material is critical to your success. There is also redundancy in the reading for reinforcement purposes. In addition, some authors resonate with some people more effectively, so I have used information from a number of sources to help you build knowledge and scaffold your learning. Redundancy and reinforcement are critical to your success.

Psychopharmacology is based heavily in neuroscience and is very complex and challenging. The material is difficult. Allocate extra time. Reads the chapters many times and with strong attentive skills. I encourage you to make outlines, review then frequently and find times to reinforce your learning. This course has a significant amount of information, new terminology,

and specific details which are very important and often nuanced so focus, specificity, and attention are very important. You cannot do well in this course with a quick read and a last minute, procrastination approach. I am invested in your success but as I say to my therapy patients, the heavy lifting is your domain, I can only facilitate your success, but you are responsible for it.

There will also be information that may be familiar to you from Physiological Psychology and Behavioral Neuroscience class. However, some members of this class are not Clinical Neuroscience students, so they are not required to take PSYC 5352. You will see in the first two weeks of the course information which may be familiar to you. If so, it is a great refresher (since we cannot get too much reinforcement) and if not, then it is important to review it carefully. All students will be responsible for knowledge of the material contained in this course and it will be on the quizzes and exams.

Integrity and honesty are important personal and professional qualities. If there are data to suggest that a student has cheated and/or plagiarized or sought information from other students regarding quiz questions, exam questions, discussion boards, or any other course requirements, such behavior will result in an automatic F in the course. Additionally, one needs to understand that such dishonesty can result in dismissal from the University. **If students in this class have knowledge of cheating or dishonesty among their class members, you should inform me of this immediately, so it can be investigated. Telling me after class is over that someone cheated makes it impossible to rectify the situation.**

Week	Reading from Textbook/PDFs	Discussion Board	Quizzes/Exams
Week 1: Aug 26	Anatomy of the Brain PDF Brain Immune System PDF Brain Structures PDF		
Week 2: Sept. 2	Intro to Pharmacology PDF Intro to Autonomic Pharmacology PDF Ingersoll Chapter 2		Quiz 1 (Covers Weeks 1 and 2): Opens Sept. 2 at 6AM and Closes Sept. 7 at 11:59PM
Week 3: Sept. 9	Stahl Chapters 1, 2, and 3 Neurotransmitter and Receptors in Psychiatric Disorders PDF		
Week 4: Sept. 16	Drug Receptors PDF Drug Biotransformation PDF		Quiz 2 (Covers Weeks 3 and 4): Opens Sept. 16 at 6AM and Closes Sept. 21 at 11:59PM
Week 5: Sept. 23	Genetics and Genomics PDF Pharmacokinetics and Pharmacodynamics PDF Pharmacokinetics and Rational Dosing PDF Ingersoll Chapter 3		Quiz 3 (Covers Week 5): Opens Sept. 23 at 6AM and Closes Sept. 28 at 11:59PM
Week 6: Sept. 30	CNS Drugs PDF	Discussion Board I: Opens Sept. 30. 6AM Initial Posts Due by Oct.2 11:59PM and Two replies are due before the close date on Oct. 5 at 11:59PM	
Week 7: Oct. 7	Ingersoll Chapter 5 Stahl Chapter 7 Stein Chapter 4 Antidepressants PDF		Quiz 4 (Covers Weeks 6 and 7): Opens Oct. 7 at 6AM and Closes Oct. 12 at 11:59PM

Week 8: Oct. 14	Ingersoll Chapter 6 Stahl Chapter 9 Stein Chapters 5, 6 and 7 Sedative-Hypnotic Drugs PDF		Quiz 5 (Covers Week 8): Opens Oct. 14 at 6AM and Closes Oct. 19 at 11:59PM
Week 9: Oct. 21	Stahl Chapter 4 Stein Chapter 2		Exam I (Covers Weeks 1-9): Opens Oct. 21 at 6AM and Closes Oct. 23 at 11:59PM
Week 10: Oct. 28	Ingersoll Chapter 7 Stahl Chapter 5 Stein Chapter 3 Antipsychotics PDF		Quiz 6 (Covers Week 10): Opens Oct. 28 at 6AM and Closes Nov. 2 at 11:59PM
Week 11: Nov. 4	Ingersoll Chapter 8 Stahl Chapter 6		Quiz 7 (Covers Week 11): Opens Nov. 4 at 6AM and Closes Nov. 9 at 11:59PM
Week 12: Nov 11	Ingersoll Chapter 4	Discussion Board II: Opens Nov. 11 6AM Initial Posts Due by Nov. 12 11:59PM and Two replies are due before the close date on Nov. 16 at 11:59PM	Quiz 8 (Covers Week 12): Opens Nov. 11 at 6AM and Closes Nov. 16 at 11:59PM
Week 13: Nov 18	Ingersoll Chapter 9 Stahl Chapter 12 Stein Chapter 1 Pediatric PDF		Quiz 9 (Covers Week 13): Opens Nov 18 at 6AM and Closes Nov 23 at 11:59PM
Thanksgiving Nov 25-29			
Week 14: Dec. 2	Ingersoll Chapter 13 Stein Chapter 13 Stahl Chapter 13 Geriatric PDF		Quiz 10 (Covers Week 14): Opens Dec 2 at 6AM and Closes Dec. 7 at 11:59PM

Week 15: Dec 9	None		Exam II (Covers Weeks 10-15): Opens Dec. 10 at 6AM and Closed Dec. 12 at 11:59PM
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University Policies

Student Rights and Responsibilities:

To know and understand the policies that affect your right and responsibilities as a student at UT Tyler, please follow this link:

<http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

Grade replacement/forgiveness and census date policies. Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for any forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refund for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (session changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions for waivers through Financial Aid.

State-Mandated Course Drop Policy:

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.utt Tyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance:

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities:

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least 2 weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct:

Disciplinary proceedings may be initiated against any students who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:

- Copying from another students’ test paper;
- Using during a test, materials not authorized by the person giving the test;
- Failure to comply with instructions given by the person administering the test;
- Possession during a test of materials which are not authorized by the person giving the test.

such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

- Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - Collaborating with or seeking aid from another student during a test or other assignment without authority;
 - Discussing the contents of an examination with another student who will take the examination;
 - Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - Paying or offering money or other valuable things to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
 - Falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - Taking, keeping misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
 - Misrepresenting facts, including providing false grades or resumés, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- (ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- (iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignment offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

College of Education and Psychology Vision and Mission and Program Standards

Vision. The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission. The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.