SYLLABUS

Course Information:
PSYC 5354-001: Psychopharmacology
SPRING 2013
Monday, 5:00-7:40 PM
HPR 251

Instructor Information:
Professor: Paula Lundberg-Love, Ph.D.
Office: BEP 253
Office Hours: Mon. 3:00-5:00 PM  
T/Th 1:00-2:00 PM
Phone: 903-566-7265 (office)  
903-561-0913 (home)  
903-520-0738 (cell)
The cell phone or my home phone are the preferred places to contact me.

Email Addresses: Plove@uttyler.edu or paulallo@aol.com (The latter is the best email address to contact 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 drugs including therapeutic agents and drugs of abuse, including their therapeutic indications, mechanisms of action, and side effects. Prerequisites: PSYC4318 or equivalent and preferably PSYC 5352.

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

- Demonstrate knowledge of brain neuroanatomy
- 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
**Evaluation and Grading:**
You will take three short answer essay exams during the semester. Each exam will consist of 100 points. All questions will be valued at either 10 or 20 points. The Professor will choose 50 points of questions that each student will be required to answer. Additionally, each student will be able to choose an additional 50 points of questions from other items on the exam that s/he wants to answer.

You will also have a quiz each week at the outset of class to assess what you learned from reading the assigned chapter prior to lecture. The numbers of questions on these quizzes will vary as chapter lengths vary but typically will consist of 7 to 10 items. We will cover eight different chapters across the semester. Some chapters will take two classes to cover. Hence, there will be one quiz per chapter. All quizzes are required and their scores will be added to your scores obtained on the three exams. You must be present to take a quiz. There are no makeup quizzes.

Specifically your final grade will be calculated by obtaining the sum of the scores on each exam plus the total number of correct points obtained on each quiz to determine the grand total of the number of points obtained for the semester. That means that your grade will be determined by adding the score on exam 1+ score on exam 2+ score on exam 3+ score on quiz 1+ score on quiz 2+ score on quiz 3+ score on quiz 4+ score on quiz 5+ score on quiz 6+ score on quiz 7+ plus score on quiz 8. I will then calculate what percentage of the possible total points you obtained for the semester.

In general, on exams 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. The same percentages will determine your final grade. The fourth exam is your final exam and it is not a cumulative exam. No exam or quiz grades will be dropped but the instructor reserves the right to perhaps count your highest exam score twice to offset a low grade.

**Teaching Strategies/Course Policies:**

1. You are required to attend class as in my experience attendance is critical for understanding of the material. If you miss more than 2 classes 3 points for each missed class will be deducted from your grade.

2. The primary teaching technique utilized in this class will be lecture with Power Point presentations. The Power Point presentations will be posted on your Blackboard site. You are required to read all assigned material prior to attending class. Psychopharmacology is very much a science class and is one of the more difficult courses in the Neuropsychology curriculum.

3. The Power Point slides are excellent as they are designed by the author of your text, Stephen Stahl. They will significantly enhance your understanding of the material, so review them thoroughly BEFORE and AFTER class.
4. Exams should be taken on the day that they are scheduled. If you have a legitimate emergency or documentable illness, you must contact/notify the Professor PRIOR to the administration of the exam. Failure to do so will result in an automatic F on that exam. If you have a medical issue, you must provide documentation of your illness.

5. Honesty is an important personal quality. If there are data to suggest that a student has cheated and/or plagiarized or sought information from other students regarding test questions, 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.

6. Lectures may **NOT be recorded but will be captured on Tegrity.**

7. Haley Peddy will be the TA for this course. She will hold study sessions to provide additional help to assist you in understanding the material. The contents of her study sessions also may **not be recorded.**


**Topical Outline:**

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING ASSIGNMENT</th>
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<tbody>
<tr>
<td>Jan. 12</td>
<td>Biological Basis of Neurotransmission</td>
<td>Animations</td>
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<tr>
<td>Jan. 19</td>
<td></td>
<td><strong>HOLIDAY</strong></td>
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<tr>
<td>Jan. 26</td>
<td>Chemical Neurotransmission</td>
<td>Chap. 1</td>
</tr>
<tr>
<td>Feb. 2</td>
<td>Neuroanatomy</td>
<td>Power Point</td>
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<tr>
<td>Feb. 9</td>
<td><strong>EXAM I</strong></td>
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<tr>
<td>Feb. 16</td>
<td>Psychosis and Schizophrenia</td>
<td>Chap. 4</td>
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<tr>
<td>Feb. 23</td>
<td>Antipsychotic Agents</td>
<td>Chap. 5</td>
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<tr>
<td>Mar. 2</td>
<td>Same Topic</td>
<td>Chap. 5</td>
</tr>
<tr>
<td>Mar. 9</td>
<td><strong>SPRING BREAK</strong></td>
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Mar. 16  Mood Disorders  Chap. 6

Mar. 23  EXAM II

Mar. 30  Antidepressants  Chap. 7

Apr. 6  Antidepressants  Chap. 7

Apr. 13  Mood Stabilizers  Chap. 8

Apr. 20  Anxiety Disorders and Anxiolytics  Chap. 9

Apr. 27  EXAM III

University Policies:

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.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 at 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 many 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% refunds for partial withdrawals. (There is no refund for these after the Census Date) Schedule adjustments (section 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 or waivers through Financial Aid STate 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 Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 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 two 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 student 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 student’s 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 thing 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 resumes, 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 assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

CEP 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.