



Midwestern State University
Gordon T. & Ellen West College of Education
Course: Psychopharmacology
Course Number: COUN 5603

Semester: Summer I, June 2-July 3, 2025 Semester Credits: 3

***Important!** This course's starts on a Monday and ends on a Sunday, except for the last week of the course, as the course ends on a Thursday.

PROFESSOR'S CONTACT INFORMATION

Instructor: Dr. Terri Howe, PhD, LPC-S

E-mail: terri.howe@msutexas.edu

Personal Cell Phone (**do not distribute*): 361-549-9484

Office Location: Online Only

Office Hours and Optional Virtual Sessions: *By Appointment*

INSTRUCTOR RESPONSE POLICY

**Please log on frequently to D2L to check your email as I will communicate and give updates via email.* During the week (Monday – Friday) I will respond within 48 hours. Do not expect a response from me on Holidays and weekends. As professionals, it's important that we implement boundaries around home and work. Please ask your questions before the weekend.

***The MSU Clinical Mental Health and School Counseling programs require at least a B average. C's are unacceptable, and more than 2 C's will put you in danger of being removed from the program. Please consult the Student Handbook for more information.**

COURSE DESCRIPTION

The purpose of counseling individuals and psychopharmacology is to provide students an overview of the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for individuals so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

TEXTBOOK & INSTRUCTIONAL MATERIALS

Sinacola, R. S. (2020). *Basic psychopharmacology for mental health professionals* (3rd ed.).
Pearson.

COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

- Section 2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas
- Section 2.F.2.c. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities
- Section 2.F.5.c. consultation models and strategies
- Section 2.F.5.h. developmentally relevant and culturally sustaining counseling treatment or intervention plans
- Section 5.C.2.h. classification, effects, and indications of commonly prescribed psychopharmacological medications
- Section 5.C.2.e. procedures to identify substance use, addictions, and co-occurring conditions
- Section 2.F.8.b. identification and evaluation of the evidence base for counseling theories, interventions, and practices
- Section 5.C.2.g. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
- Section 5.C.2.i. legislation, government policy, and regulatory processes relevant to clinical mental health counseling

Learning Objectives

1. Identify examples of psychotropic medications that are used in the clinical treatment of commonly diagnosed psychological conditions of individuals and describe impact on symptoms.
2. Identify principle classes of psychoactive drugs, the typical sites, mechanisms of action, the concepts of tolerance and dependence, and how drugs are distributed throughout the body, how they are metabolized, and eliminated
3. Increase awareness of drug interactions, side-effects, symptoms, and possible impact of recreational drugs on individual functioning.
4. Understand the ethical parameters and role of non-medical mental health professionals in regard to what can and cannot be discussed with individuals.

5. Understand the role of counselors in talking with individuals who have questions about psychotropic medications, advocating for the individual, and the individual advocating for themselves.
6. Be able to articulate the current debate about the appropriateness of psychotropic medications for children, the relationship between pharmaceutical companies, the FDA, managed care, and the consumer.
7. Be able to articulate basic findings of ethnopharmacotherapy and pharmacoeconomics.

GRADING INFORMATION

Table 1. Assignments and Points Breakdown

Assignments	Points
Online Assignments and Comments	25
Psychopharmacology Research Paper	20
Psychopharmacology Case Study Paper	20
Final Exam	35
Total Points	100

Table 2. Total points for final grade.

Grade	Points
A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

COURSE HOMEWORK

Discussion Board, and Class Participation: (25 pts.) Students are required to answer questions or complete assignments regularly related to the weekly topic. Almost every week students will be required to answer questions about the reading, topic or be asked to reflect on a particular internship experience for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. ***The assignments and weekly response comments are due by Sunday at 11:59 pm at the end of each week.** Follow directions to get full points each week. Late work will not be accepted. **See Appendix A for discussion board postrubric (Appendix A). CACREP: 2.1.i., 2.2.a., 2.2.c., 2.5.c., 2.5.h., 2.8.b., 5c.2.g., 5c.2.e., 5c.2.h., 5c.2.i., 5c.2.k., and 5c.2.l.**

COURSE PROJECTS REQUIRED

Psychopharmacology Research Paper (20 pts): Students will write a paper discussing the importance of understanding psychopharmacology as a clinical mental health provider, the impact that biological/neurological mechanisms have on medication and mental health, ethical, legal, and cultural considerations when dealing with psychopharmacology issues, and will discuss professional organizations that could be a good resource for psychopharmacology issues.

Students will utilize the outline located within Appendix B as well as the template located within D2L shell. Students will write their paper in APA 7 formatting, using appropriate grammar, and academic writing. **See Appendix B for paper rubric (Appendix B). CACREP: 2.1.i, 2.2.a, 2.2.c, 5c.2.k, 5.C.2.g., and 5c.2.l.**

Psychopharmacology Case Study Paper (20 pts): Students will create an in-depth case study on a client in a TV show or a movie. Students will discuss diagnoses, a comprehensive treatment plan, including possible medications, and a plan for consultation with medical professionals regarding the medications. Students must back up their ideas with resources. Students will address multicultural counseling competencies and address any concerns with their media client of choice. Within the treatment plan, students will be sure to identify evidence-based counseling theory and techniques within the theory or theories that they would utilize with the media client. Students will utilize the outline located within Appendix C as well as the template located within D2L shell. Students will write their paper in APA 7 formatting, using appropriate grammar, and academic writing. **See Appendix C for paper rubric (Appendix C). CACREP: 2.2.c, 2.5.c, 2.5.h, 2.8.b, and 5.C.2.g**

EXPECTATIONS FOR WRITING ASSIGNMENTS

As graduate students, you are expected to produce writing that reflects a high standard of academic rigor and professionalism. All assignments should adhere to APA 7 format, which includes proper in-text citations and a comprehensive reference page. Your papers should begin with an engaging introduction that provides context for the topic and outlines the purpose of your work. Concluding paragraphs should thoughtfully summarize your discussion and reinforce the key points presented in your paper.

To ensure clarity and organization, please use the outline provided on the content page as a guide. This outline is designed to help you structure your paper effectively while ensuring all required components are included. Exercise creative freedom in presenting your ideas but remember that each paragraph should contain at least five sentences to demonstrate depth and critical analysis.

You are encouraged to enrich your writing with empirical studies from reputable sources beyond the textbook. This approach not only strengthens your arguments but also demonstrates your ability to integrate diverse perspectives into your work. Your writing should reflect an advanced level of scholarly engagement, showcasing your understanding of the subject matter and your ability to articulate insights with precision and clarity.

MID-TERM EXAM

There is no mid-term exam for this course.

FINAL EXAM

Final Exam: (35 pts.) *Before you begin, please take 10-30 minutes utilizing mindfulness techniques to create a positive and safe space to take your exam. See examples on Appendix

D (Appendix D). Students will complete the final exam. You will have 120 minutes to complete. Each student has two attempts, the best of the attempts will be kept. The content of the exam will come from chapters 1-19 of the course textbook (See Appendix D). **2.1.i., 2.2.a., 2.2.c., 2.5.c., 2.5.h., 2.8.b., 5c.2.g., 5c.2.e., 5c.2.h., 5c.2.i., 5c.2.k., and 5c.2.l.**

EXTRA CREDIT

There is no extra credit offered in this course.

LATE WORK

All papers and assignments must be turned in the day they are due. ***No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered ***-2 pts per day.** Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

ATTENDANCE

Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, **GRADUATE STUDENTS** are expected to be on time and to attend ***every** session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

INSTRUCTOR CLASS POLICIES

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

ACADEMIC DISHONESTY, MISCONDUCT POLICY & PROCEDURES

Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic

dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.
- Usage of Artificial Intelligence (AI) software, this does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity. ***If you are using Grammarly or another AI source for writing support, it should *only* be used to check spelling and get ideas for improving sentence structure and is **NOT** something that you throw your paper into, it gets edited, and then you copy/paste the output from AI into your paper. **This would be plagiarism.** It is also robbing you of the opportunity to learn how to improve your writing on your own and think critically!**

STUDENT HANDBOOK

Refer to: [Student Handbook](#)

MOFFETT LIBRARY

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

SERVICES FOR STUDENTS WITH DISABILITIES

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate

in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Disability Support Services (DSS) provides services to students with disabilities to ensure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes. If you suspect you have a disability that is impacting your academic performance or has been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a licensed or certified professional to diagnose the disability in question.

DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on review and retention refer to the handbook.

Classroom Behaviors: Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

Midwestern State University Mission Statement: MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and their private lives.

Midwestern State University Values

- People-Centered – Engage others with respect, empathy, and joy.
- Community – Cultivate a diverse and inclusive campus environment.
- Integrity – Always do the right thing.
- Visionary – Adopt innovative ideas to pioneer new paths.
- Connections – Value relationships with broader communities.

Midwestern State University Counseling Program Objectives

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
2. Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
3. Address student learning
4. Written so they can be evaluated

***Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.**

STUDENT ETHICS AND OTHER POLICY INFORMATION

Ethics: For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

Special Notice: Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place that prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus are the responsibility of everyone in our community. Each of us should be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Limited Right to Intellectual Property: By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product to verify originality and authenticity, and for educational purposes.

Desire-to-Learn (D2L): Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements: Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered the reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot

work directly on student computers due to both liability and resource limitations however they can help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule: A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy: A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Grade Appeal Process: Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

IMPORTANT DATES TO KNOW

Last day for term schedule check date on [Academic Calendar](#).

Deadline to file for graduation check date on [Academic Calendar](#).

Last Day to drop with a grade of “W” check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

COURSE SCHEDULE

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 6/2 to 6/8	Class Introductions, Syllabus Review, and Class Instructions. Read Chapters 1 through 8	Discussion Board, Post and Comment by 6/8
Week 2 6/9 to 6/15	Psychopharmacology Research Paper due	Discussion Board, Post and Comment by 6/15 Complete Psychopharmacology Research Paper due 6/15 by 11:59 pm on D2L

Week or Module	Activities/Assignments/Exams	Due Date
Week 3 6/16 to 6/22	Read Chapters 9 through 19	Discussion Board, Post and Comment by 6/22 Read Chapters 9 through 19
Week 4 6/23 to 6/29	Psychopharmacology Case Study Paper due	Discussion Board, Post and Comment by 6/29 Complete Psychopharmacology Case Study Paper due 6/29 by 11:59 pm on D2L
Week 5 6/30 to 7/3	Final Exam	Discussion Board, Post and Comment Complete Final Exam by Friday, July 3 by 11:59 pm on D2L

MSU TEXAS STUDENT RESOURCES AVAILABLE

Resource	Description and Pertinent Links
Academic Appeals	<p>Academic appeals require a process, with links to information below:</p> <ul style="list-style-type: none"> • Grade appeals should be resolved with the instructor. If unresolved, they need a formal written appeal to the dean of the college in which the course was taught. Consult the Link to the Grade Appeal Checklist for more information. • Academic honesty appeals are reported to the chair. If unresolved, they are appealed to the department chair of the department offering the course. Consult the Link to the Academic Honesty Checklist for more information.
Complaints and Reporting	<ul style="list-style-type: none"> • Link to make general student complaints: Issues that do not fall under formal grievance policies • Link to report Title IX misconduct: Dating Violence, sexual assault, sexual harassment, stalking, or other forms of sexual misconduct • Link to report a Bias incident: Bias and hate incidents related to race, gender, or sexual identity • Link to the Disability grievance procedures: Discrimination on the basis of disability
Counseling Services	<p>Should you be to struggle with your mental health during the program, you have access to *free counseling services through Midwestern State University as a student! To make an appointment, you may access this Link to Make a Counseling Appointment or call 940-397-4618.</p>

Resource	Description and Pertinent Links
Disability Support Services	Disability Support Services (DSS) helps MSU provide equal access to educational, social, and recreational programs by coordinating services and reasonable accommodations, consultation, and advocacy. Call 940-397-4140 or visit this Link to the DSS website .
Financial Aid and Business Office	<p>Financial aid helps students pay for their education using scholarships and other financial aid.</p> <ul style="list-style-type: none"> Financial Aid can help with the FAFSA and tuition plans. Call 940-397-4214, email the Financial Aid office through this Link to email the Financial Aid office or visit this Link to the MSU Financial Aid website. The Business Office is responsible for collecting tuition, fees, campus housing, and other university-related charges. You can contact the Business office at 940-397-4101, email them through this Link to email the Business Office, or visit this Link to the Business Office website.
Information and Technology	The Information Technology (IT) office supports our campus technology infrastructure, including your email and Banner access. Email the IT Helpdesk at this Link to Contact the IT Helpdesk or call 940-397-4278 or visit the IT Website to reach them. Students may access Microsoft Office 365 for free through the Microsoft website at this Link to the Office 365 for Students site .
Tutoring & Academics Support Programs	Located in Moffett Library, The Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom. Their mission is providing the necessary support to help students achieve academic success. Link to the Tutoring & Academics Support Programs website .
MOSAIC Cross Cultural Center	The MOSAIC Cross Cultural Center works to create a campus community where all students feel included, affirmed, and successful. You can connect with MOSAIC by phone at 940-397-4947 or via this Link to the MOSAIC website .
Mustangs Pantry	The Mustangs Pantry is an emergency aid program at MSU Texas designed to improve lives and help supplement the needs of students experiencing food insecurity. You can connect with Mustangs Pantry by phone at 940-397-4223 or via this Link to the Mustangs Pantry website .
Office of the Registrar	The Registrar's Office, Link to the Office of the Registrar's website , assists students with registration, degree evaluation, transcripts, degree verification, and commencement and hosts the office of veterans affairs. They are in Hardin South.

Resource	Description and Pertinent Links
Office of Student Rights and Responsibilities	The Office of Student Rights and Responsibilities (OSPR) administers the Code of Student Conduct, coordinates the Behavioral Invitation Team, and serves as the initial contact for student traffic appeals. Call 940-397-7500 or visit this Link to the OSPR website .
Redwine Student Wellness Center	The Redwine Wellness Center helps bring the campus and community together through sport and physical activity. The center provides fitness classes, exercise facilities, intramural sports, and reserve fields. Contact 940-397-4466 for more information, or visit this Link to the Wellness Center website .
Timely Care	This platform offers 24-hour, 7 days per week access to virtual care, self-care, and well-being tools. To access TimelyCare go to this Link to Timely Care or download the TimelyCare app from the app store to register with your school email address. You can then start visits from any web-enabled device – smartphone, tablet, laptop, or desktop – anywhere in the United States.
Tutoring & Academics Support Programs	Located in Moffett Library, The Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom. Their mission is providing the necessary support to help students achieve academic success. Link to the Tutoring & Academics Support Programs website .

ACADEMIC TOOLS TO CONSIDER

Here are some **FREE** task, anxiety, and stress management as well as writing resources that you may consider using during this course and any other course to aid your academic success!

Resources for Task Management

- Jam board sticky notes on Google Jam Board: [Link to Jamboard on Google](#)
- Letting yourself bounce around when writing
 - Don't be confined to staying in the same paragraph or section; sometimes our brain gets stuck doing this! Try writing in another section if you're stuck and go back later to make sure everything flows!
- Read *Sunday Meeting* by Kerry Ann Rockquomore: [Link to Sunday Meeting Article](#)
 - **STEP #1:** Create Your Skeleton (5 minutes)
 - **STEP #2:** Brain Dump (10 minutes)
 - **STEP #3:** Introduce Your Tasks To Your Calendar
 - **STEP #4:** Decide What to Do With Everything That Doesn't Fit
 - **STEP #5:** Commit to Executing the Plan
- ToDoist Productivity Methods
 - Take the ToDoist quiz and see which productivity method is right for you!
 - [Link to Productivity Type Quiz](#)
 - Examples: Eat the Frog, The Pomodoro Technique, Getting Things Done, Kanban

Resources for Anxiety and Stress Management

- Grounding when overwhelmed: [30 Grounding Techniques to Quiet Distressing Thoughts](#)
- Listening to music that lends to productivity
 - [Bilateral Stimulation Music](#) (listened to with headphones)
 - [Classical Study Music](#)
- Stress Management
 - [Manage Stress and Regain Control with 20 Tips to Better Living](#)
 - [Stress Management: How to Reduce and Relieve Stress](#)
 - [Ways to Manage Stress | Web MD](#)
- If at any point in this class the material triggers suicidal feelings or feelings to harm others, here are some resources you can use:
 - 988 Suicide & Crisis Line at 988 connects you with 24-hour crisis support by calling, texting, or chatting on the website. You can also text 741-741.
 - Boys Town at 1-800-448-3000 Crisis, resource, and referral line that assists both teens and parents.
 - Child-Help USA at 1-800-422-4453 (1-800-4-A-Child) Assists both child and adult survivors of abuse, including sexual abuse. The hotline, staffed by mental health professionals, also provides treatment referrals.
 - Covenant House Nineline at 1-800-999-9999 Crisis counselors are available to talk to homeless individuals and at-risk kids; also offer an on-line forum.
 - GriefShare at 1-800-395-5755 for individuals struggling with grief.
 - National Domestic Violence Hotline at (800) 799-7233 for individuals experiencing domestic violence.
 - SAMHSA's Treatment Locator at 1-800-662-4357 provides you with information about local mental health services.
 - The Trevor Project Hotline at 1-866-4-U-TREVOR for LGBTQIA+ individuals feeling suicidal.
 - Veterans Crisis Line At 988, then PRESS 1, or Text 838-255 for veterans in distress.

Resources for Writing

- Pomodoro Technique: [What is the Pomodoro Technique?](#)
 - The Pomodoro Technique is a time management method based on 25-minute stretches of focused work broken by five-minute breaks. Longer breaks, typically 15 to 30 minutes, are taken after four consecutive work intervals. Each work interval is called a pomodoro, the Italian word for tomato (plural: *pomodori*).
 - Tomato Timer: Link to [Tomato Timer](#)
- **Read about and learn APA 7 formatting** if you plan to take any substance abuse/counseling/psychology courses or plan to pursue a counseling- or psychology-related degree, as APA 7 is the formatting utilized for academic writing. Not only will it help you to get better grades on papers that you submit, but it will help you to better navigate research articles that use APA 7 formatting (which can help with finding references for papers you write).
 - There are free resources uploaded on D2L that you can use to increase your knowledge!

- Go to **Content > Examples of APA Format**
- Reading different articles or other types of writings on your topic
- [Reverse Outlines: A Writer's Technique for Examining Organization](#)
- Rule of Three: Down, Up, Dental (Book *Bird by Bird* by Anne Lamont)
 - **Down:** put something down
 - **Up:** next part is an updraft that you fix up
 - **Dental:** it's what you really want to say, "picking and polishing every tooth"
- Slow Motion Multi-Tasking (Tim Hartford)
 - [Slow-Motion Multitasking Nurtures Creativity](#)
- SMART goals: [SMART Goals - How to Make Your Goals Achievable](#)
- Use the writing center resources at Midwestern State University
- Working in a group of other writers to brainstorm
- Writing Rocks Method: [Rocks, Pebbles, Sand: How to implement in practice](#)

COUNSELING RESOURCES

Below you will find the citations for counseling codes of ethics, the most recent diagnostic manual, CACREP standards, and APA 7 formatting manual.

American Association for Marriage and Family Therapy. (2015). *Code of ethics*.

https://www.aamft.org/AAMFT/Legal_Ethics/Code_of_Ethics.aspx

American Counseling Association. (2014). *2014 ACA code of ethics*.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Mental Health Counselors Association. (2020). *AMHCA code of ethics*.

<https://www.amhca.org/ethics>

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.).

American Psychological Association. (2020). *2020 APA publication manual*.

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APPENDIX A
DISCUSSION BOARD POSTS

Rubric of Online Assignments and Comments (Possible 25 Pts.)

Week	Points Earned
Week 1 Discussion Board Posts	5 Points Possible
Week 2 Discussion Board Posts	5 Points Possible
Week 3 Discussion Board Posts	5 Points Possible
Week 4 Discussion Board Posts	5 Points Possible
Week 5 Discussion Board Posts	5 Points Possible
Total Points Earned	25 Points Possible

Collaboration is more important in the online learning environment. With that in mind, it is critical that we get to know one another when communicating online. ***To promote community, we will be utilizing this forum to create a community during this course.**

Each week you will be required to write your own post and at least one substantive response to a peer. In this program's courses, we use the discussion board as a way to "attend" weekly. During the course, we will be using the discussion board to share our learning and experiences. ***For your post each week, you must write at least three academic paragraphs, at least five sentences each paragraph.** Please make sure to create an original post each week and comment on at least one other student's post. If you use resources in your post, please be sure to appropriately cite them in-text and put them as a reference at the bottom of your post in proper APA 7 formatting.

***Responses to peers must be substantive and be a minimum of one paragraph made up of 5-7 sentences. Replying "Great post" to a peer is not substantive, and will result in loss of credit.**

APPENDIX B

PSYCHOPHARMACOLOGY RESEARCH PAPER

Psychopharmacology Research Paper (20 pts): Students will write a paper discussing the importance of understanding psychopharmacology as a clinical mental health provider, the impact that biological/neurological mechanisms have on medication and mental health, ethical, legal, and cultural considerations when dealing with psychopharmacology issues, and will discuss professional organizations that could be a good resource for psychopharmacology issues. Students will utilize the outline located within Appendix B as well as the template located within D2L shell. Students will write their paper in APA 7 formatting, using appropriate grammar, and academic writing. **CACREP: 2.1.i, 2.2.a, 2.2.c, 5c.2.k, 5.C.2.g., and 5c.2.l.**

Components of the Paper

- APA 7 Cover Page
- Introduction to the Assignment
- Understanding Psychopharmacology
- Impact of Neurobiology
- Ethical, Legal, and Cultural Considerations
- Professional Organizations
- Summary
- References Page

Outline of the Paper

***Be sure to use the following headings for your paper and please use the MSU APA 7 paper template located within D2L for guidance.**

- Understanding Psychopharmacology
- Impact of Neurobiology
- Ethical, Legal, and Cultural Considerations
- Professional Organizations
- Summary

Psychopharmacology Research Paper Rubric (Possible 20 Points)

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
Introduction to the Assignment and Summary	Student does not write an introduction to the assignment section or a summary section.	Student vaguely writes an introduction to the assignment section and/or summary section.	Student appropriately writes an introduction to the assignment section and summary section.	Student exceptionally writes an introduction to the assignment section and summary section.	
Understanding Psychopharmacology	Student inaccurately describes understanding psychopharmacology. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes understanding psychopharmacology, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes understanding psychopharmacology, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes understanding psychopharmacology, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Impact of Neurobiology	Student inaccurately describes the impact of neurobiology. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes the impact of neurobiology, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes the impact of neurobiology, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the impact of neurobiology, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Ethical, Legal, and Cultural Concerns	Student inaccurately describes ethical,	Student appropriately describes ethical,	Student appropriately describes ethical,	Student exceptionally describes ethical,	

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
	legal, and cultural considerations. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	legal, and cultural considerations, but lacks academic resources, or appropriate in-text citations.	legal, and cultural considerations, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	legal, and cultural considerations, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Professional Organizations	Student inaccurately describes professional organizations. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes professional organizations, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes professional organizations, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes professional organizations, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Total points out of 20					

APPENDIX C

PSYCHOPHARMACOLOGY CASE STUDY PAPER

Psychopharmacology Case Study Paper (20 pts): Students will create an in-depth case study on a client in a TV show or a movie. Students will discuss diagnoses, a comprehensive treatment plan, including possible medications, and a plan for consultation with medical professionals regarding the medications. Students must back up their ideas with resources. Students will address multicultural counseling competencies and address any concerns with their media client of choice. Within the treatment plan, students will be sure to identify evidence-based counseling theory and techniques within the theory or theories that they would utilize with the media client. Students will utilize the outline located within Appendix C as well as the template located within D2L shell. Students will write their paper in APA 7 formatting, using appropriate grammar, and academic writing. **CACREP: 2.2.c, 2.5.c, 2.5.h, 2.8.b, and 5.C.2.g**

Components of the Paper

- APA 7 Cover Page
- Introduction to the Assignment
- Introduce the Fictional Media Client
- Diagnosis
- Treatment Plan
- Consultation
- Multicultural Concerns
- Summary
- References Page

Outline of the Paper

***Be sure to use the following headings for your paper and please use the MSU APA 7 paper template located within D2L for guidance.**

- Diagnosis
- Treatment Plan
- Consultation
- Multicultural Concerns
- Summary

Psychopharmacology Case Study Paper Rubric (Possible 20 Pts)

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
Introduce the Fictional Media Client	Student does not write an introduce the fictional media client section.	Student vaguely writes an introduce the fictional media client section.	Student appropriately writes an introduce the fictional media client section.	Student exceptionally writes an introduce the fictional media client section.	
Diagnosis	Student inaccurately describes the diagnosis section. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes diagnosis section, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes diagnosis section, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the diagnosis section, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Treatment Plan	Student inaccurately describes the treatment planning section. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes the treatment planning section, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes the treatment planning section, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the treatment planning section, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
Consultation	Student inaccurately describes the consultation section. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes the consultation section, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes the consultation section, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the consultation section, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Multicultural Concerns	Student inaccurately describes the multicultural concerns section. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes the multicultural concerns section, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes the multicultural concerns section, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the multicultural concerns section, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Total points out of 20					

APPENDIX D

FINAL EXAM INFORMATION

Final Exam: (35 pts.): *Before you begin, please take 10-30 minutes utilizing mindfulness techniques to create a positive and safe enough space to take your exam. Please see breathing and grounding techniques below. Students will complete the final exam. You will have 120 minutes to complete. Each student has two attempts, the best of the attempts will be kept. The content of the exam will come from chapters 1-19 of the course textbook (Sinicola, 2020). **CACREP: 2.1.i., 2.2.a., 2.2.c., 2.5.c., 2.5.h., 2.8.b., 5c.2.g., 5c.2.e., 5c.2.h., 5c.2.i., 5c.2.k., and 5c.2.l.**

Chapters Covered

- Chapter 1 Why Study Psychopharmacology
- Chapter 2 Basic Neurobiology
- Chapter 3 Psychopharmacology and Pharmacokinetics
- Chapter 4 History Taking and Assessment Techniques
- Chapter 5 Treatment of Unipolar Depression
- Chapter 6 Treatment of Bipolar Disorder
- Chapter 7 Treatment of Anxiety Disorders
- Chapter 8 Treatment of Psychotic Disorders
- Chapter 9 Treatment of ADHD and Disorders of Attention
- Chapter 10 Treatment of Cognitive Disorders
- Chapter 11 Treatment of Sleep Disorders
- Chapter 12 Treatment of Personality Disorders
- Chapter 13 Treatment of Chemical Dependency and Co-Occurring Conditions
- Chapter 14 Treatment of Comorbidity and Other Disorders
- Chapter 15 Case Vignettes: Children
- Chapter 16 Case Vignettes: Adolescents
- Chapter 17 Case Vignettes: Early Adulthood
- Chapter 18 Case Vignettes: Middle Adulthood
- Chapter 19 Case Vignettes: Older Adulthood

Breathing Exercises

- **Breath Focus:** Bringing intentional attention to each breath.
- **Deep Breathing:** Inhale for 4 seconds, hold for 7 seconds, and exhale for 8 seconds.
- **Diaphragmatic Breathing:** Lie down, place one hand on your chest, and one below rib cage, focus on deep body breathing.
- **Pursed Lip Breathing:** Inhale slowly, pucker/purse lips, exhale slowly
- **Resonant or Coherent Breathing:** Inhale for 5 seconds, exhale for 5 seconds

Grounding Techniques

- **Grounding techniques:** <https://www.therapistaid.com/worksheets/grounding-techniques>
- **Body Relaxation:** Progressive Muscle Relaxation (<https://www.youtube.com/watch?v=gDcC-5sMmhw>)
- **Reframe unhelpful thoughts:** <https://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/bhs/suicide-prevention-month/resources-activities/Reframing%20Practice%20Activity.pdf>
- **Change Body Temperature (DBT TIPP skill):** Apply cool water on the skin through splashing or a shower, immerse face into a bowl of ice water, use a cool rag or apply ice to skin, put face into the cold air of a refrigerator's freezer
- **Meditate**
- **Write in a journal**
- **Relax outside**
- **Hydrate**
- **Dance to enjoyable music**
- **Play or interact with a pet**
- **Talk to a loved one**

***I have abided by the Midwestern State University Code of Academic Integrity on the assignments listed in this syllabus.**