



**COUN 5603 Psychopharmacology**  
**Midwestern State University**  
**Gordon T. & Ellen West College of Education**  
**Semester Credits: 3**

**CONTACT INFORMATION**

**Professor: Sarah Kim, PhD, LPC**  
**Semester: Summer 1 2024 5 Weeks**  
**E-mail: Sarah.Long2@msutexas.edu**

**In this Syllabi you will find:**

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

**\*Important! This course's weeks start on Monday and end on Sunday, except for the last week, which ends on Friday.**

**Instructor Response Policy:**

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 try to ask your questions before the weekend.

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

**COVID-19:** Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

## **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.

## **COURSE RATIONALE**

Students will gain the knowledge and skills needed to begin counseling couples and families. Students will learn various approaches to helping with marriage and family conflicts related to divorce, complex family dynamics, issues surrounding children, and family violence. In addition, students will learn how to navigate the sometimes difficult issue of couples in conflict.

## **REQUIRED TEXTBOOK**

Sinacola, R. S. (2020). *Basic Psychopharmacology for Mental Health Professionals*. Pearson.

## **COURSE OBJECTIVES**

### **Knowledge and Skill Learning Outcomes: CACREP Standards**

Upon successful completion of this course, students will learn:

- Section 2: 1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling process
- Section 2: 2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- Section 2: 2.c. multicultural counseling competencies
- Section 2: 5.c. theories, models, and strategies for understanding and practicing consultation
- Section 2: 5.h. developmentally relevant counseling treatment or intervention plans
- Section 2: 8.b. identification of evidence-based counseling practices
- Section 5C: 2.g. impact of biological and neurological mechanisms on mental health
- Section 5C: 2.e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- Section 5C: 2.h. classifications, indications, and contradictions of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- Section 5C: 2.i. legislation and government policy relevant to clinical mental health counseling
  
- Section 5C: 2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- Section 5C: 2.l. legal and ethical considerations specific 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 or 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.

## COURSE EXPECTATIONS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's (2014) *Code of Ethics*. The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

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.

**Online Etiquette:** It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association's (2014) *Code of Ethics*, and treat all members of the class with respect.

**Diversity:** It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

**Confidentiality:** Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

**Academic Dishonesty:** 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. 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.

**Statement of Disability:** Disability Support Services (DSS) provides services to students with disabilities to insure 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 have 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 qualified professional who is licensed or certified to diagnose the disability in question. **\*The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.**

**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.

**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 **\*10%**. 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.

**SEMESTER COURSE OUTLINE**

<b>Class Dates</b>	<b>Class Topics</b>	<b>Assignments/Reading</b>
1. Week June 3-9	<ul style="list-style-type: none"> <li>Class Introductions, Syllabus Review, and Class Instructions.</li> <li>Read Chapters One through Eight Pages 1-77</li> </ul>	<ul style="list-style-type: none"> <li><b>Do Discussion Board, Post and Comment</b></li> <li>Review Syllabus</li> <li><b>Read</b> Chapters One through Eight Pages 1-77</li> </ul>
2. Week of June 10-16  Paper is due by Sunday, June 16 before 11:59 pm central!	<ul style="list-style-type: none"> <li><b>Psychopharmacology Research Paper Appendix B Paper due.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Do Discussion Board, Post and Comment</b></li> <li><b>Complete Psychopharmacology Research Paper Appendix B Paper due June 16 by 11:59 pm on D2L.</b></li> </ul>
3. Week of June 17 – 23	<ul style="list-style-type: none"> <li>Read Chapters Nine through 19 pages 78-149.</li> <li><b>Work on your Case Study.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Do Discussion Board, Post and Comment</b></li> <li><b>Read</b> Chapters Nine through 19 pages 78-149. <b>Work on your Case Study.</b></li> </ul>
4. Week of June 24 – 30  Paper is due by Sunday, June 30 before 11:59 pm central!	<ul style="list-style-type: none"> <li><b>Psychopharmacology Case Study Paper Appendix C Paper due.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Do Discussion Board, Post and Comment</b></li> <li><b>Complete Psychopharmacology Case Study Paper Appendix C Paper due June 30 by 11:59 pm on D2L</b></li> </ul>
5. Week of July 1 – 5  Exam is due on Friday, July 5 before 11:59 pm central!	<ul style="list-style-type: none"> <li><b>Final Exam Appendix D due.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Do Discussion Board, Post and Comment</b></li> <li><b>Complete Final Exam Appendix D due by Friday, July 5 by 11:59 pm on D2L.</b></li> </ul>

**EVALUATION AND ASSIGNMENTS**

**\*\* ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

**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 comments are due by Sunday at 11:59 pm at the end of the week, aside from the last week.** Follow directions to get full points each week. Late work will not be accepted See Appendix A for Rubric) 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.

**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. (Appendix B) 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. (Appendix C) 2.2.c, 2.5.c, 2.5.h, 2.8.b, and 5.C.2.g

**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. 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.

Assignments	Modality	Points
Online Assignments and Comments	D2L	25
Psychopharmacology Research Paper	D2L	20
Psychopharmacology Case Study Paper	D2L	20
Final Exam	D2L	35
Total Points	N/A	100

**Grade Classifications:**

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or Below

**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 student review and retention please 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.

**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).

**Campus Carry:** Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies. **\*Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

**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 the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

**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 through 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.**



**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.

**Important Dates:**

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](#)

**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 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 are able to 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).

**Smoking/Tobacco Policy:** College policy strictly prohibits the use of tobacco products in any building on campus. 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 which prohibits 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.

**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.

## RESOURCES

American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from [article](#).

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed. TR)*. Author.

American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from [article](#).

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP Standards*. Retrieved from [article](#).

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center for Biotechnology Information*. Retrieved from [website](#).

## APPENDENCIES

### Appendix A

#### Online Assignments and Comments (25 pts.)

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

<b>Week</b>	<b>Points Earned</b>
<b>Week 1 (5 pts)</b>	<b>Out of 5 points</b>
<b>Week 2 (5 pts)</b>	<b>Out of 5 points</b>
<b>Week 3 (5 pts)</b>	<b>Out of 5 points</b>
<b>Week 4 (5 pts)</b>	<b>Out of 5 points</b>
<b>Week 5 (5 pts)</b>	<b>Out of 5 points</b>
<b>Total Points Earned</b>	<b>Out of 25 points</b>

## Appendix B

**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. (**Appendix B**) 2.1.i, 2.2.a, 2.2.c, 5c.2.k, 5.C.2.g., and 5c.2.l.

### APA 7 Cover Page

### Introduction to the Assignment

### Understanding Psychopharmacology

### Impact of Neurobiology

### Ethical, Legal, and Cultural Considerations

### Professional Organizations

### Summary

### APA 7 References

**Use the paper template located within D2L.**

### Psychopharmacology Research Paper Rubric: (20 pts.)

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
<b>Introduction to the Assignment and Summary</b>	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.	
<b>Understanding Psychopharmacology</b>	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.	
<b>Impact of Neurobiology</b>	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.	
<b>Ethical, Legal, and Cultural Concerns</b>	Student inaccurately describes ethical, legal, and cultural considerations. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes ethical, legal, and cultural considerations, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes ethical, legal, and cultural considerations, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes ethical, 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.	
<b>Professional Organizations</b>	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.	
<b>Total points out of 20</b>					

## Appendix C

**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. (**Appendix C) 2.2.c, 2.5.c, 2.5.h, 2.8.b, and 5.C.2.g**

### APA 7 Cover Page

### Introduction to the Assignment

### Introduce the Fictional Media Client

### Diagnosis

### Treatment Plan

### Consultation

### Multicultural Concerns

### Summary

### APA 7 References

**Use the paper template located within D2L.**

## Psychopharmacology Case Study Paper Rubric (Possible 20 Pts)

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
<b>Introduce the Fictional Media Client</b>	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.	
<b>Diagnosis</b>	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.	
<b>Treatment Plan</b>	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.	
<b>Consultation</b>	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 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.	
<b>Multicultural Concerns</b>	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.	
<b>Total points out of 20</b>					

## Appendix D

**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. Please see mindfulness options 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 (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.

### Breathing Exercises:

- **Breath Focus**
  - **Bringing intentional attention to each breath.**
- **Deep Breathing**
  - **Inhale for 4 seconds, hold until 7, and exhale at 8.**
- **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:

- **Progressive Muscle Relaxation**
- **Counting backwards from 100 by 7**
- **Play categories**
- **Cool water on the skin**
- **Reframing**

**\*I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.**