

Course Syllabus

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College of Health Sciences | MA in Clinical Counseling

PSY6065: Psychopharmacology

3 Units

Summer 2026 | Quad 1

May 11 - July 5

In-Person

Meeting Days: Monday & Wednesday

Meeting Times: 2:00 - 4:45 p.m. PST

Meeting location: Mission Valley Campus 303

Instructor: Dr. Ben Coleman

Email: BColema1@pointloma.edu
(<mailto:BColema1@pointloma.edu>)

Phone: 619.329.6778 Cell: 206.383.2017

Office Location and Hours: I am always open the hour before class (1-2p, so stop by or shoot me an email and let me know you are coming!) OR make an appt with me, I will be flexible and can work around your schedule: bottom line, I want to meet with you!!

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description



Examination of commonly prescribed psychopharmacological medications, as well as the identification of their effects and side effects.

Additional Information: Psychopharmacology (2 semester units or 3 quarter units only for those who entered a qualifying degree program on or after 1/1/2001) and a two semester or three quarter unit course in psychopharmacology (LPCC).

This course meets the criteria for MFT and includes instruction in diagnosis, assessment, prognosis, and treatment of mental disorders, including severe mental disorders, evidence-based practices, psychological testing, psychopharmacology, and promising mental health practice that are evaluated in peer reviewed literature (BPC Section 4980.36(d)(2)(A)).

The use of psychotropic medications as a treatment for mental and emotional disorders has been increasing substantially in recent years. Counselors in community and school settings are very likely to be working with clients who have been prescribed medication, or who may need to consider medication as an adjunct to therapy. It is important for counselors to understand the basic concepts of pharmacology, mechanisms of drug actions, and the use of psychotropic drugs in treating psychological disorders. This course will provide an introduction to psychopharmacology and the clinical issues that counselors encounter when working with clients on medication.

How to Succeed in this Course:

This course is a significant departure from your training in clinical evaluation and counseling skills. You will be revisiting topics reminiscent of your high school and undergraduate biology and chemistry days, a task that poses a challenge to many students who do not believe themselves to be “good” in these subjects. My objective is for you to gain a deeper understanding of the neurobiological correlates of mental disorders and adopt the language of psychiatry that will give you unique interdisciplinary skills. To be successful, several things are essential. First, you must do your reading prior to class to ensure that you have a foundation for the clinical examples discussed. We will go deeper into the topics within our class time and it is a great chance to *build* on your learning from reading rather than starting from scratch. Second, turn things in on time and don't fall behind, we move at a fast pace. Don't wait until the last minute. Finally – I grade mostly on three things: effort, critical thinking, and timely completion. For the journal clubs, I want to see that you are wrestling with the topic and spending the necessary time and energy that it takes to thoughtfully and critically evaluate these complex issues.

GROUND RULES OF THE COURSE

Together we will create a dynamic learning environment where:

1. Learning is challenging but safe
2. Learning is experiential and active
3. Communication is open . . . opposing viewpoints are welcomed
4. All are learners and all are teachers . . . we will learn from each other
5. Mistakes are okay . . . this is a no-guilt, no-blame zone
6. The point is to learn and grow ... grades are a by-product and not the goal
7. Integrity and honesty are expected

Please jot down some of your expectations for this course.

This syllabus represents a covenantal document that syncs up our expectations, invites us to be partners in the learning process, and outlines how we might navigate challenges or obstacles. If you have concerns or would like to add something to the syllabus, let me know! Let's co-create this experience. I need you as much as you need me.



From David Smith: "Learning to think deeply entails paying attention to and learning from those around us. The best [therapy] does not grow out of solitary reflection. This course will therefore include an emphasis on collaboration. Success means not just getting your own tasks done but helping those around you to become better learners and [therapists], so that more of the needs of their future [clients] will be met. This is an important way in which you can begin to serve those [clients] now as well as honor the gift and needs that each other participant in PSY6065 brings to the class. As we work at collaborating on transformative [clinical] practices, we will have the opportunities to try to do *justice* to the ideas of others, exercise *patience* with their learning process, and offer our own ideas with *humility* (which means not thinking too highly of ourselves but also being willing to share ideas openly). Our goal is not to win arguments. It is to figure out how [therapy] languages can be a work of love." (From *Every Day Christian Teaching*).

Course Learning Outcomes

After completing this course, you should be able to:

1. Demonstrate a basic understanding of the structure and function of the central nervous system in relation to drug action.
2. Become familiar with physiological, cognitive, behavioral, and therapeutic effects of both common psychotropic medication and relevant illicit substances.
3. Apply peer-reviewed empirical research to evaluate prevailing methodologies of a) psychopharmacological intervention and b) substance abuse treatment.
4. Develop awareness of cultural influences that contribute to society's broader disposition toward medication and drug use.

This is a didactic course with three goals: 1) to acquire a body of knowledge of psychotropic medications, their properties, clinical applications, and effects; 2) to analyze and integrate this body of knowledge into your own clinical practice; and 3) to enhance the well-being of your clients through collaboration and cooperation between psychotherapists and physicians.

Program Learning Outcomes

The educational goals of Point Loma Nazarene University's **Masters of Arts in Clinical Counseling (MACC)** are to develop graduate students and clinicians who are:

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; and,
3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved.

PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress



Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.

Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients

Competency 2: Demonstrate awareness and effective use of self in the therapeutic process

Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.

Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.

Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.

Institutional Learning Outcomes

1. **Learning, Informed by our Faith in Christ**

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. **Growing, in a Christ-centered Faith Community**

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. **Serving, in a Context of Christian Faith**

Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources

Preston, J.D., O'Neal, J.H., & Talaga, M.C. (2017). *Handbook of Clinical Psychopharmacology for Therapists* (8th ed.). New Harbinger.

(Note - you can use any edition 8th-10th of this Preston text and be successful. Double check to make sure you are reading the correct topic, as chapter numbers may differ. The chapters numbers correspond most accurately with the 10th edition.)

Prus, A. (2026). *An Introduction to Drugs and the Neuroscience of Behavior* (4th ed). Wadsworth.



(Note - you can use any edition of this Prus text and be successful. The 2nd or 3rd edition works well, just double check to make sure you are reading the correct topic, as chapter numbers may differ. There also may be minor differences in quiz questions, but it will not impede your success overall.)

RECOMMENDED RESOURCES

Preston, J.D., O'Neal, J.H., & Talaga, M.C. (2010). *Child and Adolescent Clinical Psychopharmacology* (2nd ed.). New Harbinger.

ADDITIONAL READINGS

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

NOTE: Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

This course meets PLNU and WASC credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

DISTRIBUTION OF COURSE HOURS

Assignments	Pre-Course Hours	Course Hours	Post-Course Hours
Face-to-Face Class Sessions		40	
Online Participation in Forums, Groups, etc.	5		5
Reading	10	5	10



Assignments	Pre-Course Hours	Course Hours	Post-Course Hours
Writing		10	20
Other Assignments and Learning Activities	5	5	5
Exams & Quizzes	4	5	5
	24	65	45
TOTAL HOURS			134

Assessment and Grading

DISTRIBUTION OF POINTS

Assignment	Points
Quizzes (30 x 10)	300
Final Quiz	50
NEI Clinical Cases (20 x 5)	100
Journal Clubs (75 x 3)	225
Discussions	30
Pre-class Prep Questions	65
Compendium	50
Attendance and Professionalism	205
Total	1025



1. **Journal Clubs:** Throughout the term, we will devote class time to critical discussion of controversial topics in psychopharmacology. For this assignment, you will read a news article provided and write a 3-4 page response in preparation for class discussion. In this response, you will find one (or more) peer reviewed journal article(s) that supports your argument and critique of the issue. Your paper will be uploaded into the assignment by the **beginning of class** on the due date. If you do not attend the journal club discussion you cannot earn more than 75% of the total points. See handout on the Assignment tab for more details, as well as prompts to each assignment.
2. **Quizzes:** Students will complete a total of 10 quizzes that will review the reading materials for the class. All questions are based on the class textbook (Prus). The quizzes questions will be taken on Canvas. A quiz will cover the textbook chapter reviewed in class and are due BEFORE class. See assignment guide for due dates. All quizzes will be available online at all times and can be completed before their due dates. Quizzes will not be scored *after* their due dates. Please note that I have encountered instances of students using websites that archive test bank questions. You may find yourself tempted to simply google the questions and find the answers. Please be aware that this is a very serious matter and I will treat the offense as a matter of academic dishonesty. If I suspect you are using these resources, I will *at my discretion* give you a 0 for the quiz in question and initiate the protocol for academic dishonesty which may result in you failing the course. I expect you to hold yourself to a high standard of integrity and cheating in this manner is not consistent with our classroom culture or values.
3. **Pre-Class Preparation**

Students will reflect on each week's learning prior to our class. Please answer the questions (and ask some of your own) in response to your reading. Note that some of the questions come from the Preston text. Lectures/ppts are also pre-posted if you'd like to watch them at any point (optional).
4. **NEI Clinical Cases and Activities:**
 - Go to **Neiglobal** ➞ (<https://www.neiglobal.com/Default.aspx?tabid=64>)
 - Register for free and log in.
 - Go to **Featured Activities** ➞ (<http://www.neiglobal.com/General/FeaturedActivities/tabid/124/Default.aspx>) and find the appropriate activity or case.
 - Complete the activity and the quiz.
 - Activities range from clinical cases to speaker presentations to animations. Simply follow the prompts and take the pre and post tests. "Encore Presentations" require you to watch the entire video.
 - Submit your post-test certification in PDF or JPG format to the appropriate drop box. If you cannot seem to get to the certificate page, a screen shot of the completed test will suffice.
5. **Final Quiz:** A final quiz will be administered during the last class period. This quiz is comprehensive, covering all class material, and will be worth 50 points. Very important: because the final quiz also serves as an interactive learning experience, **taking the final quiz early will not be allowed**. Please do not make travel arrangements before the end of the term. If you miss the final, you will receive a 0.
6. **Compendium:** Throughout the term, you will be participating in creative projects to enhance your learning of highly detailed subject matter and engage with the material in a way that enriches your understanding of psychopharmacology. Because this class is designed to be helpful above all else, you will put together a compendium of these creative projects that can be kept and referenced amidst your clinical work as a therapist. For each topic, you will work in groups to design concept maps, infographics, treatment guides, and cheat sheets to go beyond simple memorization of the content. At the end of the class, you will compile all of these projects into your compendium to take with you.
7. **Discussions and Reflections:** One discussion post is due during light week (10 points), and a reflection will be due at the end of class after attending the CHS IPE event: We have the opportunity to attend an Interprofessional Education event with other College of Health Sciences programs! This event will take place during lunchtime.



Friday, June 5th. This is a required assignment with a corresponding reflection paper. This is a very fun event where lunch is served! If you have an extenuating circumstance that prevents you from attending on a Friday, you may complete a makeup assignment of similar length and difficulty. Please speak with your professor as soon as possible.

8. Attendance and Participation: See the Attendance and Participation policies below for more information

APA Papers

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- [APA 7th Edition Help File \(https://canvas.pointloma.edu/courses/86320/pages/apa-7th-edition-help-file\)](https://canvas.pointloma.edu/courses/86320/pages/apa-7th-edition-help-file)
- [The OWL at Purdue: APA Style](https://owl.english.purdue.edu/owl/section/2/10/)  (https://owl.english.purdue.edu/owl/section/2/10/)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting helps.

Grading Scale:

- 93-100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- **80 – 82% = B-**
- 77 – 79% = C+
- 73 – 76% = C
- 70 – 72% = C-
- 67 – 69% = D+
- 63 – 66% = D
- 60 – 62% = D-
- Below 60% = F

Students must achieve a minimum grade of B- to pass this class.

- Exemplary:** The student has demonstrated a quality of work and accomplishment far beyond the formal requirements and shows originality of thought and mastery and application of knowledge, skills and attitudes presented in the course.
- Proficient:** The student's achievement reflects expectable achievement by demonstrating a proficient grasp and application of course concepts, skills, and attitudes presented in the course.
- Marginal:** The student has only partially demonstrated an inconsistent and correct grasp and application of the basic concepts, skills, and attitudes presented in the course.
- Unacceptable:** The student has failed to demonstrate grasp and application of course concepts, skills, and attitudes either through insufficient and incomplete presentations, or consistently incorrect and unprofessional presentations.



Incompletes and Late Assignments

Students are expected to participate in online assignments that are due by **11:59 p.m. on the day indicated on the syllabus** to be considered for full credit. **There will be NO make-up assignments.** It is your responsibility to check the e-classroom regularly to ensure you complete assignments on time. There are no make-ups or extended time for assignments or presentations.

At a minimum, every student is responsible for completing the following weekly tasks:

1. Participate and complete all class activities.
2. Timely submission of assignments, as instructed.

Deadlines: Do **not** wait until the last minute to do your work! As this is a graduate level course, you will be expected to meet deadlines.

Electronic Devices: A strict no laptop or smartphone policy applies to this class. All electronic devices must be turned off upon entering class. This includes laptops, cell phones, tablets, and others not mentioned.

Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total course grade. Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness. The full rubric can be found here: [PLNU MACC Professionalism Rubric](#) .

(<https://docs.google.com/document/d/1osLcREXhNvA9EJSp1XW0SISi8-l0szbqS4we1d3KohQ/edit>).

Course Policies

1. Academic Honesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort.

Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See Academic Policies in the [current PLNU catalog](#).

(<https://catalog.pointloma.edu/>) for further information.

2. Identity Fraud

Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from Point Loma.

3. Participation

Your participation (think of this as 'contribution') in the course is monitored and graded. Your interaction with the course content, the instructor, fellow students, and the learning process directly influences your level of success in the course. You need to demonstrate that you have truly completed the assigned readings, shared what you



learned from them, and demonstrate understanding and application of the concepts presented. Participation in the course will benefit your overall online experience as well as the experience of others in the course.

4. Classroom Etiquette

Students are expected to actively engage in an adult learning environment. Behaviors that disrupt the classroom environment and interfere with the learning of others are prohibited. Examples include talking with other students during a presentation or when others are speaking, texting, gaming, internet browsing, or reading non-course related materials. All pagers, cellphones, and other electronic communication devices will be turned off at the beginning of class. Tablets and computers are allowed in class for note-taking purposes only, unless otherwise directed by the instructor. Arriving late and leaving early are strongly discouraged and disruptive to the class.

Respect each person's opinions. Be considerate while your peers are speaking and actively engage them only when they have completed their point. Discourteous comments and side conversations will not be tolerated and will be addressed openly and directly by the instructor. Should a student's behavior become disruptive to the productivity of the course they will be asked to leave the classroom and not receive credit for attendance.

5. Withdrawal

If you need to withdraw from the class, please notify the instructor **and** your Point Loma advisor immediately. A student may withdraw by the end of the first week of class and receive a grade of W. If a student withdraws from the program, he/she must submit a letter for withdrawal. A last date to withdraw is posted in the Academic Calendar on the PLNU website. Students will be assigned a grade of W or WF consistent with Point Loma Nazarene University policy in the grading section of the catalog. Failure to attend class does not constitute a withdrawal and students will receive an "F" if not properly withdrawn. Withdrawing from a class may result in a graduated refund and may affect your financial aid. Be sure to contact your financial aid counselor.

6. Use of Technology

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349) (<https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349>). Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. If you need technical help, you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus help desk (619.849.2222).

7. University Catalog

For additional Point Loma policy items, review the latest [Point Loma Nazarene University Catalog](https://catalog.pointloma.edu/index.php) (<https://catalog.pointloma.edu/index.php>).

8. Confidentiality of Course Discussion and Assignments

Materials posted to the class discussion or to an assignment thread are for class use only. Students and faculty are to protect the confidentiality of all classroom materials and should never transmit any classroom materials without specific written permission of the person quoted and the instructor.

PLNU Spiritual Care

Mission Valley: PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu (<mailto:scortezm@pointloma.edu>).



In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text)  (<https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text>) for definitions of kinds of academic dishonesty and for further policy information.

Note: Additionally, include the below if this pertains to your course:

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.



[MLA Style Center: Citing Generative AI](https://style.mla.org/citing-generative-ai/)  (<https://style.mla.org/citing-generative-ai/>)

[APA Style: How to Cite ChatGPT](https://apastyle.apa.org/blog/how-to-cite-chatgpt)  (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html)  (<https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>)

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu (<mailto:EAC@pointloma.edu>) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [PLNU Nondiscrimination and Anti-harassment Policy](http://www.pointloma.edu/bias) (<http://www.pointloma.edu/bias>).



Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX (<http://pointloma.edu/Title-IX>). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu (<mailto:counselingservices@pointloma.edu>) or find a list of campus pastors at pointloma.edu/title-ix (<http://pointloma.edu/title-ix>) or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias (<http://www.pointloma.edu/bias>).

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

PLNU Policy: If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (equivalent to two (2) classes in the MACC program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Note: If a student incurs a third absence, they may petition the faculty to remain enrolled in class. The faculty will provide a make up assignment proportionate in length and difficulty to the class missed. This third absence may also result in a referral to the Student Development Committee.

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. As extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). Note: absences are not categorized as excused or unexcused.

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class more than 15 minutes late is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class will be considered an absence.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/)  (<https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/>) for additional detail.

Synchronous Attendance/Participation Definition



For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - Synchronous Courses: At least one class meeting takes place at a designated time.
 - Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

Use of Technology

MACC is committed to a distraction-free learning environment. Students are welcome to bring devices to class, but they *must remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

GPS Academic Resources



PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **The GPS Writing Center** (<https://my.pointloma.edu/pages/writing-center-gps>) **offers:**
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
- **Research Help Guide** (<https://my.pointloma.edu/pages/research-help>) to help you start your research
 - The physical office is located on the third floor of the **Mission Valley Regional Center**  (<https://maps.app.goo.gl/CRXui8PJUnSkvokC9>) off the student lounge
- **Academic Writing Resources Course** (<https://canvas.pointloma.edu/courses/64301>): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **Watch a quick video run-through**  (<https://youtu.be/JB8MmVPznFI>) and take time now to explore!
- **Grammarly**  (<https://www.grammarly.com/edu/point-loma-nazarene-university-graduate-professional-studies>): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- **Tutoring** (<https://my.pointloma.edu/pages/tutoring-gps>): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu
(<mailto:GPSWritingCenter@pointloma.edu>)

Course Schedule and Assignments

Weekly Assignment Schedule

WEEK	Session #1	Session #2	ASSIGNMENTS
WEEK 1 (Light Week)	No F2F Meetings this week! Psychopharmacology in the Context of Therapy Prus: Chapter 1 – Introduction	Prus: Chapter 2 - The Nervous System Preston: Chapters 1, 3	Quiz: Prus Chapter 1 Quiz: Prus Chapter 2 Medicine vs. Therapy  (http://www.npr.org/templates/storyId=128107547) Podcast and Discussion Board Review Intro Videos Pre-Class Prep Questions - Warm Up
WEEK 2	Prus: Chapter 3 - Neurotransmission and Pharmacodynamics	Prus: Chapter 4 - Properties of Drugs and Pharmacokinetics Preston: Chapter 4 MIT Lecture – Brain Structure  (http://ocw.mit.edu/courses/brain-and-cognitive-sciences/9-00sc-	Quiz: Prus Chapter 3 Quiz: Prus Chapter 4 Pre-Class Prep Questions NEI: Clinical Activity 1 Choose an Article  (http://www.neiglobal.com/General/FeaturedActivities/tab



WEEK	Session #1	Session #2	ASSIGNMENTS
		introduction-to-psychology-fall-2011/brain-i/	
WEEK 3	Memorial Day - No Class	Neurobiology of Addiction Prus: Chapter 9 – Alcohol Prus: Chapter 5 – Drugs of Abuse	Quiz: Prus Chapter 9 Pre-Class Prep Questions NEI 2: Harnessing Pharmacogenetic Testing as a Tool for Disorder Treatment  (https://www.neiglobal.com/Activities/PodHldr/tabid/650/Default.aspx)
WEEK 4	Prus: Chapter 14 – Depression and Bipolar	Preston: Chapters 7, 8, 17, and 18 Journal Club #1 - due BEFORE CLASS	Quiz: Prus Chapter 14 Pre-Class Prep Questions IPE EVENT Friday, June 5th!
WEEK 5	Prus: Chapter 15 – Anxiety	Preston: Chapters 9, 10, 12, and 19 Journal Club #2 - due BEFORE CLASS	Quiz: Prus Chapter 15 Pre-Class Prep Questions
WEEK 6	Prus: Chapter 13 – Antipsychotic Drugs	Preston: Chapters 11 and 20	Quiz: Prus Chapter 13 Pre-Class Prep Questions NEI: Clinical Activity 3: Links to an external site.  (https://www.neiglobal.com/Members/Encore/EncHldrNM/ENC24-24SYN-07/Default.aspx). Not So Positive: Treating Symptoms of Schizophrenia
WEEK 7	Child and Adolescent Psychopharmacology Preston: Chapter 23	Prus: Chapter 6 – Stimulants Journal Club #3 - due BEFORE CLASS	Quiz: Prus Chapter 6 Pre-Class Prep Questions NEI: Clinical Case 4 Links to an external site.  (https://www.neiglobal.com/Members/Encore/EncHldrNM/ENC24-24CNG-05/Default.aspx): Treating ADHD Across



WEEK	Session #1	Session #2	ASSIGNMENTS
WEEK 8	Future Directions in Psychopharmacology: Psychedelic-assisted therapy Preston: Chapter 22	Final Quiz Compendium Due	Pre-Class Prep Questions NEI: Clinical Case 5  (https://www.neiglobal.com/General/FeaturedActivities/tanActivity) Final Reflection Due Sunday End-of-Course Survey

Assignments At-A-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

Date	Details	Due
	 Session 1 Agenda	to do: 2pm
Mon May 11, 2026	 Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/86320/assignments/1307266)	due by 11:59pm
Wed May 13, 2026	 Session 2 Agenda	to do: 2pm
	 Medicine vs. Therapy (https://canvas.pointloma.edu/courses/86320/assignments/1307276)	due by 11:59pm
	 Quiz 1: Chapter 1 (https://canvas.pointloma.edu/courses/86320/assignments/1307268)	due by 11:59pm
Sun May 17, 2026	 Quiz 2: Chapter 2 (https://canvas.pointloma.edu/courses/86320/assignments/1307269)	due by 11:59pm
	 Session 2: Pre-Class Preparation - Light Week - Due on Sunday (https://canvas.pointloma.edu/courses/86320/assignments/1307304)	due by 11:59pm
Mon May 18, 2026	 Quiz 3: Chapter 3 (https://canvas.pointloma.edu/courses/86320/assignments/1307271)	due by 2pm
	 Session 3: Pre-Class Preparation (https://canvas.pointloma.edu/courses/86320/assignments/1307305)	due by 11:59pm



Date	Details	Due
	 Session 3 Agenda	to do: 2pm
	 Quiz 4: Chapter 4 (https://canvas.pointloma.edu/courses/86320/assignments/1307274)	due by 2pm
Wed May 20, 2026	 Session 4: Pre-Class Preparation (https://canvas.pointloma.edu/courses/86320/assignments/1307306)	due by 2pm
	 Session 4 Agenda	to do: 2pm
Sun May 24, 2026	 NEI Clinical Activity 1: Choose an Article (https://canvas.pointloma.edu/courses/86320/assignments/1307291)	due by 11:59pm
Mon May 25, 2026	 Session 5 Agenda	to do: 2pm
	 Quiz 5: Chapter 8 (Alcohol) (https://canvas.pointloma.edu/courses/86320/assignments/1307270)	due by 2pm
Wed May 27, 2026	 Session 5/6: Pre-Class Preparation (https://canvas.pointloma.edu/courses/86320/assignments/1307307)	due by 2pm
	 Session 6 Agenda	to do: 2pm
Sun May 31, 2026	 NEI Clinical Activity 2: Harnessing Pharmacogenomic Testing as a Tool in Major Depressive Disorder Treatment (https://canvas.pointloma.edu/courses/86320/assignments/1307292)	due by 11:59pm
Mon Jun 1, 2026	 Session 7: Pre-Class Preparation (https://canvas.pointloma.edu/courses/86320/assignments/1307308)	due by 2pm
	 Session 7 Agenda	to do: 2pm
Tue Jun 2, 2026	 Quiz 6: Chapter 14 (https://canvas.pointloma.edu/courses/86320/assignments/1307267)	due by 2pm
Wed Jun 3, 2026	 Session 8: Pre-Class Preparation (https://canvas.pointloma.edu/courses/86320/assignments/1307309)	due by 2pm
	 Session 8 Agenda	to do: 2pm
Thu Jun 4, 2026	 Journal Club 1 (https://canvas.pointloma.edu/courses/86320/assignments/1307287)	due by 2pm



Date	Details	Due
Mon Jun 8, 2026	 Session 9: Pre-Class Preparation (https://canvas.pointloma.edu/courses/86320/assignments/1307311)	due by 2pm
	 Session 9 Agenda	to do: 2pm
Tue Jun 9, 2026	 Quiz 7: Chapter 15 (https://canvas.pointloma.edu/courses/86320/assignments/1307262)	due by 2pm
Wed Jun 10, 2026	 Session 10 Agenda	to do: 2pm
Thu Jun 11, 2026	 Journal Club 2 (https://canvas.pointloma.edu/courses/86320/assignments/1307288)	due by 2pm
Sun Jun 14, 2026	 Mid-Course Survey (https://canvas.pointloma.edu/courses/86320/assignments/1307273)	due by 5pm
	 Mid-Course Professionalism Feedback (https://canvas.pointloma.edu/courses/86320/assignments/1307290)	due by 11:59pm
Mon Jun 15, 2026	 Session 11 Agenda	to do: 2pm
Tue Jun 16, 2026	 Session 11: Pre-Class Preparation (https://canvas.pointloma.edu/courses/86320/assignments/1307299)	due by 2pm
Wed Jun 17, 2026	 Quiz 8: Chapter 13 (https://canvas.pointloma.edu/courses/86320/assignments/1307272)	due by 2pm
	 Session 12: Pre-Class Preparation (https://canvas.pointloma.edu/courses/86320/assignments/1307300)	due by 2pm
Sun Jun 21, 2026	 Session 12 Agenda	to do: 2pm
	 NEI Clinical Activity 3: Not So Positive: Treating the Negative and Cognitive Symptoms of Schizophrenia (https://canvas.pointloma.edu/courses/86320/assignments/1307293)	due by 11:59pm
Mon Jun 22, 2026	 Session 13: Pre-Class Preparation (https://canvas.pointloma.edu/courses/86320/assignments/1307301)	due by 2pm
	 Session 13 Agenda	to do: 2pm
Tue Jun 23, 2026	 Quiz 9: Chapter 6 (https://canvas.pointloma.edu/courses/86320/assignments/1307259)	due by 11:59pm



Date	Details	Due
Wed Jun 24, 2026	 Session 14 Agenda	to do: 2pm
Thu Jun 25, 2026	 Journal Club 3 (https://canvas.pointloma.edu/courses/86320/assignments/1307289)	due by 2pm
Fri Jun 26, 2026	 "Take Your Pills" Documentary Viewing and Discussion (https://canvas.pointloma.edu/courses/86320/assignments/1307275)	due by 11:59pm
Sun Jun 28, 2026	 NEI Clinical Activity 4: Treating ADHD Across the Lifespan (https://canvas.pointloma.edu/courses/86320/assignments/1307294)	due by 11:59pm
Mon Jun 29, 2026	 Session 15: Pre-Class Preparation (Could be light week assignment) (https://canvas.pointloma.edu/courses/86320/assignments/1307303)	due by 2pm
	 Session 15 Agenda	to do: 2pm
Tue Jun 30, 2026	 Quiz 10: Chapters 10-11 (only if needing a light week assignment) (https://canvas.pointloma.edu/courses/86320/assignments/1307256)	due by 2pm
Wed Jul 1, 2026	 Session 16 Agenda	to do: 2pm
Thu Jul 2, 2026	 End-of-Course Evaluation (https://canvas.pointloma.edu/courses/86320/assignments/1307284)	due by 11:59pm
	 NEI Clinical Activity 5: Choose an Activity (https://canvas.pointloma.edu/courses/86320/assignments/1307295)	due by 11:59pm
	 Reflection (https://canvas.pointloma.edu/courses/86320/assignments/1307277)	due by 11:59pm
Sun Jul 5, 2026	 Roll Call Attendance (https://canvas.pointloma.edu/courses/86320/assignments/1307298)	due by 11:59pm
	 Final Reflection (https://canvas.pointloma.edu/courses/86320/assignments/1307286)	due by 11:59pm
	 IPE Event (https://canvas.pointloma.edu/courses/86320/assignments/1330985)	due by 11:59pm
	 Compendium: Anxiolytic Treatment Planning Guide (https://canvas.pointloma.edu/courses/86320/assignments/1307278)	



Date	Details	Due
	 Compendium: Case Study on Antidepressants https://canvas.pointloma.edu/courses/86320/assignments/1307279	
	 Compendium: Client Handout on Alcohol https://canvas.pointloma.edu/courses/86320/assignments/1307280	
	 Compendium: Pharmacodynamics https://canvas.pointloma.edu/courses/86320/assignments/1307281	
	 Compendium: Pharmacokinetic Concept Map https://canvas.pointloma.edu/courses/86320/assignments/1307282	
	 Compendium: Schizophrenia Etiology Concept Map https://canvas.pointloma.edu/courses/86320/assignments/1307283	
	 Final Quiz https://canvas.pointloma.edu/courses/86320/assignments/1307285	
	 Optional: Attend IPE Event https://canvas.pointloma.edu/courses/86320/assignments/1307296	
	 Professionalism https://canvas.pointloma.edu/courses/86320/assignments/1307297	
	 Quiz 5: Chapter 8 (Alcohol) https://canvas.pointloma.edu/courses/86320/assignments/1307270 (1 student)	
	 sddx https://canvas.pointloma.edu/courses/86320/assignments/1307312	
	 Session 14: Pre-Class Preparation https://canvas.pointloma.edu/courses/86320/assignments/1307302	
	 Session 8: Pre-Class Preparation https://canvas.pointloma.edu/courses/86320/assignments/1307310	
	  Compendium https://canvas.pointloma.edu/courses/86320/assignments/1307313	

