



Master of Arts in Clinical Counseling Online
College of Health Sciences

PSY 6065 - Psychopharmacology

3 Units

Summer 2026 Quad 2 | July 6 - Aug 30

Meeting days/times: NA

Meeting location: NA

Instructor Information:

Instructor title and name: Jenna Hillman

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Phone: by appointment

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.

This course is designed with the clinician perspective in mind. Students will learn neurobiology and psychopharmacology concepts that are directly applicable to the process of psychotherapy. Psychotropic medications, their use in treatment, as well as how they function in the body will be discussed in the context of the therapeutic relationship. Students will also be asked to explore any potential personal and/or cultural biases that can impact treatment.

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.

Course Learning Outcomes

- CLO 1.2.1 Demonstrate a basic understanding of the structure and function of the central nervous system in relation to drug action.
- CLO 1.2.2 Identify physiological, cognitive, behavioral, and therapeutic effects of both common psychotropic medication and relevant illicit substances
- CLO 1.4 Apply peer-reviewed empirical research to evaluate prevailing methodologies of a) psychopharmacological intervention and b) substance abuse treatment.
- CLO 3.1 Develop awareness of cultural influences that contribute to society's broader disposition toward medication and drug use

This course meets the following CA BBS Education requirements for LMFT:

- Diagnosis, assessment, prognosis, treatment planning, and treatment of mental disorders, including severe mental disorders, evidence-based practices, psychological testing, psychopharmacology, and promising mental health practices that are evaluated in peer-reviewed literature.

This course meets the following CA BBS Education requirements for LPCC:

- Psychopharmacology, including the biological bases of behavior, basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified.

PLO	CLO	Assignment/Activity
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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.	CLO 1.2.1 Demonstrate a basic understanding of the structure and function of the central nervous system in relation to drug action. CLO 1.2.2 Identify physiological, cognitive, behavioral, and therapeutic effects of both common psychotropic medication and relevant illicit substances CLO 1.4 Apply peer-reviewed empirical research to evaluate prevailing methodologies of a) psychopharmacological intervention and b) substance abuse treatment.	Discussion boards Weekly Key Terms/Summative Key Terms Client Anxiety Flier
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		Discussion boards Final project Client anxiety flier Summative and Weekly Key Terms

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.	CLO 3.1 Develop awareness of cultural influences that contribute to society's broader disposition toward medication and drug use	Cultural Competency Peer Review Final Project

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.

Requirements	Total Course Hours
Required Readings	45
Video Lectures	10
Discussions	10
Weekly Key Terms	24
Cultural Competency Paper and Peer Review	8
Client Anxiety Flyer	5
Final Project	6
Total:	108

Required Texts and Recommended Study Resources

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

[Preston et al., \(2025\) Handbook of Clinical Psychopharmacology for Therapists](#), (10th ed.). New Harbinger.

[Prus, A. \(2025\) Drugs and the Neuroscience of Behavior](#) (4th. ed.). Wadsworth.

NOTE: Students are responsible for having 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.

Recommended Resource

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

Assessment and Grading

- **Academic Honesty Verification (0%)** Students must complete the verification before gaining access to the rest of the content.
- **Attendance (10%)** Please see Attendance Policy in syllabus under course policies
- **Professionalism (10%)** Please see Professionalism Policy in syllabus under course policies

- Discussions
- Key Terms/Concepts (weekly)
- Summative Key Terms/Concepts
- Cultural Competency Peer Review
- Client Anxiety Flier
- Final Project

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Assignment	Percentage
Attendance	10%
Professionalism	10%
Discussions	7%
Weekly Key Terms & Application	43%
Cultural Competency Paper & Peer Review	13%
Client Anxiety Flier	7%
Final Project	10%
Total	100%

Grading Scale

The following grading scale will be used for all exams and final course grades:

- 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-
- ≤ 59% = F

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

Other Course Specific Info

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

General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Accelerated Undergraduate students to encounter God and grow in their Christian faith. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the [Chaplain's Page](#) via myPLNU.

In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.

Student Success

The Center for Student Success supports our Graduate and Professional Studies students throughout their academic journey. We provide student services such as academic advising and planning, resource workshops, and connect students to career services, writing support, tutorial services, and wellness resources. The Center itself is located on the first floor of the Mission Valley Campus. If you have any questions about how to access resources at PLNU, please start by reaching out to the Center for Student Success [by email](#) or by phone at 619-563-2850. Please visit [myPLNU Student Success](#) for more details. If you are in the School of Education, please contact [SOE Advising](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside California.

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.

Please note the [PLNU recording policy](#). Many MACC Online classes require students to record themselves and another person to enhance your learning. At times the recording may be of other MACC Online students, whereby students that complete the assignment implicitly consent to the recording. If students are recording a community volunteer, the student must ask the volunteer for permission to record before recording. Once the recording begins the volunteer must be recorded giving their consent. For example, the volunteer would say, “I (name) give my consent to be recorded for educational purposes.” When MACC Online students are asked to record clients in their practicum setting, additional policies apply. These will be discussed in detail in classes that require this.

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](#) for definitions of kinds of academic dishonesty and for further policy information.

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.”

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

Artificial Intelligence (AI) Policy

AI Use Policy: Limited

The MACC Online program believes that your ability to think critically on your own is essential to your capacity to work with clients independently and/or in situations where AI will not be available to you (e.g., in session, during crisis). The purpose of assignments is not just to help you to learn information, but to develop your ability to generate and evaluate ideas and courses of actions. This process is the bedrock of developing clinical judgment.

Under limited circumstances, you may be allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.). AI should only be used as a supplement or quick reference, not as a replacement for completing assignments. We recommend that you use AI as you would for general searches where you would like a quick reference to answer the question, “What?” (e.g., what is the name of the intervention where you....). If you need to answer the question, “How?” (e.g., how should this diagnosis be treated), it is better for your to generate your own thoughts. It is ok if it is not perfect. It is better to receive formative feedback so that you can develop the skills necessary of an independently practicing clinician. **Do not use AI to generate drafts of your assignments or to revise your writing at any stage of the writing process. In addition, for**

confidentiality purposes do not upload client information (even if it is de-identified) into AI. If you are permitted or encouraged to use AI, I will specify in individual assignments what constitutes appropriate use of AI for that assignment. When using AI, you must cite it appropriately (see [Purdue OWL](#) for guidance on APA citation of AI). If you are unsure if it is appropriate to use AI, please contact me to clarify.

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 on the PL campus, the first floor of the Balboa campus, and the second floor of the Mission Valley campus. For all students, including the Bakersfield campus, virtual appointments are available. You can reach the Educational Access Center (EAC) [by email](#) or phone at 619-849-2533. Students can access both requests for and evidence of disability through the Accommodate link off the main page of [OneLogin](#). 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 approved accommodations. Professors are able to view a student's approved accommodations through [Accommodate](#).

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, 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-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. 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 eligibility 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 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 other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](#).

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](#). 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](#) or [consult the list of campus pastors](#).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. 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).
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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. For semester-long classes, 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%). **For quad-length classes, a student may incur one absence without losing points.** A second absence will incur a 10% deduction, and after a third absence the student will be unenrolled from the class. 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, or leaving 30 minutes or more early from a class will be considered an absence.

Students taking asynchronous 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.

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.

Students may be warned if a student demonstrates a lack of academic activity. After a warning, students who miss more than one week of academic activity without prior approval and arrangements with the instructor may be de-enrolled or withdrawn from the course. If the date of de-enrollment is past the last date to withdraw from a course, the student will be assigned a letter grade of "F" or "NC." There are no refunds for courses where a de-enrollment was processed after the last date to withdraw from a course.

Refer to [Academic Policies](#) for additional details.

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.

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 Online Professionalism Rubric](#)

Late Policy

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

Use of Technology

MACC is committed to a distraction-free learning environment. Aside from the computer students are using to attend class, other devices (phones, tablets, etc.) should *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.

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

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](#) 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](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- **Academic Writing Resources Course:** 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](#) and take time now to explore!
- **Grammarly:** 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:** 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.

Course Schedule and Assignments

Course Schedule			
Week Module Date	Topic	Materials	Assignments
Week 1	Neurobiology & Central Nervous System	Read • Prus (2025), Ch. 2: "The Nervous System" (<i>Drugs and the Neuroscience of Behavior</i>) • Preston (2017), Ch. 3: "Neurobiology" (<i>Handbook of Clinical Psychopharmacology for Therapists</i>)	• Introduction Discussion • Key Terms: Foundations in Neurobiology • Key Terms Application (Partners)

		Watch • Dr. Dan Siegel, "Dr. Dan Siegel's Hand Model of the Brain" (YouTube) • Instructor/Course Introduction Video • Lecture Video • Weekly Overview Video	
Week 2	Foundations in Psychopharmacology	Read 1. Prus, <i>Drugs and the Neuroscience of Behavior</i> 1. Ch. 1: "Introduction to Psychopharmacology" 2. Ch. 3: "Neurotransmission" 3. Ch. 4: "Properties of Drugs" 2. Preston, <i>Handbook of Clinical Psychopharmacology for Therapists</i> - Ch. 4: Pharmacology Watch 1. Lecture video 2. Weekly overview video	• Key Terms: Foundations in Psychopharmacology • Weekly Discussion • Key Terms Application (Partners)
Week 3	Diagnostic Considerations & Psychotic Disorders	Read 1. Prus, <i>Drugs and the Neuroscience of Behavior</i> 1. Ch. 1: Introduction to Psychopharmacology 2. Ch. 3: Neurotransmission 3. Ch. 4: Properties of Drugs 2. Preston, <i>Handbook of Clinical Psychopharmacology for Therapists</i> 1. Ch. 5: Medication Nonadherence 2. Ch 11: Psychotic Disorders 3. Ch 19: Antipsychotic Medications 4. Ch 21: Medication Discontinuation 5. Ch 22: Red Flags: When to Reevaluate Watch 1. Lecture videos 2. Weekly overview video	• Key Terms: Diagnostic Considerations & Psychotic Disorders • Key Terms Application (Individual) • Cultural Competency Paper • Peer Review

Week 4	Depression & Bipolar Disorders	Read 1. Prus, <i>Drugs and the Neuroscience of Behavior</i> - Ch. 14: Treatments for Depression and Bipolar Disorder 2. Preston, <i>Handbook of Clinical Psychopharmacology for Therapists</i> 1. Ch. 7: Depressive Disorders 2. Ch 8: Bipolar Disorders 3. Ch 16: Antidepressant Medications 4. Ch 17: Bipolar Medications Watch 1. Weekly lecture videos 2. Weekly overview video 3. Psychedelics in treatment video	• Topic Sign Up: Understanding Anxiety • Key Terms: Depression & Bipolar Disorders • Discussion: Cultural Competency • Key Terms Application (Partners) • Mid-Course Survey
Week 5	Anxiety Disorders	Read 1. Prus, <i>Drugs and the Neuroscience of Behavior</i> - Ch. 15: Treatment for Anxiety Disorders 2. Preston, <i>Handbook of Clinical Psychopharmacology for Therapists</i> (2017) 1. Ch. 9: Anxiety Disorders 2. Ch 10: Obsessive-Compulsive Disorders 3. Ch 18: Antianxiety Medications Watch 1. Weekly lecture video 2. Psychedelics in treatment video 3. Weekly overview video	• Topic Sign Up: Final Project • Key Terms: Anxiety Disorders • Key Terms Application (Partners) • Client Education Flier: Understanding Anxiety
Week 6	Addictions: Substance & Behaviors	Read 1. Prus, <i>Drugs and the Neuroscience of Behavior</i> 1. Ch 5: Recreational Substances and Substance Use Disorders	• Key Terms: Addictions - Substance & Behaviors • Discussion: Client Flier Peer Review • Key Terms Application (Partners)

		2. Preston, <i>Handbook of Clinical Psychopharmacology for Therapists</i> 1. Ch. 12: Post-Traumatic Stress Disorder 2. Ch 14: Substance-Related Disorders Watch 1. Weekly lecture video 2. Weekly overview video 3. Interview with military population video	
Week 7	ADHD, Autism, & Sleep Disorders	Read Prus, <i>Drugs and the Neuroscience of Behavior</i> - Ch. 6: Psychostimulants Watch 1. Dartmouth, "Autism: A View from Neuroscience" (YouTube) 2. The Guardian, "The Party: A Virtual Experience of Autism" (YouTube) 3. Neuroscientifically Challenged, "2-Minute Neuroscience: ADHD" (YouTube) 4. ADHD Study (YouTube) 5. My brain is square and it's often confused (YouTube)	• Key Terms: ADHD, Autism, & Sleep Disorders • Key Terms Application (Partners) • Final Project
Week 8	Children & Adolescents	Read Preston, <i>Handbook of Clinical Psychopharmacology for Therapists</i> - Ch. 23: Child and Adolescent Psychopharmacology View 1. ADHD Child vs. Non-ADHD Child Interview (YouTube) 2. Welcome to the Psychiatry & Behavioral Medicine Unit at Seattle Children's Hospital (YouTube) 3. The mysterious workings of the adolescent brain (YouTube)	• Discussion: Final Role Play Presentations • Key Terms: Children & Adolescents • Key Terms Application (Partners) • End-of-Course Evaluation

Assignments-at-a-Glance

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