Prerequisites: Admission to the doctoral program in Educational Leadership.

I. **Course Description:**

A survey of physiological and behavioral effects of the major classes of psychoactive therapeutic agents including their therapeutic indications, mechanisms of action, and side effects. This course will review drugs and psychophysiological techniques that affect nervous system function. Topics include preclinical and clinical psychopharmacology, and neuromodulation.

**Course Credit Hour Justification:**

Each week of a 15-week semester, doctoral students will engage in 3 hours of instructor-directed activities, including but not limited to lectures and discussions of readings, case studies, and selected research projects. Additionally, the class will require students to devote a minimum of 6 hours to reading material and completing the necessary course requirements, such as but not limited to out-of-class discussions, readings, participating in the Human Neuroscience Lab. [total instructor-directed activities=45 hrs and total out-of-class activities=90 hrs; grand total of approximately 135 hrs for the 3 credits]

II. **Intended Learning Outcomes/Goals/Objectives**

This course also supports the mission of the Human Services and Educational Leadership Department, which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

**Program Learning Outcomes (PLO)**

1. **Human Diversity:** Candidates demonstrate awareness and sensitivity in working professionally with diverse individuals, groups, and communities.
2. **Psychoeducational Foundations:** Each graduate student must demonstrate appropriate knowledge of historical, political and laws, policies, and procedures that affect the field of psychology and education.

3. **Content Knowledge:** Each candidate must also demonstrate the ability to use knowledge of biological, psychological sociocultural, ethical and legal factors to understand typical and atypical behavior.

4. **Research & Technology:** SFA trained psychologists must demonstrate the ability to use their knowledge of research, statistics, and evaluation methods to inform all areas of practice, from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.

5. **Professional Skills and Dispositions:** Candidates will conduct themselves in a manner that reflects the values and attitudes alienated with the American Psychological Association policies and guidelines; The candidate will demonstrate knowledge, skills, and professional work characteristics/ dispositions and effectively apply them in the practice.

6. **Application of Principles and Procedures:** Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in the practice of psychology. As part of this assessment, each graduate student must document the ability to use both problem-solving (client-centered) and process-focused (consultee-centered) models of consultation.

7. **Communication:** The candidate will demonstrate proficiency in communication skills relevant to the field of psychology both written and spoken. This may include, but not be limited to, effective writing for different purposes, effective presentation skills for a variety of audiences and purposes, and skills for interacting appropriately with others.

**Student Learning Outcomes (SLOs):**

By the end of the course, students will be able to:

- Demonstrate knowledge of neurotransmitter syntheses
- Demonstrate knowledge of biochemical basis of the neuronal impulse
- Demonstrate knowledge of the various classes of psychopharmacological agents
- Demonstrate knowledge of various brain circuits involved in psychological symptomatology
- Demonstrate knowledge of the biochemical theories underlying schizophrenia, mood disorders, and anxiety disorders
- Demonstrate knowledge of the proprietary names, mechanisms of action, therapeutic indications, and side effects of a wide array of psychopharmacological agents

**III. Course Assignments, Activities, Instructional Strategies, use of Technology**

**Reading**

Reading course materials (i.e. the book and module material) will impact students’ grades because knowledge of the reading material will be required for activities, assignments, exams, and class discussions.
Exams
There will be an exam on every class day on material from previous week. Exams will be taken in face to face class, for the 1st hour of the class. The total test scores equal 300 points.

APA Presentation
- Complete a 10 page paper done in APA style with abstract, citations, references and submit it through D2L
- Prepare a power point presentation to be submitted to the class and submitted to D2L
- Any psychopharmacology topic of your choice
- 100 points on paper
- 100 points on presentation

IV. Evaluation and Assessment (Grading)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exams</td>
<td>300</td>
</tr>
<tr>
<td>Paper</td>
<td>100</td>
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<tr>
<td>Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Participation/Discussion</td>
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<td>Total</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>540-600</td>
</tr>
<tr>
<td>B</td>
<td>480-539</td>
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<tr>
<td>C</td>
<td>420-479</td>
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<tr>
<td>F</td>
<td>Below 419</td>
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</table>

LATE ASSIGNMENT POLICY
It is the expectation that all assignments will be submitted on time; however, certain critical situations may warrant an extension. These situations must be communicated with the instructor in advance, and the discretion for an extension rests with the instructor.

V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/22/24</td>
<td>Review Syllabus</td>
</tr>
<tr>
<td>1/29/24</td>
<td>Chapter 1 Chemical Neurotransmission</td>
</tr>
<tr>
<td>2/5/24</td>
<td>Chapter 2-3 Neuroanatomy</td>
</tr>
<tr>
<td>2/12/24</td>
<td>Test/Stahl Chapter 4 Psychotic Disorders/Preston Chapter 5 Case Study</td>
</tr>
<tr>
<td>2/19/24</td>
<td>Test/Stahl Chapter 5 “So called antipsychotics”</td>
</tr>
<tr>
<td>Date</td>
<td>Assignments</td>
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<tr>
<td>2/26/24</td>
<td>Test/Stahl Chapter 6 Mood Disorder/Preston Chapters 2-3</td>
</tr>
<tr>
<td>3/4/24</td>
<td>Test/Stahl Chapter 7 “So-called antidepressants and mood stabilizers”</td>
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<tr>
<td>3/11/24</td>
<td>Spring Break</td>
</tr>
<tr>
<td>3/18/24</td>
<td>Test/Stahl Anxiety and Trauma/Preston Chapter 4</td>
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<tr>
<td>3/25/24</td>
<td>Test/Stahl Chapter 9 Pain and It’s Treatment</td>
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<tr>
<td>4/1/24</td>
<td>Test/Stahl Chapter 10 Sleep and Wakefulness</td>
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<td>4/8/24</td>
<td>Test/Stahl Chapter 11 ADHD</td>
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<tr>
<td>4/15/24</td>
<td>Test/Stahl Chapter 12 Dementia</td>
</tr>
<tr>
<td>4/22/24</td>
<td>Test/Stahl Chapter 13 Impulsivity, Compulsivity, and Addiction</td>
</tr>
<tr>
<td>4/29/24</td>
<td>Test/Presentations</td>
</tr>
<tr>
<td>5/6/24</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

V. Attendance/Engagement

Students are expected to be in attendance for all meetings (face-to-face or online), actively engage in discussions, complete all readings assigned for class discussions, complete all activities as assigned for in class and/or outside class. Two absences will reduce your grade by a letter. Zoom is only allowed for faculty approved days.

VI. Readings (required and possibly recommended)

Selected course readings include but are not limited to the following required books. Other readings such as articles and chapters may be given throughout the semester.


**Background Reading**:
- Coben (2011) *Neurofeedback and Neuromodulation Techniques and Applications*

*Other recommended and required readings will be placed in D2L.*
VII.  **Course Evaluations**

Near the end of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes, including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. What does the instructor need to know about aspects of the course that went well and should be continued? What does the instructor need to know about aspects of the course that need more attention or should be replaced? What aspects of the course provided the greatest learning opportunity? Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII.  **Student Ethics and Other Policies**

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Mental Health Information
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741