

PSYD35H3 S

Clinical Psychopharmacology

Winter 2025 Syllabus

Course Meetings

PSYD35H3 S

Section	Day & Time	Delivery Mode & Location
LEC01	Thursday, 5:00 PM - 7:00 PM	In Person: AA 209

Refer to ACORN for the most up-to-date information about the location of the course meetings.

Course Contacts

Instructor: Tanner McNamara

Email: tanner.mcnamara@mail.utoronto.ca

Office Hours and Location: Mondays 1pm-2pm in SW132E and by appointment

Course Overview

This course reviews the psychopharmacological strategies used for addressing a variety of mental health conditions including anxiety, depression, psychosis, impulsivity, and dementia. It will also address the effects of psychotropic drugs on patients or clients referred to mental health professionals for intellectual, neuropsychological and personality testing. Limitations of pharmacotherapy and its combinations with psychotherapy will be discussed.

Course Learning Outcomes

Upon successful completion of the course, it is expected students will have developed the following:

1. An understanding of various mental disorders and psychiatric conditions (e.g. depression, anxiety, substance use disorder, PTSD etc.).
2. An understanding of the mechanism of action of various drugs used in pharmacological treatments.
3. An appreciation of the role of individual differences, especially sex and gender differences, in the development and treatment of disorders.
4. An understanding of the contributions, and limitations, of preclinical research as a building block for clinical treatments.
5. A strong ability to think critically and independently while reading and evaluating research articles.

6. An ability to communicate clearly through persuasive and concise writing.

Prerequisites: PSYB55H4 and [PSYB07H3 or STAB22H3 or STAB23H3] and PSYB70H3 and PSYC62H3

Credit Value: 0.5

Marking Scheme

Assessment	Percent	Details	Due Date
Article Critiques	25%	Students will write two short article critiques based on papers selected by their peers for student presentations. One critique should be completed during the first half of student presentations (weeks 5-7) and one during the second half (weeks 9-11). Critiques should be done independently and submitted prior to the relevant class. The higher marked critique will count for 15%, the lower for 10%.	No Specific Date
Annotated Bibliography	10%	To help build towards the final paper, students will submit an annotated bibliography partway through the course. This will require identifying a topic and briefly summarizing the importance of three selected papers (1 review, 1 primary human paper, and 1 primary preclinical paper).	2025-03-06
Peer Review	5%	Students will evaluate each other's annotated bibliographies and provide feedback.	2025-03-13

Assessment	Percent	Details	Due Date
Presentation	25%	6 weeks will be dedicated to student presentations, with 2 presentations per week. Groups of 2-3 will select readings for the class and lead a presentation/discussion (approximately 30 minutes plus 10-15 for questions/discussion).	No Specific Date
Final Paper	35%	Students will submit a final paper on the last day of classes. It is meant to be a short, but thoughtful and persuasive paper. Briefly, students should pick a disorder and drug of interest, summarize what is currently known, evaluate the contributions of preclinical research, and propose a clear and thoughtful next step for testing (preclinical or clinical).	2025-04-04

Late Assessment Submissions Policy

Late work will not be accepted under normal circumstances. Please communicate any compelling reasons for late work and such instances will be addressed on a case-by-case basis.

Course Schedule

Week	Description
Week 1 Jan 9	Introduction to the course and overview of assignments. Tentative topic: alcohol, no readings.
Week 2 Jan 16	Discussion of anxiety/diazepam (tentative) and skill building through engagement with the literature. Readings TBA.
Week 3	Discussion of psychostimulants (tentative) and skill building through engagement with the literature. Readings TBA.

Jan 23	
Week 4 Jan 30	Discussion of depression/SSRIs (tentative) and skill building through engagement with the literature. Readings TBA.
Week 5 Feb 6	Student presentations. Readings TBA.
Week 6 Feb 13	Student presentations. Readings TBA.
Week 7 Feb 27	Student presentations. Readings TBA. One article critique must be submitted weeks 5-7.
Week 8 Mar 6	Annotated bibliography due prior to class. Discussion of the assignment and final paper, and a chance to begin the peer review process. No readings.
Week 9 Mar 13	Student presentations. Readings TBA.
Week 10 Mar 20	Student presentations. Readings TBA.
Week 11 Mar 27	Student presentations. Readings TBA. The second article critique must be submitted weeks 9-11.
Week 12 Apr 3	This date is left open for now. It may be used as a makeup for student presentations in case of snow days or other delays. If not needed, extra office hours will be offered in advance of the final paper due date.

Policies & Statements

Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment.

On tests and exams, cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

University Land Acknowledgement

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Accommodations

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible.

AccessAbility Services staff (located in Rm IA5105, Sam Ibrahim Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability.uts@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Use of Generative Artificial Intelligence Tools

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

Recording of Classroom Material by Students

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

Department of Psychology Missed Term Work Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedure outlined below.

Procedure:

1. Complete the [Request for Missed Term Work Accommodations Form](#) ("MTW Form").
2. Email **BOTH** your MTW Form and Supporting Documentation to tanner.mcnamara@mail.utoronto.ca according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a <i>first absence in the term</i>	Documentation required for <i>subsequent absences</i>	Deadline for submitting MTW form and supporting
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		in the term	documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	<u>within 2 business days</u> of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	<u>within 2 business days</u> of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	<u>10 business days IN ADVANCE</u> of the missed deadline
<p>For missed <i>TERM TESTS</i>,</p> <ul style="list-style-type: none"> - Contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. <p>For missed <i>ASSIGNMENTS</i>,</p> <ul style="list-style-type: none"> - If your desired accommodation is within the scope of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days), send your Accommodation Letter to the course email and specify how many days extension you are requesting. - If your desired accommodation is outside the scope of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that), contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. 			
Disability-related reasons for students registered with AccessAbility Services			<u>PREFERABLY IN ADVANCE of the missed work, or as soon as possible</u>
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		<u>10 business days IN ADVANCE</u> of the missed work
Religious Conflict	None required		

Notes:

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments.
- [Missed Final Exams](#) are handled by the Registrar's Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic conflicts. Only overlapping activities are conflicts.
- Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

Next Steps:

After submitting your documentation, you will receive a response from your instructor. The course instructor reserves the right to decide what accommodations will be made. Failure to adhere to any aspect of this policy may result in a denial of your request. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for the instructor's response to resume work on your assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation**. Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.