



Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waiialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PSY424-01-1

Course Title: Abnormal Psychology

Department Name: Psychology

College/School/Division Name: School of Education & Behavioral Sciences

Term: Spring 2024

Course Credits: 3

Class Meeting Days: Tuesdays & Thursdays

Class Meeting Hours: 8:30am-9:50pm

Class Location: Behavioral Science 102

Instructor Name: Blendine P. Hawkins, Ph.D., LMFT

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Phone: 808.739.7495

Office Location: Behavioral Science Building 118

Office Hours: Wednesdays 10:00AM-11:30AM

Catalog Course Description

This course provides the study of the development, treatment, and prevention of psychological disorders. Presentation of the dynamics of abnormal behavior from a biological, psychological, and socio-cultural context will also be included in the course contents. Current research and assessment tools will also be covered.

Psychology Program Learning Outcomes (PLO)

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Course Description

The study of the development, possible causes, treatment, and prevention of psychological disorders. The course will focus on etiology, epidemiology of abnormal behavior, symptomatology, co-morbidity, assessment, diagnosis, and intervention strategies.

Course Learning Outcomes (CLOs)

Upon completion of this course, students will be able to:

1. Identify historical perspectives of abnormality and the current paradigms of abnormal behavior and dysfunction. (PLO1)
2. Verbalize cultural, societal and cross-cultural factors relating to abnormal behavior.(PLO2, PLO4)
3. Analyze concepts including etiology, prognosis, symptomology, diagnoses within clinical cases. (PLO1)
4. Apply the concepts of abnormal behavior based on biology, behavioral, cognitive, psychodynamic, humanistic/existential and socio-cultural models. (PLO1, PLO2)
5. Maneuver the use of DSM-5 in diagnosis, treatment, and outcome and to be able to relate this to counseling. (PLO2)
6. Analyze the research literature in relation to abnormal behavior and synthesize the findings to answer a question related to abnormality. (PLO2; PLO3)

Student performance, relative to the specific course objectives listed above, will be assessed. You will be asked, at various points throughout the course to demonstrate through exams, papers, presentations, activities, etc., what you have learned in this course.

Required Text

Comer, R.J. (2016). Fundamentals of abnormal psychology (8th Edition). New York: Worth Publishers.

American Psychiatric Association. (2013). Desk reference to the diagnostic criteria from DSM-5. Washington, DC: American Psychiatric Publishing.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Connection to Marianist Values

This course will embody these values. The class focuses on the internal and external perils of the human condition, specifically mental illness, which connects directly to **educating for formation in faith**, as students explore and reflect on their own values and beliefs through the assignments and collaborative discussions in class. The course **provides an integral quality education** in the interactive learning between students and how the instructor will bring the ideas and concepts alive by providing students with examples and illustrations of mental disorders and phenomenon. This course will also **educate in the family spirit** by specifically focusing on how mental distress impact the the family and relationships, and society. The values of **educating for service justice and peace**, and for **adaptation and**

change are both prominent in this course because this course focuses on using a critical analysis lens to deconstruct assumptions about mental illness, remove the stigma, and position students to have empathy and acceptance for those who are marginalized in society.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Articulation of Characteristics and Values

PSY 424 Abnormal Psychology is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, "new times call for new methods." This could not be truer for the field of Psychology. Psychology seeks to identify and understand why we do what we do and think what we think. For this course, we focus specifically on mental health such as the presence of a mental health diagnoses, and what current research and knowledge exists that facilitate health for the individual and community. This value guides this course through its focus on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

This will be found in our weekly discussions and the final research review paper.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Course Approach:

It is imperative that you check your Chaminade email prior to each class and every week, and look for announcements on the Canvas course site weekly.

We will be utilizing a seminar and application approach (using vignettes) in this course; there will be lectures accompanying chapter handouts (which will serve as your study guide), online class discussions, case studies/vignette activities, and a final culminating project.

You must complete the readings prior to posting any discussion material; otherwise, the discussions will not be informed ones. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading and video viewing, so do make sure to plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the course discussions. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files.

Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in Canvas Students
- Live chat with Canvas Support for students
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video to get you started
- Online tutorials: click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

My goal is that each assignment is essential, meaningful, and a very important part of the course. I hope the assignments enhance, not detract, from your learning.

Course Requirements	Overview	Points	Student Learning Outcome (SLOs) & Program Learning Outcome (PLOs)
Attendance	Each student is expected to attend classes. Absences will only be excused if student notifies instructor and/or produces documentation with reason for absence. Points are calculated this way: For each and every 15 class meetings, students will receive 4 points each for attendance. A total of 60 points will be given for attending 15 class meetings.	60 pts (15x4pts)	SLO 1-8 PLO I, II, III, IV
Class activities	Throughout the term, students will engage in online activities on Canvas. These activities will center on the learnings in the course and require students to become familiar with understandings of abnormal behavior and mental disorders, and apply psychological concepts. This course is advanced (400-level) and designed to be student and discovery-oriented. You should take a very active role in the course. This includes sharing your thoughts, raising important questions,	70 pts	SLO 1-8 PLO I, II, III, IV

	<p>supporting other students' learning, actively engaging the readings, and engaging with the material.</p> <p>Any graded in-class assignments will not be able to be recouped if the student does not attend the class that day, complete and submit the in-class assignment in class. *Please do not email me to ask to submit these in-class assignments for points, unless you have arranged this with me PRIOR with an excused note*</p>		
Vignette Assignments	<p>Students will be provided with a number of vignettes throughout the term that they will work to analyze and narrow down a suitable diagnosis. Students will have to construct answers and submit diagnoses for 4 of the vignettes.</p>	<p>80 pts 4x20pts</p>	<p>SLO 1-8 PLO I, II, III, IV</p>
Midterm 1	<p>The midterm 1 is cumulative, week 1 to week 5. All exams are open book, open notes. The exam will be delivered online however students should not refer to google or copy and paste answers from the electronic textbook or the internet. When discovered that a student has copied and pasted exam answers (plagiarism), the student will immediately lose half of all the points for the entire exam (for example if the student earned 84% on the exam they will instead receive 42% for the exam).</p>	<p>40 pts</p>	<p>SLO 1-8 PLO I, II, III, IV</p>
Midterm 2	<p>The midterm 2 is cumulative, week 6 to week 10. All exams are open book, open notes. The exam will be delivered online however students should not refer to google or copy and paste answers from the electronic textbook or the internet. When discovered that a student has copied and pasted exam answers (plagiarism), the student will immediately lose half of all the points for the entire exam (for example if the student earned 84% on the exam they will instead receive 42% for the exam).</p>	<p>70 pts</p>	<p>SLO 1-8 PLO I, II, III, IV</p>
Final Exam	<p>The final is cumulative, week 1 to week 15. All exams are open book, open notes. The exam will be delivered online however students should not refer to google or copy and paste answers from the electronic textbook or the internet.</p>	<p>80 pts</p>	<p>SLO 1-8 PLO I, II, III, IV</p>

	When discovered that a student has copied and pasted exam answers (plagiarism), the student will immediately lose half of all the points for the entire exam (for example if the student earned 84% on the exam they will instead receive 42% for the exam).		
Research Paper (100pts) and Presentation (50pts)	<p>Students will submit a final research paper and presentation connected to a diagnosis(ses) of their choice. Students will have to construct a research question related to a diagnosis and review the extant literature (collecting no less than 5 articles) to provide information that may answer or illuminate the research question.</p> <p><u>Research Paper:</u> The paper must address the basics about the diagnosis, such as symptoms, etiology, prognosis, and possible treatment options. Integrating and practicing the Marianist Values of service, justice and peace the paper must also incorporate cultural and diversity considerations and societal implications of mental health for all. Additionally, the Family Spirit Marianist value must be emphasized with a discussion of the impact on and support of family members. The paper must be in APA format and be no less than 8 pages (not including title page and reference page).</p> <p><u>Presentation:</u> The presentation must be conducted in person, in class and is scheduled for week 15 of the term.</p> <p>Grading rubrics for both the paper and presentation are on Canvas.</p>	<p>150pts</p> <p>(100 pts)</p> <p>(50pts)</p>	<p>SLO 1, 2, 4, 8</p> <p>PLO I, PLO III</p>
Extra Credit	Throughout the term you may be able to earn extra credit by participating in research opportunities or other activities.	3pts each	

Grading		Grading Scale	
Attendance	60	A = 90-100% (495-550pts)	
Vignettes	80	B = 80-89% (440-494pts)	
Class Activities	60	C = 70-79% (385-439pts)	
Exams	190	D = 60-69% (330-384pts)	
Final Research Paper	100	F = Below 60% (below 330pts)	
<u>Presentation</u>	<u>50</u>	The instructor will determine the final grade for all students based on this Grading Scale.	
Total Points	550		

All assignments will be due in Canvas by 11:59 pm on the due date as specified in this syllabus. Late submissions of assignments will be accepted up until the last day of class. Regardless of the reason, all late assignments will receive a 50% point deduction irrespective of how late it is submitted.

Course resources

Resource	Service(s) Provided
Sullivan Family Library (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Lynette Teruya, Librarian Lynette.teruya@chaminade.edu 808-739-4680	Available to assist with literature searches as well as answer questions regarding research
The Purdue Owl https://owl.purdue.edu/owl/purdue_owl.html	Online resource for writing, structuring your paper, and citing research using APA formatting.
Grammar Girl https://plus.google.com/u/0/+MignonFogartyGrammarGirl?rel=author	Grammar Girl provides short, friendly tips to improve your writing. Named one of Writer's Digest's 101 best websites for writers multiple times.

Citations and References

Any assignments that includes cited research should include a Reference page, listing your full source/references. Examples of references in APA format:

- Please cite a source every time you copy a phrase, quote, or paraphrase someone else’s words. If you use someone’s words verbatim, you will have to use quotation marks and in parenthesis note the author’s last name, year of publication, and the page from which you took the quote.
- Example of how to cite a direct quote: “Past research has indicated that “becoming parents heightens couples’ awareness of their identity intersections and they turn towards mutually supporting each other” (Iwamoto, 2020, p. 121).
- If you paraphrase or just report on what you’ve read of someone’s publication, use the parentheses but omit the page number.
- Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 6th edition. The Purdue website can also be helpful:
<https://owl.english.purdue.edu/owl/resource/560/01/>

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor’s campus extension or the Psychology program office (735-4751 or 739-8393). It is

the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **the Counseling Center, 735-4845** or counselingcenter@chaminade.edu in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Title IX Statement

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center | [808 735-4845](tel:8087354845).

- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations

Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Schedule

Date	Topic	Activities	Readings	Assignments Due:
Week 1: Tuesday 1/9/24	Syllabus Review Expectations for course	Introduction The History of Abn Psychology	Syllabus Chapter 1	
Week 1: Thursday 1/11/24	Research in Abnormal Psychology	Lecture	Chapter 2	Week 1- Class activity: Spolg DUE Friday
Week 2: Tuesday 1/16/24	Models of Abnormality	Lecture & Class Activity	Chapter 3	
Week 2: Thursday 1/18/24	Clinical Assessment, Diagnosis and Treatment	Review of Concepts	Chapter 4	Week 2- Class activity: Models of Abnormality DUE Friday
Week 3: Tuesday 1/23/24	Assessment	Assessing mental disorders		Week 3- Class activity: Assessment & Diagnosis DUE Friday
Week 3: Thursday 1/25/24	Understanding history and reflecting on Abnormality in Society	Class activity	Chapter review	
Week 4: Tuesday 1/30/24	Anxiety Related Disorders	Lecture	Chapter 5	
Week 4: Thursday 2/1/24	Obsessive Compulsive Disorder	Lecture and class discussion	Chapter 5	
Week 5: Tuesday 2/6/24	Disorders of Trauma and Stress	Lecture	Chapter 6	Week 4- Class activity: Experiencing OCD DUE Friday
Week 5: Thursday 2/8/24	Review chapters- Online Activities			
Week 6: Tuesday 2/13/24	Depressive and Bipolar Disorders	Lecture and Review	Chapter 7 & 8	In-class Diagnosis Activity
Week 6: Thursday 2/15/24	MIDTERM 1 (CHAPTERS 1-8) Vignette 1 Assignment DUE Friday			
Week 7: Tuesday 2/20/24	Disorders Featuring Somatic Symptoms	Lecture & Discussion	Chapter 9	
Week 7: Thursday 2/22/24	Focus on Final Research Paper Eating Disorders	Constructing a research question & hypothesis, APA formatting	Chapter 11	Narrow down a topic for Final Paper- submit in class Post the Research Question for your Final Research Review Paper
Week 8:	Substance Use and	Lecture & Discussion	Chapter 12	Vignette 2 Assignment

Tuesday 2/27/24	Addictive Disorders			DUE Friday
Week 8: Thursday 2/29/24	Suicide- Chapter 10 Week 7- Class activity: Suicide Risks DUE Tuesday			
Week 9: Tuesday 3/5/24	Sexual Disorders and Gender Variations	Lecture & Discussion	Chapter 13	
Week 9: Thursday 3/7/24	Vignette 4 Assignment DUE Friday			
Week 10: Tuesday 3/12/24	Schizophrenia and Related Disorders	Lecture & Discussion	Chapter 14 & 15	
Week 10 Thursday 3/14/24	MIDTERM 2- Open on Thursday (CHAPTERS 8-13)			
Week 11	Spring Break (3/18 - 3/22)			
Week 12: Tuesday 3/26/24	Prince Kuhio holiday			
Week 12: Thursday 3/28/24	Personality Disorders	Consult on Final Project	Chapter 16	Week 11- Class activity: Schizophrenia DUE Friday
Week 13: Tuesday 4/2/24	Disorders of Childhood Disorders, Disorders of Aging	Lecture & Discussion	Chapter 17&18	
Week 13: Thursday 4/4/24	Engage in Online Activity			Week 12- Class activity: ADHD DUE Friday
Week 14: Tuesday 4/9/24	Student research paper presentations			Research Paper DUE Class Presentations
Week 14: Thursday 4/11/24	Student research paper presentations			Class Presentations
Week 15: Tuesday 4/16/24	Student research paper presentations			Class Presentations
Week 15: Thursday 4/18/24	Review of Diagnoses, Unfinished course requirements, Extra credit			
Week 16: Tuesday 4/23/24	Review of Diagnoses			
Week 16: Thursday 4/25/24	Study Break			
FINALS WEEK	FINAL EXAM- Open between Tuesday and Thursday			