

## CHAMINADE UNIVERSITY OF HONOLULU

### **PSY 524 Abnormal Psychology**

#### **Spring Graduate 2024 (SM24)**

Class Time: Online

Location: Online

**Instructor:** Darren Iwamoto, Ed.D., LMHC

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Office Hours: MW 11:30 am - 12:30 pm and by appointment (Zoom link <https://chaminade.zoom.us/j/96611840543>) To schedule an appointment, please call (808-739-4604) or email me ([diwamoto@chaminade.edu](mailto:diwamoto@chaminade.edu)) to set up a time when we can meet.

#### **Texts:**

1. *Comer, R. & Comer, J. (2021) Abnormal Psychology 11<sup>th</sup> Edition New York: Worth Publishers ISBN: 978-1-319-19072-9*
2. *Pomeroy, E. (2015) The Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis, Second Edition Cengage Learning ISBN: 978-1-28574888-7*
3. American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition Text Revision. Washington, DC, American Psychiatric Association Publishing, 2022.

#### **Catalog Course Description**

This course provides the study of psychological disorders with an emphasis on DSM-5 categories. Biological and environmental determinants of abnormal behavior, symptomatology, assessment, and intervention strategies are also covered in course material. The course focuses on understanding psychological disorders relative to the counseling context, with special emphasis given to the DSM-5 diagnostic process through the format of case studies.

#### **MSCP Program Learning Outcomes (PLO)**

Upon completion of the M.S. in Counseling Psychology, students will be able to:

1. identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling.
3. facilitate the counseling process with clients.
4. identify the relationship between adaptation and change and the counseling process.

#### **Program Linking Statement**

This course develops and assesses the skills and competencies for the MSCP program core student learning outcomes of 1) Students will identify core counseling, theories, principles, concepts, techniques, and facts, and 2) Students will demonstrate the ability to facilitate the counseling process with clients, and 3) Students will identify the relationship between adaptation and change and the counseling process.

**It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school applications, etc.**

#### **Course Description**

This course provides the study of psychological disorders with an emphasis on DSM-V categories. Biological and environmental determinants of abnormal behavior, symptomatology, assessment, and intervention strategies are also covered in this class. The course focuses on understanding psychological disorders and practical implementation of this knowledge in the counseling context; special emphasis will be given to DSM-V diagnostic process as well as advocating for strength based mental health.

**\*\*It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.**

#### **Articulation of Characteristics and Values**

PSY 524 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, in particular, Abnormal Psychology. Abnormal Psychology seeks to identify and understand why we do what we do and think what we think. This value guides this course through its focus on the additional 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 in the final paper and presentation.

### **Class structure**

The student learning outcomes will be accomplished via the integration of theory, review of current literature, anecdotal accounts, and the completion of diagnostic case studies. Furthermore, students will be encouraged to display critical thinking regarding research/current mental health trends, as well as best-practices within the counseling context.

### **Course Learning Outcomes (CLO)**

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

1. Identify the diagnostic features of the Diagnostic and Statistical Manual (DSM) psychological disorders. This is assessed by a multiple-choice exam. (PLO 1)
2. Explain the historical and current biological, psychological, and sociocultural factors that inform the expression and prevalence of psychological disorders. This is assessed by a case study paper. (PLO 1)
3. Recognize how empirical research informs our knowledge of psychopathology. This is assessed by a case study paper. (PLO 1)
4. Synthesize counseling approaches and empirically supported scientific findings of clinical interventions relative to psychological disorders. This is assessed by a case study paper. (PLO 3)

### **Assessments/Assignments**

**Final Examination** (Assessment for CLO 1) (100 multiple-choice questions worth 2 points each = 200 points)

The final examination will focus on chapters 1 through 19 in Abnormal Psychology by Comer & Comer. Please note that Canvas will shut down the Final Exam at 11:59 pm on the last day of the class, as specified in Canvas, regardless of how far you are into the exam. Subsequently, please plan ahead and give yourself ample time so this does not become an issue for you.

**Case Study Discussion and Participation** (Assessment for CLO 1 & 2) (30 points per week = 240 points)

This assignment has two learning objectives. The first learning objective is to provide opportunities for your peers to practice analyzing and diagnosing cases. The second learning objective is to take a deeper look at the diagnostic criteria of psychological disorders of your choosing to gain depth of knowledge and applying that knowledge to place-based scenarios.

#### **1. Develop a case study (10 points)**

- a. Pick a specific disorder based on the respective week’s topics (for example, the first case study you’ll create is from the Depression and Anxiety chapters).
- b. Introduction
  - i. Provide context (e.g., presenting problem)
  - ii. Provide the reader the background of the client.
- c. Client characteristics
  - i. Provide demographic information
  - ii. Provide additional context (provide the history of the presenting problem)
  - iii. Provide a narrative of what your initial session with the client would be like.
- d. Refer to the Pomeroy, E. (2015) *The Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis, Second Edition* for examples of what a case study presentation should look like.
- e. The case study should be a minimum of 400 words.
- f. Submit your case study in the appropriate Discussion thread.

#### **2. Submit the correct answer for your case study (5 points)**

- a. In the respective Assignment in Canvas, you will submit the correct answer to your case study. You will submit the F code, name of the disorder, and the justification.
- b. This will be due at the same time as your original case study.
- c. DO NOT POST THIS IN THE DISCUSSION THREAD AT THE SAME TIME AS YOU POST YOUR CASE STUDY; YOUR ANSWER SHOULD BE AN ASSIGNMENT SUBMISSION.

**3. Participation (10 points total)**

- a. Reply to a minimum of two case studies with the following:
  - i. F code
  - ii. Name of the disorder
  - iii. Justification

**4. Participation feedback to peers (5 points)**

- a. Reply to all peers directly in the Discussion Thread that reply to your case study letting them know if they are correct or not.
  - i. If they are correct, then you are only being asked to let them know.
  - ii. If they are incorrect, then please provide the correct answer and your justification.

**Case Studies** (Assessment for CLO 2) (10 points per week \* 8 weeks = 80 points)

During weeks 2 through 9, each student will be completing a series of case studies. All of the case studies are located in The Clinical Assessment Workbook (2<sup>nd</sup> Ed). For each case study the minimum response for each respective case will include:

- ICD-10 Code (F or G Code)
- DSM-V Diagnosis
- V or Z Code if applicable
- Justification of diagnosis based on diagnostic criteria. Must show behavioral examples of diagnostic criteria, not just reiterating the criteria noted in the DSM-V.
- You **do not** have to answer the prompts associated to each case study in the workbook

**Counseling & the Media** (Assessment for CLO 2, 3, & 4) (50 points – paper = 50 points)

**Written Report**

Scenario: You are a counselor meeting this client for the first time. Your task is to conduct a psychosocial assessment and the result will be the diagnosis and treatment plan for this client.

For this paper you are going to utilize popular media to identify a client in need. This paper will include the following:

1. Identify a character from a movie or book
  - a. Provide the context of character
  - b. Presenting problem(s)
  - c. Historical information regarding the presenting problem(s)
  - d. Demographic information
2. Diagnose that character with a psychological disorder from the DSM-V (Only 1 disorder)
  - a. F code
  - b. Name of the disorder
  - c. Justification
3. Literature review of the disorder
  - a. Define the disorder (e.g., features)
  - b. How does this disorder develop based on the literature?
  - c. What are the evidence-based approaches to treat this disorder?
4. Develop a minimum of two treatment goals for the character.
  - a. Treatment goals must be aligned with the presenting problem(s)
5. Develop an action plan
  - a. Based on your literature review, what would your action plan be if you were treating your character?

This paper will be at least 5 pages of content (excluding title page and reference page) in paragraph form (no outlines or bullet points), double-spaced, 1” margins, 12 pt font, utilize headings (Introduction, Diagnosis, Literature Review, Treatment Goals, and Action Plan), a title page, and a reference page.

Note: Information regarding headings -

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/apa\\_headings\\_and\\_seriation.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_headings_and_seriation.html)

Your paper will use a minimum of 5 credible sources (e.g., peer-reviewed journal articles, credible Internet websites, etc...)

APA formatting is required. This includes in-text citations and a properly formatted Reference page.

Note: Information regarding APA formatting -

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Your paper will be uploaded to Canvas as a .doc, .docx, or .pdf format. I will accept Google Docs, but if you share it with me, ensure that the security on that Google Doc allows me to access it. My email address is [diwamoto@chaminade.edu](mailto:diwamoto@chaminade.edu).

## **Grading**

|   |         |
|---|---------|
| Final Exam                                | 200 pts |
| Case Study Discussion & Participation     | 240 pts |
| Case Studies (workbook)                   | 80 pts  |
| Counseling & the Media Paper              | 50 pts  |
| Total possible points = <b>570 points</b> |         |

A = 513 (90%) – 570 (100%)

B = 456 (80%) – 512 (89%)

C = 0 (0%) - 455 (79%)

The instructor will determine the final grade for all students based on the above Grading Scale. The instructor will enforce the following class policies:

*All assignments will be due in Canvas by 11:59 pm on the due date as specified in this syllabus.*

*No late work will be accepted unless a special arrangement has been made with the course instructor **PRIOR** to the due date of the assignment. No exceptions will be made regardless of reason once the due date and time has passed.*

## **Attendance**

It is expected that you will be active on Canvas weekly. Health and safety are very important so please let your instructor know in advance if you are going to be inactive in Canvas for longer than 7 days.

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.

## **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 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 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.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy (as shown above). Students enrolled in this course are anticipated to spend on average of 13.5 hours per week engaged in this course. This includes approximately 40 hours in online engagement (creating original case studies, engaging with other students in the diagnosing of case studies, and participation), 9 hours studying and taking the final exam, 8 hours to complete your research and analysis paper, 16 hours assessing case studies, and approximately 62+ hours of additional class engagement (e.g., assigned readings and videos). A disaggregated breakdown of class engagement can be found in your Canvas classroom under Modules.

### **Course Approach:**

We will be utilizing an online seminar approach; thus, we will be incorporating class discussions via our online format in Canvas and/or Zoom. Students 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.
- Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. 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](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

### **ACA Ethical guidelines for Self-Care and Self-Monitoring**

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include

and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

### ACA 2014 Code of Ethics

#### **Section C Professional Responsibility Introduction**

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

#### **C.2.g. Impairment**

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

#### **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.

*The above quotes were taken directly from:*

Research Design And 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.

*The above quotes were taken directly from:*

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.

*The above quotes were taken directly from:*

Methods In Behavioral Research

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.

The above quotes were taken directly from:

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

### **Chaminade Counseling Center:**

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit: <https://chaminade.edu/student-life/counseling-center/counseling-services/>

Email: [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu)

Phone: 808-735-4845.

### **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **Kokua Ike: Tutoring & Learning Services**

Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/student-success/kokua-ike/>

Email: [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu)

Phone: 808-739-8305

### **Title IX Compliance**

Chaminade University of Honolulu 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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Marianist Educational Values**

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

#### **1. 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.

#### **2. 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.

### **3. 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.

### **4. 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.

### **5. 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.



**Tentative Course Schedule**

AP = Comer, R. & Comer, J. (2021) *Abnormal Psychology 11<sup>th</sup> Edition* New York: Worth Publishers ISBN: 978-1-319-19072-9

CA = Pomeroy, E. (2015) *The Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis, Second Edition* Cengage Learning ISBN: 978-1-285-74888-7

DSM = American Psychiatric Association: *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition*. Washington, DC, American Psychiatric Association Publishing, 2013.

| Day    | Topic  | Readings & Assignments   |
|--------|--|--|
| Week 1 | <p>Introductions</p> <p>Review Course Syllabus</p> <p>Chapter 1 Introduction</p> <p>Chapter 20 Other Conditions That May Be a Focus of Clinical Attention</p> <p>The Neuroscience of Stress, Anxiety, and Depression</p> | <p>CA = Chapter 1 &amp; 20</p> <p>AP = Chapters 1, 2, 3, 4, &amp; 18</p>   |
| Week 2 | <p>Chapter 5 Depressive Disorders</p> <p>Chapter 6 Anxiety Disorders</p>   | <p>CA = Chapters 5 &amp; 6</p> <p>AP = Chapters 5, 7, &amp; 8</p> <p><b>Create Case Study (Discussion Thread):</b><br/>Depressive Disorders, Anxiety Disorders</p> <p><b>Submit answer</b> to your Case Study in the Case Study Answer assignment when you submit your Case Study to the respective Discussion thread in Canvas.</p> <p><b>Weekly Case Studies in CA Workbook</b></p>  |
| Week 3 | <p>Chapter 9 Dissociative Disorders</p> <p>Chapter 10 Somatic Symptom and Related Disorders</p>  | <p>CA = Chapters 9 &amp; 10</p> <p>AP = Chapters 6 &amp; 9</p> <p><b>Create Case Study (Discussion Thread):</b><br/>Dissociative Disorders, Somatic Symptom and Related Disorders</p> <p><b>Submit answer</b> to your Case Study in the Case Study Answer assignment when you submit your Case Study to the respective Discussion thread in Canvas.</p> <p><b>Case Study Participation</b> for Week 2</p> <p><b>Respond</b> to all of your peers that worked on your Week 2 Case Study.</p> <p><b>Weekly Case Studies in CA Workbook</b></p> |

|        |  |   |
|--------|--|---|
| Week 4 | <p>Chapter 7 Obsessive-Compulsive and Related Disorders</p> <p>Chapter 8 Trauma and Stressor-Related Disorders</p>   | <p>CA = Chapters 7 &amp; 8</p> <p>AP = Chapters 5 &amp; 6</p> <p><b>Create Case Study (Discussion Thread):</b><br/>Obsessive-Compulsive and Related Disorders, Trauma and Stressor-Related Disorders</p> <p><b>Submit answer</b> to your Case Study in the Case Study Answer assignment when you submit your Case Study to the respective Discussion thread in Canvas.</p> <p><b>Case Study Participation</b> for Week 3</p> <p><b>Respond</b> to all of your peers that worked on your Week 3 Case Study.</p> <p><b>Weekly Case Studies in CA Workbook</b></p>                 |
| Week 5 | <p>Chapter 15 Disruptive, Impulse-Control, and Conduct Disorders</p> <p>Chapter 16 Substance-Related and Addictive Disorders</p>                             | <p>CA = Chapters 15 &amp; 16</p> <p>AP = Chapters 11 &amp; 16</p> <p><b>Create Case Study (Discussion Thread):</b><br/>Disruptive, Impulse-Control, and Conduct Disorders, Substance Related and Addictive Disorders</p> <p><b>Submit answer</b> to your Case Study in the Case Study Answer assignment when you submit your Case Study to the respective Discussion thread in Canvas.</p> <p><b>Case Study Participation</b> for Week 4</p> <p><b>Respond</b> to all of your peers that worked on your Week 4 Case Study.</p> <p><b>Weekly Case Studies in CA Workbook</b></p> |
| Week 6 | <p>Chapter 3 Schizophrenia Spectrum and Other Psychotic Disorders</p> <p>Chapter 4 Bipolar and Related Disorders</p> <p>Chapter 18 Personality Disorders</p> | <p>CA = Chapters 3, 4, &amp; 18</p> <p>AP = Chapters 7, 13, 14, &amp; 15</p> <p><b>Create Case Study (Discussion Thread):</b><br/>Schizophrenia Spectrum and Other Psychotic Disorders, Bipolar and Related Disorders, Personality Disorders</p> <p><b>Submit answer</b> to your Case Study in the Case Study Answer assignment when you submit your Case Study to the respective Discussion thread in Canvas.</p> <p><b>Case Study Participation</b> for Week 5</p>  |

|        |   |   |
|--------|---|---|
|        |   | <p><b>Respond</b> to all of your peers that worked on your Week 5 Case Study.</p> <p><b>Weekly Case Studies in CA Workbook</b></p>  |
| Week 7 | <p>Chapter 11 Feeding, Eating, and Elimination Disorders</p> <p>Chapter 12 Sleep-Wake Disorders</p>                       | <p>CA = Chapters 11 &amp; 12</p> <p>AP = Chapter 9, 10, &amp; 16</p> <p><b>Create Case Study (Discussion Thread):</b> Feeding, Eating, and Elimination, Sleep-Wake Disorders</p> <p><b>Submit answer</b> to your Case Study in the Case Study Answer assignment when you submit your Case Study to the respective Discussion thread in Canvas.</p> <p><b>Case Study Participation</b> for Week 6</p> <p><b>Respond</b> to all of your peers that worked on your Week 6 Case Study.</p> <p><b>Weekly Case Studies in CA Workbook</b></p> |
| Week 8 | <p>Chapter 13 Sexual Dysfunctions Disorders</p> <p>Chapter 14 Gender Dysphoria</p> <p>Chapter 19 Paraphilic Disorders</p> | <p>CA = Chapters 13, 14, &amp; 19</p> <p>AP = Chapter 12</p> <p><b>Create Case Study (Discussion Thread):</b> Sexual Dysfunctions, Gender Dysphoria, Paraphilic Disorders</p> <p><b>Submit answer</b> to your Case Study in the Case Study Answer assignment when you submit your Case Study to the respective Discussion thread in Canvas.</p> <p><b>Case Study Participation</b> for Week 7</p> <p><b>Respond</b> to all of your peers that worked on your Week 7 Case Study.</p> <p><b>Weekly Case Studies in CA Workbook</b></p>    |
| Week 9 | <p>Chapter 2 Neurodevelopmental Disorders</p> <p>Chapter 17 Neurocognitive Disorders</p>                                  | <p>CA = Chapters 2 &amp; 17</p> <p>AP = Chapter 16 &amp; 17</p> <p><b>Create Case Study (Discussion Thread):</b> Neurodevelopmental Disorders, Neurocognitive Disorders</p> <p><b>Submit answer</b> to your Case Study in the Case Study Answer assignment when you submit your</p>   |

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|         |                   | <p>Case Study to the respective Discussion thread in Canvas.</p> <p><b>Case Study Participation</b> for Week 8</p> <p><b>Respond</b> to all of your peers that worked on your Week 8 Case Study.</p> <p><b>Weekly Case Studies in CA Workbook</b></p> <p><b>Counseling &amp; the Media Paper</b></p> |
| Week 10 | Final Examination | <p><b>Case Study Participation</b> for Week 9</p> <p><b>Respond</b> to all of your peers that worked on your Week 9 Case Study.</p> <p><b>Final Examination</b></p>  |