



**Chaminade**  
**University**  
OF HONOLULU

HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY  
AT CHAMINADE UNIVERSITY OF HONOLULU

### **Course Syllabus**

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

3140 Wai'ālae Avenue - Honolulu, HI 96816

[www.chaminade.edu](https://www.chaminade.edu)

**Course Number:** PP-7045-01

**Course Title:** Psychopathology

**Department Name:** Hawai'i School of Professional Psychology

**College/School/Division Name:** College of Education and Behavioral Sciences

**Term:** Fall 2024

**Course Credits:** 03

**Class Meeting Days:** Wednesdays

**Class Meeting Hours:** 1:00PM – 4:00 PM

**Class Location:** Behavioral Sciences 101

**Instructor Name:** Dennis P. Itoga, Psy.D., M.Ed.; Assistant Professor of Psychology

**Email:** [dennis.itoga@chaminade.edu](mailto:dennis.itoga@chaminade.edu)

**Phone (O):** 808-739-4613

**Office Location:** Brogan Hall 116

**Office Hours:** Tuesdays and Thursdays – 9:00AM – 11:00A, other times available upon request

### **University Course Catalog Description and Overview**

The concentration of the course is on the observation, description, etiology, assessment and understanding of the mild to severe range of symptomatology of personality and behavioral disorders of childhood and adulthood. Developmental and dynamic elements are considered in the context of diagnostic and therapeutic concerns. A methodology for organizing clinical data is presented. Also, the assessment, etiology, description, understanding and treatment of the more severe psychological disorders are emphasized. Included in the course are schizophrenia spectrum, anxiety, depressive, bipolar, obsessive-compulsive, substance use, neurodevelopmental and personality disorders among others. Emphasis is on recognition of the continuum of basic psychological processes in normal and severely disturbed experiences.

### **Additional Course Information:**

This course explores the biological, sociological, and historical bases of psychology; the current social and political context of psychopathology and abnormal psychology; and the issues and challenges regarding psychopathology in contemporary society. The application of these topics to the practice of professional psychology and psychotherapy with individuals and couples is a primary focus of this course and will be discussed particularly regarding assessment, therapeutic planning, intervention, and outcome measurement. Maintaining clinical objectivity within the context of personal value systems will be addressed.

### **Instructional Contact and Credit Hours**

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would typically occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### **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:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

### **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 'Ōlelo No'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'ēau 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 ('Ōlelo No'ēau 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'ēau ('Ōlelo No'ēau 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 ('Ōlelo No'ēau 203) All knowledge is not taught in the same school

### **Program Learning Outcomes: HSPP Aims and Competencies**

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring

the necessary discipline-specific knowledge and profession-wide competencies. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

### **Course Learning Outcomes**

1. Students will present research using foundational information of psychopathology, abnormal psychology and the DSM 5. (Competency 5)
2. Students will critically review selected professional, theoretical, and research literature related to prevalent issues in psychopathology and examine their implications for practice, as measured in journals articles presentation. (Competency 6)
3. Students will generate diversity-informed problem formulations and action plans pertaining to a review of an individual diagnosed with a psychiatric disorder or comorbid disorders. This is scored in the book review paper outlined in the grading rubric. (Competency 4, 10)
4. Students will critique, draw conclusions from, and apply the existing and evolving body of knowledge and methods in the practice and science of the study of psychopathology. (Competency 5)
5. Students will formulate knowledge of social and personal psychological issues related to psychopathology as it applies to clinical practice. This is scored in the movie review paper outlined in the grading rubric. (Competency 2)
6. Students will apply the APA Code of Ethics to supervision and identify and sensitively address ethical issues that arise in supervision systems. This is scored in the grading rubric of the final packet. (Competency 1, 10)

### **Required Learning Materials**

American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders. Fifth Edition Text Revision. Washington DC: APA.

Hooley, J., Nock, M., & Butcher, J. (2020). Abnormal Psychology. (18<sup>th</sup> ed.). Boston: Allyn & Bacon.

Morrison, J. (2023). DSM-5 TR Made Easy: The clinician guide to diagnosis. Guilford Publication. ISBN 9781462551347

### Required Readings

- Brokjab, L., & Corneilssen, K. (2021). Internalizing minority stress: gender dysphoria, minority stress, and psychopathology in a norwegian transgender population. *Psychology of Sexual Orientation and Gender Diversity*, advanced publication. doi:10.1037/sgd0000480
- Brunelle, N., Bertrand, K., Landry, M., Flores-Anranda, J., Patenande, C. & Brochu, S. (2015). Recovery from substance use: Drug dependent people's experiences with sources that motivate them to change. *Drugs: Education, Prevention & Policy*, 22(3), 301-307.
- Choi, H. (2018). Family Systemic approaches for borderline personality disorder in acute adult mental health care settings. *Australian & New Zealand Journal of Family Therapy*, 39(2), 155-173.
- Debrah, A., Buabeng, K., Donnir, G., & Akwo, I. (2018). A caregiver perspective of complementary and alternative medicine use among patients with schizophrenia and bipolar disorders. *International Journal of Mental Health*, 47(4), 298-310.
- Durwood, L., Eisner, L., Fladeboe, K., Ji, C., Barney, S., McLaughlin, K., & Olson, K. (2021). Social support and internalizing psychopathology in transgender youth. *Journal of Youth and Adolescence*, 50, 841-854. doi:10.1007/s10964-020-01391-y
- Feurer, C., Francis, J., Ajilore, O., Craske, M., Phan, K., & Klumpp, H. (2021). Emotion regulation and repetitive negative thinking before and after cbt and ssri treatment of internalizing psychopathologies. *Cognitive Therapy and Research*, 45, 1064-1076. <https://doi.org/10.1007/s10608-021-10222-8>
- Forrest, L., & Grilo, C. (2022). Change in eating-disorder psychopathology network structure in patients with binge-eating disorder: findings from treatment trial with 12-month follow-up. *Journal of Consulting and Clinical Psychology*, 90(6), 491-502. doi:10.1037/ccp0000732
- Koller, J., David, T., Bar, N., & Lebowitz, E. (2022). The role of family accommodation of RRBs in disruptive behavior among children with autism. *Journal of Autism and Developmental Disorder*, 52, 2505-2511. doi:10.1007/s10803-021-05163-w
- Magel, C., & Ranson, K. (2021). Negative urgency combined with negative emotionality is linked to eating disorder psychopathology in community women with and without binge eating. *International Journal of Eating Disorders*, 54, 821-830. doi.org/10.1002/eat23491
- Melendez, A., Malmsten, M., Einberg, E., Clausson, E., & Garmy, P. 2020). Supporting students with neurodevelopment disorders in school health care – school nurse's experiences. *International Journal of Environmental Research and Public Health*, 17, 5752. doi:10.3390/ijerph1716572
- Roberts, J., & Maxfield, M. (2018). Examining the relationship between religious and spiritual motivation and worry about alzheimer's disease later in life. *Journal of Religion and Health*, 57, 2500-2514. doi:10/1007/s10943-018-0635-x
- Selm, A., Jozefiak, T., Wichstrom, L., Lydersen, L., & Kayed, N. (2020). Reactive attachment disorder and disinhibited social engagement disorder in adolescence: co-occurring psychopathology and psychosocial problems. *European Child & Adolescent Psychiatry*, 31, 85-98. doi:10.1007/s00787-020-01673-7
- Sperry, S. & Kwakil, T. (2022). Bipolar spectrum psychopathology is associated with altered emotion dynamics across multiple timescales. *Emotion*, 22(4), 627-640. <https://doi.org/10.1037/emo0000759>
- Wayne, M., & Cheng, H. (2018). Genetics and epigenetics of autism: A review. *Psychiatry & Clinical Neurosciences*, 72(4), 228-244.

## Course Requirements

1. **Attendance and Participation.** 10 points. Regular attendance and participation is required; therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave professionally. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic, may result in a meeting with the student's academic advisor for remediation. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work or may result in loss of credit for the course.

Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings.

2. **Quizzes:** 20 points. The midterm will be in class multiple choice, true/false, fill in the blank, short-answer, and/or essay, and will cover the material from the course required readings.
3. **Final Exam:** 25 points. The final exam will require reading and interpreting a "sanitized" comprehensive psychological evaluation to make at least one DSM-5 TR diagnosis, as well as treatment recommendations. The format will involve short answer response and 15 multiple choice questions based on the required reading material.
4. **Individual DSM-V Research:** 25 points. Each student will research a DSM-V disorder to deepen their clinical knowledge of the psychiatric condition. The purpose of the paper is to demonstrate clinical understanding for making the diagnosis. It is not a mere summary of the DSM-V; therefore, one should discuss challenges in making the diagnosis (e.g., overlapping symptomology; abuse of "labeling", etc.) with other disorders or impact on current social perspectives. Research may discuss social inequities or other disparities experienced by the target population, as well as impact on general community resources. One may consider the challenges of a specific psychiatric diagnosis and the effects of the condition on an individual. A minimum of one class laboratory with your professor will be scheduled early in the semester to approve topics.
5. **Video Reflections and Discussions:** 20 points. Each student will watch a video presented in class and submit a reflection about how the video influences them as an emerging psychologist. This is a personal response, however, professional writing, support of ideas, and demonstration of thought consistent with a doctoral student is evaluated. A rubric will be provided. Assignment is due one week after the video.

### Grading:

Project/Assignment	Point Value (out of 100 pts)
Attendance and Participation	10 points
Mid-Term Exam	25 points
Journal Article	20 points
Video Reflection and Discussion	20 points
Final Exam	25 points

Final Grades will be calculated based on a percentage of points.

### **Grading Scale**

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)	A- = 3.67 (90-92)	B+ = 3.33 (88-89)	B = 3.00 (83-87)
B- = 2.67 (80-82)	C = 2.00 (70-79);	Failed - No credit given	F = 0.00 ( $\geq$ 69);
Failed - No credit given			

### **Course Policies**

**Instructor and Student Communication:** Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

**Cell phones, tablets, and laptops:** Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

**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 the Counseling Center 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)).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations, you may speak directly with your instructor and/or you may contact the Counseling Center.

**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, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported 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.

**Attendance Policy:** Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevent them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without an official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

***Professionalism with Class Topics and Discussions:***

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content).

Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

***Academic Conduct Policy:*** Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the Publication Manual of the American Psychological Association, 7th Edition format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Similarly, the program needs to evaluate a student's *competency* in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is *not permitted* for program submissions and will be considered academic dishonesty.

**Technology:** A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.

### Schedule

Week	Date	Topics	Readings Due (to be completed before attending class)	Assignments Due
1	08/19	<p><b>Orientation to Course</b> <b>Class 1</b></p> <p>Introductions/Overview of Course <i>Deviations and Maladaptive Behaviors</i></p> <p>Butcher et al. Chapter 1 Abnormal Psychology: An Overview</p> <p>Introduction to the <i>DSM 5-TR</i></p>	<p><b>Reading (for following week):</b></p> <p>Hooley, Nock, &amp; Butcher – Ch 15</p> <p>Morrison Chapter 1: <i>Neurodevelopmental Disorders</i>; 17 – 54</p>	
2	08/26	<p><b>Class 2</b></p> <p><b>Neurodevelopmental Disorders:</b></p> <p><b>Intellectual Disorder</b> <b>Communication Disorders</b> <b>Autism Spectrum Disorder (ASD)</b> <b>Attention Deficit Hyperactivity Disorder (ADHD)</b> <b>Specific Learning Disability (SLD)</b> <b>Motor Disorders</b></p>	<p><b>Reading (for following week):</b></p> <p>Hooley, Nock, &amp; Butcher – Ch. 5</p> <p>Morrison Chapter 14: <i>Disruptive, Impulsive-Control, and Conduct Disorder</i>; 386 - 400 Melendez et. al., (2022)</p>	
3	09/02	<p><b>Class 3</b></p> <p>Disruptive, Impulse Control &amp; Conduct Disorders (<b>ODD, IED, Conduct</b>) Trauma and Stressor-Related Disorders (<b>Reactive Attachment, Disinhibited Social, PTSD, Acute Stress, Prolonged Grief</b>)</p>	<p>Hooley, Nock, &amp; Butcher – Ch. 13</p> <p>Morrison Chapter 2: <i>Schizophrenia Spectrum and Other Psychotic Disorders</i>; 55 - 107 Debrah et. al., (2021)</p>	



4	09/09	<p><b>Class 4</b></p> <p>Schizophrenia Spectrum &amp; Other Psychotic Disorders (<b>Schizotypal, Delusional, Brief Psychotic, Schizophreniform, Schizophrenia, Schizoaffective, Psychotic Dis. Due to Another</b>)</p>	<p><b>Reading (for following week):</b></p> <p>Hooley, Nock, &amp; Butcher – Ch. 7</p> <p>Morrison Chapter 3: <i>Mood Disorders</i>; 108 – 169</p>	
5	09/16	<p><b>Class 5</b></p> <p>Bipolar and Related Disorders (<b>Bipolar I, Bipolar II, Cyclothymic, Disruptive Mood Dys., Major Depressive, Persistent</b>)-</p>	<p><b>Reading (for following week):</b></p> <p>Hooley, Nock, &amp; Butcher – Ch. 6</p> <p>Morrison Chapter 5: <i>Obsessive-Compulsive and Related Disorders</i>; 198 - 215</p>	
6		<p><b>Class 6</b></p> <p>Obsessive-Compulsive and Related Disorders (<b>OCD, BDD, Hoarding Disorder, Trichotillomania, excoriation</b>)-</p> <p>Anxiety Disorders (<b>Separation Anxiety, Selective Mutism, Specific Phobia, Social Anxiety, Panic Dis., Agoraphobia, GAD</b>)</p>		
7	10/09	<p><b>Midterm Exam</b></p> <p><b>Class 6</b></p>	<p><b>Reading (for following week):</b></p> <p>DSM 5 pp. 349-370  DSM 5 pp. 399 – 405  DSM 5 pp. 407 – 476</p> <p>Hooley, Nock, &amp; Butcher – Ch. 8</p> <p>Morrison Chapter 8: <i>Somatic Symptom and Related Disorders</i>; 252 – 279</p> <p>Morrison Chapter 10: <i>Elimination Disorders</i>; 298 - 301</p>	<b>MIDTERM</b>
8	10/16	<p>Somatic Symptom &amp; Dissociative Disorders (<b>Somatic Symptom, Illness Anxiety,</b></p>	<p><b>Reading (for following week):</b></p>	Journal Article Presentation

		<p><b>Functional Neurological Symptom, Factitious Disorder)</b></p> <p>Elimination Disorders (<b>Enuresis, Encopresis</b>)  Sleep-Wake Disorders (<b>Insomnia, Hypersomnolence, Narcolepsy, Breathing-Related Sleep Disorders – Obstructive Sleep-Apnea Hypopnea, Circadian Rhythm Sleep-Wake</b>)</p> <p><b>Class 8</b></p> <p>Case Studies (bring your DSM 5 to class)</p>	<p>DSM 5 pp. 371 – 397</p> <p>Hooley, Nock, &amp; Butcher – Ch. 9</p> <p>Forrest et al., (2022)  Magel et al., (2021)</p> <p>Morrison Chapter 9:  <i>Feeding and Eating Disorders</i>; 280 - 297</p>	
9	10/23	<p><b>Class 9</b></p> <p>Feeding and Eating Disorders (<b>Pica, Rumination Disorder, Avoidant/Restrictive Intake, Anorexia Nervosa, Bulimia Nervosa, Binge-Eating Dis.</b>)</p> <p>Case Studies (bring your DSM 5 to class)</p>	<p><b>Reading (for following week):</b></p> <p>DSM 5 pp. 477 – 509  DSM 5 pp. 511 – 520  DSM 5 pp. 779 - 801</p> <p>Hooley, Nock, &amp; Butcher – Ch. 12</p> <p>Morrison Chapter 12:  <i>Sexual Dysfunctions</i>; 356 - 378</p>	Journal Article Presentation
10	10/30	<p>Sexual Dysfunctions (<b>Delayed Ejaculation, Erectile Dis., Female Orgasmic Dis., Female Sexual Interest/Arousal Dis., Genito-Pelvic Pain, Male Hypoactive Sexual Desire Dis., Premature Ejaculation</b>)</p> <p>Gender Dysphoria  Paraphilic Disorders (<b>Voyeuristic, Exhibitionistic, Frotteuristic, Sexual Masochism, Sexual Sadism, Pedophilic, Fetishistic, Transvestic</b>)</p>	<p><b>Reading (for following week):</b></p> <p>DSM 5 pp. 733 – 778</p> <p>Hooley, Nock, &amp; Butcher – Ch. 10  Morrison Chapter 17:  <i>Personality Disorders</i>; 580 - 604</p>	Journal Article Presentation
11	11/06	<p>Personality Disorders and Other Mental Disorders</p> <p><b>Class 11</b></p>	<p><b>Reading for following week):</b></p> <p>Hooley, Nock, &amp; Butcher – Ch. 11</p>	Journal Article Presentation

			Morrison Chapter 15: <i>Substance-Related and Addictive Disorders</i> ; 401 - 483 DSM 5 pp. 543 – 661	
12	11/13	Substance Use Disorder/Addictive Disorders <b>(Alcohol, Caffeine, Cannabis, Hallucinogen, Inhalant, Opioid, Sedative-Hypnotic, or Anxiolytic, Stimulant, Tobacco)</b> <b>Class 12</b>	<b>Reading for following week):</b>  DSM 5 pp. 667 – 732  Hooley, Nock, & Butcher – Ch. 14 Morrison Chapter 16: <i>Cognitive Disorders</i> ; 484 - 543	Journal Article Presentation
13	11/20	Neurocognitive Disorders ( <b>Delirium, Major and Mild, Alzheimer’s, Substance-Induced, Lewy Bodies, TBI, HIV, Parkinson’s</b> ) Roberts, J., & Maxfield, M. (2018). Examining the relationship between religious and spiritual motivation and worry about alzheimer’s disease later in life. <i>Journal of Religion and Health</i> , 57, 2500-2514. doi:10/1007/s10943-018-0635-x		
14	11/27	Final Exam Preparation		
15	12/02	<b>Final Exam</b> <b>Class 15</b>		

*\*Subject to change. A revised schedule will be given to students at the end of course if necessary. A table of all of the students’ objective personality tests didactic powerpoint lecture presentations will be provided after all of the topic have been selected and approved. These presentations will be part of the content presented in the course.*