



PSY 673

Chaminade University of Honolulu

Behavioral Science

Henry Hall 203 Wednesdays 5:30-9:20 pm

Credits: 3 Section: 01-3 Term: Winter 2025

Instructor Information



Instructor: Desrae Kahale

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Phone: (808) 722-2437 office (808) 235-7393

Virtual Office: [Your virtual office URL]

Virtual Office Hours: Tuesdays 9:00 am -10:00 am

Communication

I will respond to emails within 24 hours. If you leave me a question or an assignment comment in the Canvas classroom, I will need up to 48 hours to respond because Canvas sends me a notification that a comment has been made once a day. I will respond as quickly as possible. Discussion and assignment feedback will be posted no later than 48 hours after its respective due date. Exam scores will be made available to you once you have completed it in Canvas.

School & Department Information

Chaminade University School of Behavioral Sciences

Office Location: [Academic Schools' website](#)

Phone: (808) 735-4711 If you have questions regarding the School of Behavioral Sciences & Education, reach out to your Instructor

Course Description & Materials

Catalog Course Description

Supervised experience in counseling utilizing videotapes, role-playing, audiotapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 300 hours (150 direct service hours, 150 administrative hours) of supervised service at a practicum site. Supervision will be with a licensed mental health therapist. *Prerequisites: PSY 611, 636, 741.*

Time Allocation: Credit Hour Policy

Course Work Breakdown:

At Chaminade University, a semester credit hour is defined as the unit of academic credit awarded for successful completion of coursework that aligns with specific learning outcomes. The credit hour is rooted in an expected amount of work, both in class and outside, that reflects the achievement of these learning outcomes.

Engagement Expectation Per Credit Hour:

A single credit hour at Chaminade University equates to *37.5 hours* of student engagement. This encompasses all forms of academic activity, both within the classroom and beyond, aimed at fulfilling course requirements.

Breakdown of hours:

- **In-Class Instruction:** For a traditional one credit hour course, students are expected to attend a 240-minute class each week over a 10-week term, tallying up to *40 hours* of in-class instruction.
- **Outside Class Work:** In addition to the in-class time, students should engage in at least 30 *hours* each week of outside class work:
 - Literature reviews of journal articles
 - Develop comprehensive treatment plans for hypothetical clients, integrating assessment, diagnosis, and intervention modalities
 - Prepping and completing client case recordings
 - Facilitating individual, group, psychoeducation, crisis and couples counseling Etc.
 - Analyzing case studies and with a counseling approach based on a specific psychological theory
 - Practicing psychological assessments
 - Creating comprehensive treatment plans for a hypothetical client, integrating assessment, diagnosis, and intervention strategies.
 - Preparing weekly journals learning experiences, personal growth, and understanding of counseling practices.

This flexible approach to academic engagement ensures that students can meet credit hour requirements through diverse learning experiences, in alignment with federal regulations and accrediting agency standards.

Recommended Materials

Text: 1) Diagnostic & Statistical Manual of Mental Disorders, 5th Edition. Author:
American Psychiatric Association

ISBN:9780890425558

Publication Date:05/22/2013

Publisher:American Psychiatric Publishing, Incorporated

Text:2) Clinicians Thesaurus 8th edition

Author:ZUCKERMAN. ISBN:9781462538805 -Publisher:GUILFORD

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

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

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of MSCP program the student will be able to:

1. Counseling/professional competencies, including assessment & diagnosis/DSM-V, therapeutic intervention, charting and case-conceptualization, and logging of your clinical hours.
2. Professional and ethical issues in the counseling field, including management of confidential information, informed consent, competence and boundaries of responsibility, dual relationships, and professional work ethic.
3. The importance of utilizing supervision, including preparation for supervision, active engagement during supervision, ability to articulate lessons learned from supervision
4. Practice of counseling theories and development of your own conceptual framework

Course Learning Outcomes (CLOs)

Upon completion of PSY 674 the student will be able to:

1. Counseling/professional competencies, including assessment & diagnosis/DSM-V, therapeutic intervention, charting and case-conceptualization, and logging of your clinical hours.
2. Professional and ethical issues in the counseling field, including management of

confidential information, informed consent, competence and boundaries of responsibility, dual relationships, and professional work ethic.

3. The importance of utilizing supervision, including preparation for supervision, active engagement during supervision, ability to articulate lessons learned from supervision
4. Counseling/professional competencies, including assessment & diagnosis/DSM-V, therapeutic intervention, charting and case-conceptualization, and logging of your clinical hours.
5. Professional and ethical issues in the counseling field, including management of confidential information, informed consent, competence and boundaries of responsibility, dual relationships, and professional work ethic.
6. The importance of utilizing supervision, including preparation for supervision, active engagement during supervision, ability to articulate lessons learned from supervision
7. Developed skill base with online learning modalities in the field of telehealth/mental health

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, and integrity of creation.
5. Educate for adaptation and change.

Your assignments throughout this course articulate the value of faith, which requires movement of the heart as well as an assent of the mind. In the upcoming lessons, be mindful of the strategies that a counselor needs to employ in the treatment of mental health conditions. As stated as one of the Marianist characteristics of education, only communities of faith and love would bring about social transformation. You will actively learn how to assist the transformation of an individual with mental health concerns through these course lessons.

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 (‘Ōlelo 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 (‘Ōlelo 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 (‘Ōlelo 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 (‘Ōlelo 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 (‘Ōlelo No’eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	1,2,3,5	1,2,3,4	1,2,5	1,2,3,4
PLOs				
Native Hawaiian Values	1,2,3	4,5	1,4,	2,3,4
Gen Ed Learning Outcomes (if applicable)				

Course Activities

Discussions

During counseling internship discussions, interns engage in deep and reflective dialogue about their experiences with seasoned professionals, sharing insights and seeking guidance on how to navigate the complexities of therapeutic relationships. These sessions often reveal the nuanced interplay between theory and practice, allowing interns to align their academic knowledge with real-world scenarios. Topics range from case conceptualization, ethical decision-making, and cultural competency to self-care and professional development. Interns might dissect their reaction to a challenging client session, explore their therapeutic style, or refine their application of specific techniques. Counselor educators and supervisors provide constructive feedback, cultivate critical thinking, and encourage the development of a personal counseling philosophy. Through these discussions, interns not only expand their clinical acumen but also build confidence and a sense of professional identity.

Project: Mental Health Awareness Campaign =100 total pts

You will work as team to build your campaign. Your team will consist of 1 other student to help design a campaign that raises awareness on a specific mental health issue, incorporating social media, flyers, or local events. You have the option to work independently, however, you will have the same expectations in terms of page lengths.

Ex.

Campaign Name:

Understanding Depression: It's Okay to Talk About It

Campaign Goal:

To increase awareness of depression within the community, debunk myths, provide information on signs and symptoms, and encourage individuals to seek help and support.

Objectives:

1. Educate the target audience about what depression is and isn't.
2. Dispel common myths and misconceptions surrounding depression.
3. Increase public understanding of symptoms and signs of depression.
4. Provide resources and support options for individuals experiencing depression.
5. Create engagement through a social media hashtag campaign to encourage sharing personal stories and messages of support.

Target Audience: 1 page describing the populations need for the advocacy or community awareness

- Youth and young adults (ages 16-30).
- Parents and educators of the youth demographic.

Key Message: 1-2 pages

Depression is a real and treatable condition; it's important to start conversations, seek help, and offer support.

Content and Strategy:

Social Media Plan: 1-2 pages with example

- **Hashtag:** #ItsOkayToTalkDepression
- **Instagram/Facebook/Twitter/YouTube:**
 - **Informative Posts:** Share facts about depression, infographics, signs and symptoms, therapy options, and myth-busting content.

- **Personal Stories:** Encourage influencers or volunteers to share their experiences to empathize with those suffering in silence.
- **Live Sessions:** Host live Q&A with a mental health professional to offer insights and answer audience questions.
- **Sharing Resources:** Direct followers to local and national support resources, hotlines, and tools for managing mental health.

Flyers and Posters: 1 poster or flyer

- **Design:** Create compelling visuals and short texts that capture interest and deliver key facts about depression.
- **Distribution:** Post and hand out in high-traffic areas like schools, universities, coffee shops, community bulletin boards, doctor's offices, and gyms.

Local Events: 1 page of written plan describing how, when, where etc. Some examples of events:

- **Workshops and Seminars:** Coordinate with a local mental health clinic to provide free seminars addressing depression.
- **Community Walk/Run:** Organize an event to promote physical activity, community engagement, and raise awareness for depression.
- **Art Exhibition:** Partner with local artists to express themes around depression and mental health, facilitating conversation in a creative environment.

Performance Measurement: 1-2 pages of how you will collect data.

Collecting data is a systematic process that begins with defining your research question or objective. Write about your choice to use appropriate methods for gathering this data, such as surveys, interviews, observation, or experiments. For quantitative data, tools like online questionnaires or electronic scanning devices can be efficient, while for qualitative data, methods like in-depth interviews or focus groups are more suitable. It's crucial to design your data collection instruments carefully to ensure they gather accurate and relevant information. Afterward, establish a clear plan for reaching your target audience or subject group, considering the sample size to ensure statistical relevance. Ensuring ethical considerations and data privacy is respected throughout the process is essential. Effective data collection involves not only the methodical gathering of information but also verifying the quality and accuracy of the data collected before analyzing it for insights. For example:

- Track the number of social media post shares, likes, and engagement with the campaign hashtag.
- Measure the attendance and feedback from local events and workshops.
- Collect stories and testimonials from participants, if they are willing to share.

Reflection: 2-3 pages

After the campaign concludes, review the metrics, gather team feedback, and discuss the campaign's strengths and weaknesses. Share experiences and learnings, and document suggestions for future campaigns.

Homework

Logs 10 @ 10 pts = 100 pts total

Submit signed logs to your instructor every week. You will submit your logs for review for correct format, clarity of entry, and completeness on a weekly basis. Once your logs have been properly completed, you will turn them in to your instructor for holding and tracking. This will be done on a weekly basis. If you are having trouble with turning in your logs you must inform your instructor as soon as possible. The sooner you address the situation the more apt I am to support you. Please ask questions, the more clarity you have, the less stress you will encounter.

Journal = 10 @ 10 pts = 100 total pts

You will submit a completed Journal each week. It is expected that you will use this form to both prepare for supervision and to relate to class about your supervision experience.

2 Case Presentations @ 100 = 200 total pts

You will complete 2 Case reports but present 2 cases that you have been actively involved with. You will complete 2 [Appendix B3] Counseling Initial Evaluation form for a client you have seen at least 3 times. It should be noted that you will be presenting on him or her in class (refer to Case Presentation and Video).

The case presentation should be accompanied by a video of a 15 minute segment. If videotaping is not permissible, an audiotaping or transcript (verbatim) will be required instead. In addition, you are required to select a minimum of 3 relevant journal articles (no more than 7 years old) that provides insight into the clinical problem(s) you are addressing. **Deliverables: 1) Consent form; 2) A copy of your session (video or audio) or session transcript; and 3) a minimum of 3 abstracts of the journal articles you used for your presentation.**

If you have a situation where you are unable to record, transcribe and or video your sessions, you will need to partner with a class member and record a dyad, using the format as described prior.

As noted in the internship handbook "Internship students must show an appropriate copy of the informed consent form (as specified below) to the Internship Instructor *prior* to presenting a case to the class." Specifically, on the copy of the informed consent form, the identifying information and identity/signature of the client or responsible party should be either "blacked

out" or a code name or number used so that the client's identifying information is not legible. However, the signature of the site supervisor and the student must be visible.

Written Case reports 2 @ 50 ea. = 100 total pts

As noted in the internship handbook "Internship students must show an appropriate copy of the informed consent form (as specified below) to the Internship Instructor *prior* to presenting a case to the class." Specifically, on the copy of the informed consent form, the identifying information and identity/signature of the client or responsible party should be either "blacked out" or a code name or number used so that the client's identifying information is not legible. However, the signature of the site supervisor and the student must be visible.

You must perform adequately at your Internship site(s) to pass this class. Your supervisor's evaluation comprises approximately 50% of your grade. Evaluations that consist of "acceptable" rating or higher will be awarded full points. Each rating of "Below Expectations" will result in a loss of 20 points; each rating of "Far Below Expectations" will result in a loss of 40 points. Ratings from all supervisors will count towards the determination of your score. (One supervisor's more favorable review does not compensate for poor evaluations from another supervisor.)

Below is a template for the evaluation of your client psychological background and history.

Appendix B3

SAMPLE ONE: COUNSELING INITIAL EVALUATION

Name:
Date of evaluation
DOB:
CA:

IDENTIFYING INFORMATION:

Ethnicity
Gender:
Referred by:
Informant/Accompanied by:

REASON FOR REFERRAL:

What do you feel is your client's problem(s)?

HISTORY OF PRESENTING PROBLEM:

Onset:

Frequency/severity of symptoms:

Precipitating factors:

Current stressors:

Current situational determinants:

Effect on client/family/school work:

Agencies/providers involved:

What has been tried? What worked? Why now?

DEVELOPMENTAL HISTORY (as applicable)

Pre-, peri-, postnatal history

Infancy and early childhood (colicky, difficult temperament, attachment problems)

Developmental milestones (sitting, crawling, walking, feeding self with utensils, dressing self, begin to say words, speak in phrases of 3 words or more, age of toilet training, still wets/soils self, any difficulty with hand-eye coordination, problems with gross motor activities/sports, clumsy compared to other children his/her age, general physical energy level)

SOCIAL AND FAMILY HISTORY

Age, occupations, education

Marital status, previous marriages, legal/physical custody of children?

Siblings, birth order, any significant conflicts between siblings? Other family members?

Who is living in the home

Family relationships/communication, marital discord?

Methods of discipline, do spouses often disagree on how to discipline

PSYCHIATRIC HISTORY

(Previous psychological/psychiatric treatment, suicide attempt/ideation/plan, thought disturbances, legal problems, substance abuse, history of emotional/physical/sexual abuse or neglect, disturbance of mood/anxiety, disturbance of behavior/conduct, disturbance of sleep/appetite)

MEDICAL HISTORY

Illnesses, injuries (head?), allergies

Hospitalizations

Medications (current?)

FAMILY PSYCHIATRIC HISTORY

Learning problems, special education, conduct problems, hyperactivity

Legal problems

Alcohol, substance abuse history?

Mental disorders, hospitalizations?

FAMILY MEDICAL HISTORY

Relevant medical history of client's parents, siblings, grandparents

EDUCATIONAL HISTORY (as applicable)

Where has client attended school? What grades? Reasons for change?

Learning problems referred for testing? Received special education services? What type?

Speech and language (problems in clarity, slow in developing, any past referral for speech and language evaluation? Received speech/language therapy?)

Repeated any grades?

Educational testing conducted? Results?

TEST RESULTS AND BEHAVIORAL QUESTIONNAIRES

(Obtain these results from the client's chart/records. If unavailable & relevant, request copies from the client.)

List tests administered and results.

MENTAL STATUS

Appearance

Behavior

Attitude toward examiner

Motor behavior

Speech

Mood

Affect

Orientation to person, place, and time

Thought Processes, Perceptual abnormalities (hallucinations, delusions)

Suicidal/homicidal ideations

Intelligence: insight, judgment

CLINICAL IMPRESSIONS & SUMMARY

Diagnostic formulation and impressions; conceptualization of presenting problems at bio-psycho-social levels of analysis; identify strengths, weaknesses, contributing personality traits.

DIAGNOSTIC IMPRESSIONS

Description of planned interventions.

Your Name, MSCP Internship Student Date

Course Policies

Attendance

If you miss more than one class, you will be given a “C” and you must retake the class.

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 the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor’s discretion.

Late Work

So that I may grade your assignments fairly, you need to submit your work on time. Each week that your assignment is turned in late you will receive a 10% deduction from your final score. If you are under specific circumstances and you cannot turn your assignments in please communicate with me. I understand emergencies and life may not be predictable especially during the current time. My contact number is (808) 722-2437 or desrae.kahale@chaminade.edu. I require that if you are absent to please contact me before class starts and that all assignments are due on the date that is posted on the syllabus

Extra Credit

TBA

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

In the context of course grades where work is incomplete, it is imperative that both instructor and student engage in a constructive dialogue to assess the situation and arrive at a feasible solution. This collaboration aims to find a balance between academic rigor and accommodating unforeseen circumstances that may have prevented the student from completing their work on time. The instructor, cognizant of the student's individual circumstances, will delineate the specific criteria for the extended deadline, detailing what assignments are expected to be completed. This agreement will be transparent and mutually understood to ensure that the

student is fully aware of the requirements they must meet. It should be noted that there is a firm boundary regarding the time frame for such extensions; no extensions will be granted that exceed the commencement of the next academic term. This ensures that all course work is concluded by a definitive cutoff point, which is the first day of the subsequent term, maintaining the integrity and orderly progression of the academic calendar.

Final Grades

A = 600 – 535 = 90% and above

B = 534 – 480 = 80-89%

C = below 479 = 70-79% (retake the course)

Important Information

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, in addition to more obvious dishonesty.

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 Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors

each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning 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 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Assignments & Due Dates

Wk of	Theme	Info	Due Dates
1/8 Class 1	Internship Intro	Review Syllabus Q & A Check In Review your logs for week 1 & 2	1/15
1/15 Class 2	Anxiety Disorders	Check In Review your logs for week 3 Assessments & Analysis: anxiety disorder, panic disorder, phobias, social anxiety disorder	1/22
1/22 Class 3	Mood Disorders	Check In Review your logs for week 4 Case Presentations Identifying depression and bipolar disorder.	1/29
1/29 Class 4	Trauma and Stressor-Related Disorders	Check In Review your logs for week 5 Case Presentations Like obsessive-compulsive disorder (OCD), body dysmorphic disorder, and trichotillomania (hair-pulling disorder).	2/5
2/5 Class 5	Psychotic Disorders	Check In Review your logs for week 6 Case Presentations Understanding schizophrenia and other related psychotic disorders.	2/12
2/12 Class 6	Integrative and Holistic Approaches to Mental Health	Check In Review your logs for week 7 Case Presentations Exploring non-traditional and complementary approaches, such as mindfulness, art therapy, and yoga.	2/19
2/19	Personality Disorders	Check In	2/26

Class 7		Review your logs for week 8 Case Presentations Differences between borderline personality disorder, narcissistic personality disorder, and others. Campaign presentations	
2/26 Class 8	Life Transitions and Adjustment Issues	Check In Review your logs for week 9 Case Presentations Navigating changes such as moving, changing jobs, retiring, or entering into or leaving a relationship. Campaign presentations	3/4
3/4 Class 9	Older Adult and Aging Issues	Check In Review your logs for week 10 Case Presentations Addressing concerns related to aging, like cognitive decline, caregiving stress, and end-of-life issues Campaign presentations	3/11
3/11 Class 10	Closure	Check In Review your logs for term Case Presentations Campaign presentations	3/17