



Chaminade University

School of Education and Behavioral Sciences
Counseling Psychology

PSY 524 Abnormal Psychology

Online (Asynchronous)

Credits: 3 Section: 90-3 Term: Accelerated Fall 2025

Instructor Information

Instructor: Darren Iwamoto, EdD, LMHC

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Office Location: Behavioral Sciences 105A

Office Hours: MW 11:30 am – 12:30 pm

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Virtual Office Hours: MW 11:30 am – 12:30 pm

School & Department Information

School of Education and Behavioral Sciences

Office Location: Behavioral Sciences 105

Phone: (808) 735-4751

Course Description & Materials

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.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. 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).

Required Materials

- Comer, R. & Comer, J. (2024) *Psychopathology: Science and Practice* New York: Worth Publishers ISBN: 978-1-319-42692-7
- Pomeroy, E. (2015) *The Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis, Second Edition* Cengage Learning ISBN: 978-1-28574888-7
- American Psychiatric Association: *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition Text Revision*. Washington, DC, American Psychiatric Association Publishing, 2022.

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

The Canvas classroom will contain your gradebook, course assignments, exams, and resources.

Learning Outcomes

Program Learning Outcomes (PLOs)

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 or School) counseling.
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes (CLOs)

Upon completion 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)

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.

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 case study analyses and in the Capstone paper.

Native Hawaiian Values

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

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom.

5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi
(‘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 Vaues	2	2	5	5
PLOs	1	1	1	3
Native Hawaiian Values	2	2	5	5

Course Activities

Discussions

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)

- 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).
- Introduction
 - Provide context (e.g., presenting problem)
 - Provide the reader the background of the client.
- Client characteristics
 - Provide demographic information
 - Provide additional context (provide the history of the presenting problem)
 - Provide a narrative of what your initial session with the client would be like.
- 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.
- The case study should be a minimum of 400 words.
- 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.

Homework

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 (2nd 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

Exams

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.

Final Project

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
 - i Provide the context of character
 - ii Presenting problem(s)
 - iii Historical information regarding the presenting problem(s)
 - iv Demographic information
2. Diagnose that character with a psychological disorder from the DSM-V (Only 1 disorder)
 - i F code
 - ii Name of the disorder
 - iii Justification
3. Literature review of the disorder
 - i Define the disorder (e.g., features)
 - ii How does this disorder develop based on the literature?
 - iii What are the evidence-based approaches to treat this disorder?
4. Develop a minimum of two treatment goals for the character.
 - i Treatment goals must be aligned with the presenting problem(s)
5. Develop an action plan
 - i 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

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

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.

Course Policies

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.

Late Work

No late participation posts (replies to your peers' case studies) will be accepted regardless of reason.

Late work will be accepted (other than participation posts) up until the last day of the semester. All late work submitted will automatically receive a 50% reduction in points unless a special arrangement was made with the course instructor prior to the assignment's due date.

Extra Credit

No extra credit will be assigned in this course.

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

No incomplete grade will be issued at the end of this course regardless of reason.

Final Grades

Final grades are submitted to [Self-Service](#):

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

A	= 513 (90%) – 570 (100%)
B	= 456 (80%) – 512 (89%)
C	= 455 (79%) - 399 (70%) – non-passing grade
F	= ≤398 (69%) – 0 (0%) – non-passing grade

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.

Readings & Due Dates

PSY = Comer, R. & Comer, J. (2024) Psychopathology: Science and Practice New York: Worth Publishers ISBN: 978-1-319-42692-7

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	Introductions Review Course Syllabus Chapter 1 Introduction Chapter 20 Other Conditions That May Be a Focus of Clinical Attention The Neuroscience of Stress, Anxiety, and Depression	CA = Chapter 1 & 20 PSY = Chapters 1, 2, 3, 4, & 18
Week 2	Chapter 5 Depressive Disorders Chapter 6 Anxiety Disorders	CA = Chapters 5 & 6 PSY = Chapters 5, 6, 7, & 8 Create Case Study (Discussion Thread): Depressive Disorders, Anxiety Disorders Submit answer to your Case Study in the Case Study Answer assignment when you submit your Case Study to the respective Discussion thread in Canvas. Weekly Case Studies in CA Workbook

Week 3	Chapter 9 Dissociative Disorders Chapter 10 Somatic Symptom and Related Disorders	CA = Chapters 9 & 10 <i>PSY</i> = Chapters 9 Create Case Study (Discussion Thread): Dissociative Disorders, Somatic Symptom and Related Disorders Submit answer to your Case Study in the Case Study Answer assignment when you submit your Case Study to the respective Discussion thread in Canvas. Case Study Participation for Week 2 Respond to all of your peers that worked on your Week 2 Case Study. Weekly Case Studies in CA Workbook
Week 4	Chapter 7 Obsessive-Compulsive and Related Disorders Chapter 8 Trauma and Stressor-Related Disorders	CA = Chapters 7 & 8 <i>PSY</i> = Chapters 5, 6 & 8 Create Case Study (Discussion Thread): Obsessive-Compulsive and Related Disorders, Trauma and Stressor-Related Disorders Submit answer to your Case Study in the Case Study Answer assignment when you submit your Case Study to the respective Discussion thread in Canvas. Case Study Participation for Week 3

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

		Submit answer to your Case Study in the Case Study Answer assignment when you submit your Case Study to the respective Discussion thread in Canvas. Case Study Participation for Week 5 Respond to all of your peers that worked on your Week 5 Case Study. Weekly Case Studies in CA Workbook
Week 7	Chapter 11 Feeding, Eating, and Elimination Disorders Chapter 12 Sleep-Wake Disorders	CA = Chapters 11 & 12 PSY = Chapter 10 Create Case Study (Discussion Thread): Feeding, Eating, and Elimination, Sleep-Wake Disorders Submit answer to your Case Study in the Case Study Answer assignment when you submit your Case Study to the respective Discussion thread in Canvas. Case Study Participation for Week 6 Respond to all of your peers that worked on your Week 6 Case Study. Weekly Case Studies in CA Workbook

Week 8	Chapter 13 Sexual Dysfunctions Disorders Chapter 14 Gender Dysphoria Chapter 19 Paraphilic Disorders	CA = Chapters 13, 14, & 19 PSY = Chapter 12 Create Case Study (Discussion Thread): Sexual Dysfunctions, Gender Dysphoria, Paraphilic Disorders Submit answer to your Case Study in the Case Study Answer assignment when you submit your Case Study to the respective Discussion thread in Canvas. Case Study Participation for Week 7 Respond to all of your peers that worked on your Week 7 Case Study. Weekly Case Studies in CA Workbook
Week 9	Chapter 2 Neurodevelopmental Disorders Chapter 17 Neurocognitive Disorders	CA = Chapters 2 & 17 PSY = Chapter 16 & 17 Create Case Study (Discussion Thread): Neurodevelopmental Disorders, Neurocognitive Disorders Submit answer to your Case Study in the Case Study Answer assignment when you submit your Case Study to the respective Discussion thread in Canvas. Case Study Participation for Week 8 Respond to all of your peers that worked on your Week 8 Case Study. Weekly Case Studies in CA Workbook

		Counseling & the Media Paper
Week 10	Final Examination	Case Study Participation for Week 9 Respond to all of your peers that worked on your Week 9 Case Study. Final Examination