



**Chaminade
University**

School of Education and Behavioral Sciences
Educational Psychology

EPSY 707 Advanced Psychopathology in Children, Adolescents, and Young Adults

Online (Asynchronous & Synchronous)

Credits: 3 Section: 90-7 Term: Accelerated Winter 2026

Instructor Information

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Virtual Office: <https://chaminade.zoom.us/j/96611840543>

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 focuses on the exploration of the classification, causes, origins (etiology), and treatment of the major psychological disorders that primarily occur during childhood, adolescence, and early adulthood. Participants will experience the practical application of diagnosing and treatment planning.

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), 16 hours to complete your mid-term and final projects, 16 hours assessing case studies, and approximately 62+ hours of additional class engagement (e.g., assigned readings and videos).

Required Materials

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

Edd in Educational Psychology Program Learning Outcomes (PLOs)

1. Develop and apply advanced clinical skills to effectively assess, diagnose, and treat a wide range of mental health concerns in PK-12 students, utilizing evidence-based practices and culturally responsive approaches.
2. Engage with an innovative, research-based, and real-world curriculum that emphasizes the development of strong clinical competencies, equipping them to meet the holistic and mental health needs of PK-12 students and deliver effective mental health services in educational settings.
3. Critically evaluate and apply scientific knowledge and research to inform the selection and implementation of effective mental health interventions, prevention strategies, and wellness approaches that promote the well-being of PK-12 students.
4. Synthesize the value of adaptation and change with applied 21st century leadership, supervision, and consultation skills, adapting to the evolving needs of diverse and complex organizational systems in the provision of comprehensive mental health services within educational settings.

Course Learning Outcomes (CLOs)

1. Evaluate the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of child and adolescent psychopathology (PLO 3).
2. Synthesize critical thinking, scientific inquiry, and when possible, the scientific approach, to solve challenges related to differential diagnosis of psychological disorders (PLO 1).
3. Generate psychosocial assessment documentation based on the DSM-V-TR diagnostic system (PLO 1).

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.

ESPSY 707 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, Psychopathology. Psychopathology 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 Mid-Term and Final projects.

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‘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 |
|-------------------------------|-------|-------|-------|
| Marianist Values | 2 | 5 | 5 |
| PLOs | 3 | 1 | 1 |
| Native Hawaiian Values | 2 | 5 | 5 |

Course Activities

Discussions

Case Study Discussion and Participation (Assessment for CLO 2 & 3)

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) or any from previous 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. The case study should be a minimum of 200 words.
- e. Submit your case study in the appropriate Discussion thread.

2. Submit the correct answer for your case study (10 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 one case study 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.

If they are incorrect, then please provide the correct answer and your justification.

Homework

Case Studies (Assessment for CLO 2 & 3) (10 points)

During designated weeks, each student will be completing a series of case studies. All of the case studies are located in Canvas. For each case study the minimum response for each respective case will include:

- ICD-10 Code (F or G Code)
- DSM-V Diagnosis
- Justification of diagnosis based on diagnostic criteria. Must show behavioral examples of diagnostic criteria, not just reiterating the criteria noted in the DSM-5-TR.

Mid-Term Project

Etiology Research Paper (CLO 1) (100 points)

Description

Conduct an in-depth analysis of the multifactorial etiology of one of the following major psychological disorders in youth: General Anxiety Disorder, Social Anxiety Disorder, Obsessive-Compulsive Disorder, or Attention Deficit Hyperactivity Disorder. Examine biological, psychological, social, and cultural factors contributing to the disorder's development, incorporating recent empirical findings and emerging research trends.

Requirements

- 3,500-4,000 words, double-spaced, 1 inch margins, Times New Roman 12 pt font
- Minimum 10 peer-reviewed sources (50% from last 5 years)
- Biopsychosocial model application
- Cultural and contextual factors

- Developmental trajectory mapping
- APA 7th Edition formatting (title page, section headings, in-text citations, reference page)
- Plagiarism and AI scores above 35% will not be accepted.

Etiology Research Paper

| Criteria | Exemplary 20 points | Proficient 15 points | Developing 10 points | Needs Improvement 5 points |
|--|--|--|---|--|
| Biological Factors Analysis | Comprehensive coverage of genetic, neurobiological, and physiological factors; integrates cutting-edge research; explains complex mechanisms clearly | Strong biological analysis; good research integration; explains mechanisms well | Basic biological coverage; some research gaps; adequate mechanism explanation | Weak biological analysis; significant gaps; poor explanation of mechanisms |
| Psychological Factors Integration | Sophisticated analysis of cognitive, emotional, and behavioral factors; excellent theoretical integration; nuanced understanding | Good psychological analysis; solid theoretical integration; clear understanding | Adequate psychological coverage; basic theoretical integration; some understanding | Poor psychological analysis; weak theoretical integration; limited understanding |
| Social-Cultural Context | Exceptional analysis of family, peer, school, and cultural influences; addresses intersectionality; critiques cultural biases in research | Strong contextual analysis; some intersectional awareness; notes research biases | Basic contextual coverage; limited intersectionality; minimal bias critique | Weak contextual analysis; ignores intersectionality; no bias awareness |
| Developmental Considerations | Expertly traces disorder development across ages; identifies critical periods; integrates developmental psychopathology principles | Good developmental analysis; notes important periods; applies some principles | Basic developmental coverage; some period identification; limited principle application | Poor developmental analysis; misses critical periods; no principle application |
| Research Synthesis and | Masterful synthesis of complex literature; identifies | Strong literature synthesis; identifies some | Adequate synthesis; notes obvious gaps; | Weak synthesis; fails to identify |

| Criteria | Exemplary 20 points | Proficient 15 points | Developing 10 points | Needs Improvement 5 points |
|--------------------------|---|-------------------------------|----------------------------|----------------------------------|
| Future Directions | key gaps; proposes innovative research directions; publication-quality analysis | gaps; good research proposals | basic research suggestions | gaps; poor research proposals |

Final Project

Integrative Treatment Planning Project (CLO 1, 2, & 3) (100 points)

Description

Synthesize all course learning by developing a comprehensive treatment plan for a complex case that requires integration of assessment, diagnosis, and evidence-based intervention selection.

Requirements

Scenario: You are a counselor in a private practice. Pick a case study from the four provided for you in Canvas. Your task is to write a psychosocial assessment summary, provide diagnosis and justification, provide best practice literature on the diagnosis you made, develop a treatment plan, and provide an intervention/action plan for the treatment of this client.

Identify the case study you are choosing to focus on.

- i Provide the context of the client.
- ii Presenting problem(s)
- iii Historical information regarding the presenting problem(s)
- iv Demographic information

Diagnose the client with a psychological disorder from the DSM-5-TR (Only 1 disorder)

- i F code
- ii Name of the disorder
- iii Justification

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?

Develop a minimum of two treatment goals for the character.

- i Treatment goals must be aligned with the presenting problem(s)

Develop an action plan

- i Based on your literature review, what would your intervention/action plan be if you were treating this client?

Your paper must meet the following requirements:

- 2,500-3,000 words, double-spaced, 1 inch margins, Times New Roman 12 pt font
- Minimum 10 credible sources with a minimum of 5 from peer-reviewed sources
- Integration of theoretical perspectives
- Evidence-based intervention selection
- Implementation timeline
- Progress monitoring plan
- Anticipated challenges and solutions
- APA 7th Edition formatting (title page, section headings, in-text citations, reference page)
- Plagiarism and AI scores above 35% will not be accepted.

Integrative Treatment Planning Project

| Criteria | Exemplary 20 points | Proficient 15 points | Developing 10 points | Needs Improvement 5 points |
|--------------------------------|--|---|--|--|
| Integration Across CLOs | Seamlessly integrates all course concepts; demonstrates mastery of assessment, diagnosis, and treatment; creates innovative synthesis | Strong integration of concepts; shows competence across areas; good synthesis | Basic integration; adequate demonstration of concepts; limited synthesis | Poor integration; weak concept demonstration; no synthesis |
| Evidence-Based Practice | Selects optimal interventions with strong empirical support; adapts for individual case; cites current research; demonstrates best practices | Good intervention selection; solid evidence base; appropriate citations | Basic intervention choices; some evidence; adequate citations | Poor intervention selection; weak evidence; few citations |
| Clinical Sophistication | Demonstrates advanced clinical thinking; addresses complexity expertly; shows professional judgment; ready for independent practice | Shows good clinical thinking; handles complexity well; solid judgment | Basic clinical thinking; manages some complexity; developing judgment | Poor clinical thinking; overwhelmed by complexity; weak judgment |
| Practical Application | Highly feasible plan; addresses real-world | Good feasibility; considers | Basic feasibility; some constraint | Unrealistic plan; ignores |

| Criteria | Exemplary 20 points | Proficient 15 points | Developing 10 points | Needs Improvement 5 points |
|----------------------------------|--|--|--|--|
| | constraints; excellent timeline; clear implementation steps; anticipates challenges | constraints; solid timeline; clear steps | consideration; adequate timeline | constraints; poor timeline |
| Professional Presentation | Publication-quality writing; perfect organization; compelling narrative; exemplary professional document | Strong writing; good organization; clear narrative; professional quality | Adequate writing; basic organization; acceptable narrative | Poor writing; weak organization; unclear narrative |

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](#):

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|----|--------------------------------------|
| A | = 93-100% |
| A- | = 90-92% |
| B+ | = 87-89% |
| B | = 83-86% |
| B- | = 80-82% |
| C | = 70-79% (Failed – No credit given) |
| F | = 0 – 69% (Failed – No credit given) |

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

| Week | Topic | Readings & Assignments | Due Dates |
|---|--|---|--|
| Week 1 1/12/26 – 1/18/26 | Introductions Review Course Syllabus The neuroscience of stress, anxiety, & depression | Refer to the Canvas module for Week 1 | Synchronous Class scheduled for Wednesday, 1/14/26 @ 5:30 pm. |
| Week 2 1/19/26 – 1/25/26 | Anxiety disorders Depressive disorders | Refer to the Canvas module for Week 2 DSM-5-TR: 177 - 214 & 215 – 262 Create Case Study (Discussion Thread): Depressive Disorders, Anxiety Disorders Submit your 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 | Synchronous Class scheduled for Wednesday, 1/21/26 @ 5:30 pm. Assignments due on Sunday, 11:59 pm on 1/25/2026 |
| Week 3 1/26/26 – 2/1/26 | Obsessive-compulsive & related disorders Trauma & stressor-related disorders | Refer to the Canvas module for Week 3 DSM-5-TR: 263 - 294 & 295 – 328 Create Case Study (Discussion Thread): Obsessive-Compulsive & Related Disorders; Trauma & Stressor-Related Disorders Submit your 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 | Assignments due on Sunday, 11:59 pm on 2/1/2026 |

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| | | <p>Case Study Participation for Week 2</p> <p>Respond to all of your peers that worked on your Week 2 Case Study.</p> | |
| <p>Week 4</p> <p>2/2/26 – 2/8/26</p> | <p>Neurodevelopmental pt 1</p> | <p>Refer to the Canvas module for Week 4</p> <p>DSM-5-TR: 35 - 100</p> <p>Create Case Study (Discussion Thread): Neurodevelopmental Disorders</p> <p>Submit your answer 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>Weekly Case Studies</p> <p>Case Study Participation for Week 3</p> <p>Respond to all of your peers that worked on your Week 3 Case Study.</p> | <p>Synchronous Class scheduled for Wednesday, 2/4/26 @ 5:30 pm.</p> <p>Assignments due on Sunday, 11:59 pm on 2/8/2026</p> |
| <p>Week 5</p> <p>2/9/26 – 2/15/26</p> | <p>Neurodevelopmental pt 2</p> | <p>Refer to the Canvas module for Week 5</p> <p>DSM-5-TR: 35 - 100</p> <p>Create Case Study (Discussion Thread): Neurodevelopmental Disorders</p> <p>Submit your answer to your Case Study in the Case Study Answer assignment when you submit your</p> | <p>Sunday, 11:59 pm on 2/15/2026</p> |

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| | | <p>Case Study to the respective Discussion thread in Canvas.</p> <p>Weekly Case Studies</p> <p>Case Study Participation for Week 4</p> <p>Respond to all of your peers that worked on your Week 4 Case Study.</p> | |
| Week 6 2/16/26 – 2/22/26 | <p>Etiology Research Paper</p> | <p>Complete the Mid-Term Project: Etiology Research Paper</p> <p>Case Study Participation for Week 5</p> <p>Respond to all of your peers that worked on your Week 5 Case Study.</p> | <p>Assignments due on Sunday, 11:59 pm on 2/22/2026</p> |
| Week 7 2/23/26 – 3/1/26 | <p>Disruptive, impulse-control, & conduct disorders</p> <p>Substance-related & addictive disorders</p> | <p>Refer to the Canvas module for Week 7</p> <p>DSM-5-TR: 521 - 542 & 543 – 666</p> <p>Create Case Study (Discussion Thread): Disruptive, impulse-control, & conduct disorders; Substance-related & addictive disorders</p> <p>Submit your answer 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>Weekly Case Studies</p> | <p>Assignments due on Sunday, 11:59 pm on 3/1/2026</p> |
| Week 8 3/2/26 – 3/8/26 | <p>Schizophrenia spectrum & other psychotic disorders</p> <p>Bipolar & related disorders</p> | <p>Refer to the Canvas module for Week 8</p> <p>DSM-5-TR: 101 - 138 & 139 – 176</p> | <p>Synchronous Class scheduled for Wednesday,</p> |

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|---|---|---|--|
| | | <p>Create Case Study (Discussion Thread): Schizophrenia spectrum & other psychotic disorders; Bipolar & related disorders</p> <p>Submit your answer 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>Weekly Case Studies</p> <p>Case Study Participation for Week 7</p> <p>Respond to all of your peers that worked on your Week 7 Case Study.</p> | <p>3/4/2026 @ 5:30 pm.</p> <p>Assignments due on Sunday, 11:59 pm on 3/8/2026</p> |
| <p>Week 9</p> <p>3/9/26 – 3/15/26</p> | <p>Feeding, eating, & elimination disorders</p> <p>Sleep-wake disorders</p> | <p>Refer to the Canvas module for Week 9</p> <p>DSM-5-TR: 371 - 398 & 408 – 476</p> <p>Create Case Study (Discussion Thread): Feeding, eating, & elimination disorders; Sleep-wake disorders</p> <p>Submit your answer 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>Weekly Case Studies</p> <p>Case Study Participation for Week 8</p> <p>Respond to all of your peers that worked on your Week 8 Case Study.</p> | <p>Assignments due on Sunday, 11:59 pm on 3/15/2026</p> |

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| Week 10 3/16/26 – 3/22/26 | Integrative Treatment Planning Project | <p>Complete the Final Project: Integrative Treatment Planning Project</p> <p>Case Study Participation for Week 9</p> <p>Respond to all of your peers that worked on your Week 9 Case Study.</p> | <p>Assignments due on Sunday, 11:59 pm on 3/22/2026</p> |
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