

College of Education and Behavioral Sciences

Department of Psychology

PSY 424: Psychopathology

Online Asynchronous Accelerated | Credits: 3 | Section: #424-90-9 | Term: Fall 2026 | 8/17/2026 – 12/11/2026

Instructor Information

Instructor	Dr. Abby Halston, Ed.D, NCC, LMFT-S
Brief Intro	Dr. Halston is an Associate Professor and Undergraduate Chair of Psychology at Chaminade University of Honolulu, where she also serves as Clinical Director of the MSCP Marriage and Family Therapy Emphasis. She is a licensed marriage and family therapist supervisor with extensive experience in behavioral health, clinical assessment, and educational psychology.
Email	abby.halston@chaminade.edu
Phone	808-739-4641
Office Location	Behavioral Sciences 111A
Virtual Office Hours	By appointment — email to schedule

Communication

I will respond to Canvas Inbox messages and emails within 24 hours Monday through Friday. If you leave a question in an assignment comment in Canvas, please allow up to 48 hours for a response, as Canvas sends me a notification once per day. For urgent matters, email is best.

College & Department

School	College of Education and Behavioral Sciences
Location	Behavioral Sciences Building
Phone	(808) 739-4641
Questions?	Contact Dr. Halston or the School of Education and Behavioral Sciences

Course Description & Materials

Catalog Description

This course examines psychological disorders with emphasis on current diagnostic categories and criteria. Biological, psychological, social, cultural, and environmental influences on psychopathology are considered, along with symptom presentation, assessment, differential diagnosis, intervention, ethics, and evidence-based treatment.

Co-requisites/Pre-Requisites: PSY 101 or instructor consent

Course Overview

Students will develop foundational knowledge of psychopathology while applying diagnostic reasoning to case material. Course activities emphasize respectful, culturally responsive, and ethically informed consideration of mental health conditions. Students will review current research, analyze clinical cases, and complete a capstone paper that integrates diagnosis, treatment planning, and legal, ethical, and cross-cultural considerations.

Course Snapshot

Modality	Online Asynchronous Accelerated (FLEX)
Time Commitment	This three-credit course requires a minimum of 135 hours of student engagement. Engagement includes assigned readings, recorded lectures and videos, case analyses, literature reviews, Canvas learning activities, capstone research and writing, and preparation for the cumulative final examination.
Required Materials	Comer, R. J. (2024). Psychopathology: Science and Practice (12th ed.). Macmillan Learning. Pomeroy, E. (2015). The Clinical Assessment Workbook (2nd ed.). Cengage Learning. American Psychiatric Association. DSM-5-TR (5th ed., text revision or current course-approved edition). Assigned readings, presentations, videos, and supplemental materials posted in Canvas.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). All assignments, quizzes, announcements, course materials, and grades are accessible through Canvas. Log in regularly and check announcements each week.
Technology	Reliable internet access; ability to stream video, play audio, and open PDF files. For technical assistance contact helpdesk@chaminade.edu or 808-735-4855.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the Psychology program, the student will be able to:

1. Identify key concepts, principles, and overarching themes in psychology.
2. Demonstrate adaptation and change through the critical interpretation, design, and evaluation of psychological research.
3. Demonstrate effective written and oral communication within the field of psychology.
4. Explain the dynamic interaction among mind, body, and social influences as part of educating the whole person.

Course Learning Outcomes (CLOs)

Upon successful completion of PSY 424, students will be able to:

1. Explain historical, cultural, biological, psychological, social, and societal perspectives on psychopathology. (PLOs 1 and 4)
2. Apply current diagnostic criteria and differential-diagnosis principles to interpret clinical case information. (PLOs 1 and 2)
3. Evaluate symptoms, evidence-based treatments, and current research related to major categories of psychological disorders. (PLOs 1, 2, and 3)
4. Analyze ethical, legal, cultural, and social-justice considerations in the assessment and treatment of psychological disorders. (PLOs 3 and 4)

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 424 supports an integral, quality education and education for service, justice, and peace by preparing students to understand psychological disorders with compassion, scientific rigor, cultural humility, and attention to stigma and access to mental health care. The study of psychopathology calls us to recognize the humanity in every person we encounter clinically, professionally, and personally — a reflection of the Marianist family spirit and commitment to the whole person.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

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 ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
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

Alignment	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	2	2	3	4
PLOs	1,4	1,2	1,2,3	3,4
Native Hawaiian Values	2	2	3	4

Assessment and Grading

Assessment Summary

Assessment	Quantity / Value	Points
Milestone One: Welcome — Let's Get Acquainted	1 × 5 points	5
Best Practice Literature Reviews	8 × 10 points	80
Clinical Case Studies	8 × 5 points	40
Capstone Paper	1 × 50 points	50
Cumulative Final Examination	100 questions × 2 points	200
Total Possible Points		375

Grading Scale

Grade	Range
A	90% and above
B	80–89%

C	70–79%
D	60–69%
F	59% and below

Assignment Descriptions

Milestone One: Welcome — Let's Get Acquainted (5 points)

Students will complete the introductory milestone during Module 1 to establish course participation and become familiar with course expectations. Completion within the first seven days of the course is required to remain enrolled — see Course Policies below.

Best Practice Literature Reviews (80 points — 8 × 10 points)

During Modules 2–9, students will complete eight literature reviews, each worth 10 points. Each review requires a recent peer-reviewed article or other instructor-approved scholarly source related to the diagnostic categories addressed in the module. Students must summarize the evidence, identify implications for assessment or treatment, and cite all sources using APA style.

Clinical Case Studies (40 points — 8 × 5 points)

During Modules 2–9, students will complete eight clinical case-study assignments, each worth 5 points. Case analyses emphasize symptom identification, diagnostic reasoning, differential diagnosis, strengths, contextual factors, and evidence-based recommendations.

Capstone Paper (50 points)

Students will select a character from a film, book, or television series and develop a diagnostic and treatment conceptualization. The paper must:

- Identify a diagnosis using current DSM diagnostic criteria and support it with evidence from the character's presentation
- Identify an evidence-based treatment approach
- Address legal, ethical, and cross-cultural considerations
- Develop at least two treatment goals
- Describe a 10-week course of treatment

The paper must be at least five full pages, excluding the title and reference pages, and use APA style with a minimum of five credible sources.

Cumulative Final Examination (200 points)

The final examination includes 100 multiple-choice questions worth 2 points each. It is cumulative and assesses major concepts, diagnostic categories, case application, and treatment principles covered across the course. Students must begin the exam early enough to finish before Canvas closes it at the published deadline.

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This accelerated asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.

- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the accelerated weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, and summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work. Email inquiries: within 24 hours (M–F). Weekly graded work: within 5 school days of the due date. Major assessments/projects: within 7 school days of the due date.
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	Because of the flexibility of the Flex online course design, all assignments are accepted through the last day of the course — no late penalty applies. That said, staying on top of weekly work is essential in an accelerated course. If you are falling behind or have a concern, reach out to Dr. Halston as early as possible.
Milestone #1	Milestone One (Welcome — Let's Get Acquainted) must be completed within the first seven days of the course. Failure to complete Milestone One by this deadline will result in disenrollment from the course in accordance with Flex attendance policy. This is a non-negotiable registration requirement — please complete it as soon as the course opens.
Extra Credit	No extra credit is available in this course. Please plan accordingly and reach out early if you are struggling.
Incomplete Grade	An Incomplete may be granted only when extraordinary circumstances beyond the student's control prevent course completion and the student has completed a substantial portion of the work with a passing grade. A written completion plan is required and is subject to University policy.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Total possible points = 375 points

Accelerated Course Schedule

Module readings, presentations, videos, and due dates are posted in Canvas. The schedule below summarizes the major graded assignments. Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

Module	Topic	Readings / Learning Focus	Major Assignments
1	Foundations of Psychopathology	Chapters 1, 2, 3, and 16; history of asylums and foundations of diagnosis	Milestone One: Welcome — Let's Get Acquainted
2	Depressive and Anxiety Disorders	Chapters 4, 6, and 7; DSM/ICD diagnosis; stress, anxiety, and depression	Depression or Anxiety Best Practice Literature Review; Depression and Anxiety Case Studies
3	Dissociative and Somatic Symptom Disorders	Chapters 5 and 8; dissociation, somatic symptoms, and differential diagnosis	Dissociative or Somatic Best Practice Literature Review; Dissociative and Somatic Case Studies
4	Obsessive-Compulsive and Trauma-Related Disorders	Review Chapters 4 and 5; OCD and trauma-related assessment and treatment	OCD or Trauma Best Practice Literature Review; OCD and Trauma Case Studies
5	Disruptive, Impulse-Control, Conduct, and Substance Use Disorders	Chapters 10 and 14; conduct concerns, addiction, and treatment	Conduct or Substance Best Practice Literature Review; Conduct and Substance Case Studies
6	Psychotic, Bipolar, and Personality Disorders	Chapters 6, 12, and 13; schizophrenia spectrum, bipolar, and personality disorders	Schizophrenia, Bipolar, or Personality Best Practice Literature Review; Related Case Studies
7	Feeding, Eating, Elimination, and Sleep-Wake Disorders	Review Chapters 8 and 14; Chapter 9	Eating, Elimination, or Sleep Disorders Best Practice Literature Review; Related Case Studies
8	Sexual Dysfunctions, Gender Dysphoria, and Paraphilic Disorders	Chapter 11 and assigned media	Sexual Dysfunctions, Gender Dysphoria, or Paraphilic Disorders Best Practice Literature Review; Related Case Studies
9	Neurodevelopmental and Neurocognitive Disorders	Review Chapter 14; Chapter 15	Neurodevelopmental or Neurocognitive Disorders Best Practice Literature Review; Related Case Studies
10	Course Integration and Capstone	Review all course materials; prepare for final examination	Capstone Paper; Cumulative Final Examination

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 University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams, or other academic tasks — defined as use that substitutes for or substantially replaces a student's own analysis, reasoning, or written expression — without explicit instructor approval is considered academic misconduct and will be handled according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material, the instructor may require additional or alternative evidence of authorship and content mastery. A student's refusal or inability to provide such evidence may be considered in evaluating whether the work meets course requirements. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Title IX and Nondiscrimination

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, 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.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the Campus Incident Report Form at cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0.

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator or the U.S. Department of Education's Office for Civil Rights. The University's Nondiscrimination Policy and Grievance Procedures can be found at: chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/.

Student with Disabilities Statement

Kōkua 'Ike Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (as amended), and the principles of the Association on Higher Education and Disability.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible. Appointments are available through Stellic at chaminade.stellic.com and may be held virtually or in person. Drop-in appointments are also welcome. Learn more at chaminade.edu/ada-accommodations. Students are responsible for notifying Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Individualized support in English, writing, and social sciences; goal-setting and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Job search coaching, resume reviews, interview coaching, and career resources.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence.	chaminade.edu/titleix/resources-and-support/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal.	chaminade.edu
Sullivan Family Library	Tools to efficiently identify and access literature about research topics of your choosing.	chaminade.edu/library
Chaminade IT Help Desk	Technical assistance for Canvas and course technology.	helpdesk@chaminade.edu 808-735-4855