



College of Education and Human Development

Hawai'i School of Professional Psychology

Psychopathology PP-7045-02-7

BEHS 101, M 2:30pm–5:30pm | Credits: 3 | Section: 02 | Term: Fall

Instructor Information

Instructor	Leila Mitsunaga, PsyD
Email	leila.mitsunaga@chaminade.edu
Phone	808-739-7429
Office Location	Kieffer Hall, Room 5
Office Hours	Tuesdays, 9:00AM-12:00PM; other times available upon request

Communication

The professor can be reached by email or phone, with email response times expected within 48 hours M–F. In-person meetings are always an option, so please let the professor know if you'd prefer an in-person meeting.

School & Department

School	Hawai'i School of Professional Psychology
Location	Kieffer Hall #11A
Phone	(808) 440-4206
Questions	Contact your instructor or the Program Coordinator

Course Description & Materials

Catalog Description

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

Additional Course Information:

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

Course Snapshot

Modality	Face-to-Face
Meeting Location	Behavioral Science Building, 101
Meeting Days/Times	Mondays, 2:30PM - 5:30PM
Time Commitment	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 doctoral-level course are anticipated to spend a minimum of 45 hours in class. The additional 90+ hours outside of classes are anticipated to equal 2-4 hours per week on course readings and class preparation, and 2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).
Required Textbooks	American Psychiatric Association. (2022). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed., text rev.). Hooley, J. M., Nock, M. K., & Butcher, J. N. (2020). <i>Abnormal psychology</i> (18th ed.). Pearson. Morrison, J. (2023). <i>DSM-5-TR made easy: The clinician's guide to diagnosis</i>. Guilford Press.
Required Readings	Brokj�b, L. G., & Cornelissen, K. K. (2022). Internalizing minority stress: Gender dysphoria, minority stress, and psychopathology in a norwegian transgender population. <i>Psychology of Sexual Orientation and Gender Diversity</i>, 9(3), 272–286. https://doi.org/10.1037/sgd0000480 Brunelle, N., Bertrand, K., Landry, M., Flores-Anranda, J., Patenande, C. & Brochu, S. (2015). Recovery from substance use: Drug dependent people's experiences with sources that motivate them to change. <i>Drugs: Education, Prevention & Policy</i>, 22(3), 301-307. https://doi.org/10.3109/09687637.2015.1021665 Choi, H. (2018). Family Systemic approaches for borderline personality disorder in acute adult mental health care settings. <i>Australian & New Zealand Journal of Family Therapy</i>, 39(2), 155-173. https://doi.org/10.1002/anzf.1308 Debrah, A., Buabeng, K., Donnir, G., & Akwo, I. (2018). A caregiver perspective of complementary and alternative medicine use among patients with schizophrenia and bipolar disorders. <i>International Journal of Mental Health</i>, 47(4), 298-310. https://doi.org/10.1080/00207411.2018.1546097 Durwood, L., Eisner, L., Fladeboe, K., Ji, C., Barney, S., McLaughlin, K., & Olson, K. (2021). Social support and internalizing psychopathology in transgender youth. <i>Journal of Youth and Adolescence</i>, 50, 841-854. https://doi.org/10.1007/s10964-020-01391-y Feurer, C., Francis, J., Ajilore, O., Craske, M., Phan, K., & Klumpp, H. (2021). Emotion regulation and repetitive negative thinking before and after cbt and ssri treatment of internalizing psychopathologies. <i>Cognitive Therapy and Research</i>, 45, 1064-1076. https://doi.org/10.1007/s10608-021-10222-8 Forrest, L., & Grilo, C. (2022). Change in eating-disorder psychopathology network structure in patients with binge-eating disorder: findings from

	treatment trial with 12-month follow-up. <i>Journal of Consulting and Clinical Psychology</i>, 90(6), 491-502. https://doi.org/10.1037/ccp0000732 Koller, J., David, T., Bar, N., & Lebowitz, E. (2022). The role of family accommodation of RRBs in disruptive behavior among children with autism. <i>Journal of Autism and Developmental Disorder</i>, 52, 2505-2511. https://doi.org/10.1007/s10803-021-05163-w Magel, C., & Ranson, K. (2021). Negative urgency combined with negative emotionality is linked to eating disorder psychopathology in community women with and without binge eating. <i>International Journal of Eating Disorders</i>, 54, 821-830. https://doi.org/10.1002/eat.23491 Melendez, A., Malmsten, M., Einberg, E., Clausson, E., & Garmy, P. (2020). Supporting students with neurodevelopment disorders in school health care – school nurse’s experiences. <i>International Journal of Environmental Research and Public Health</i>, 17, 5752. https://doi.org/10.3390/ijerph17165752 Roberts, J., & Maxfield, M. (2018). Examining the relationship between religious and spiritual motivation and worry about alzheimer’s disease later in life. <i>Journal of Religion and Health</i>, 57, 2500-2514. https://doi.org/10.1007/s10943-018-0635-x Selm, A., Jozefiak, T., Wichstrom, L., Lydersen, L., & Kayed, N. (2020). Reactive attachment disorder and disinhibited social engagement disorder in adolescence: co-occurring psychopathology and psychosocial problems. <i>European Child & Adolescent Psychiatry</i>, 31, 85-98. https://doi.org/10.1007/s00787-020-01673-7 Sperry, S. & Kwapil, T. (2022). Bipolar spectrum psychopathology is associated with altered emotion dynamics across multiple timescales. <i>Emotion</i>, 22(4), 627-640. https://doi.org/10.1037/emo0000759 Wayne, M., & Cheng, H. (2018). Genetics and epigenetics of autism: A review. <i>Psychiatry & Clinical Neurosciences</i>, 72(4), 228-244. https://doi.org/10.1111/pcn.12606
Required Technology	A laptop will be required in order to complete courses in the Clinical Psychology program. The laptop should have current operating systems, a current antivirus program, a document program (e.g., Word), a presentation program (e.g., PowerPoint), and Adobe Acrobat. It should have a standard web browser, and students should have an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.
Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com).

Learning Outcomes

Program Learning Outcomes (PLOs)

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical

practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence-based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies. Upon completion of the PSYD degree in clinical psychology, students will be able to:

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

Course Learning Outcomes (CLOs)

1. Students will demonstrate professional communication skills by presenting a research-based presentation using foundational information of psychopathology, abnormal psychology and the DSM 5-TR. (PLO Competencies 2, 5)
2. Students will critique, draw conclusions from, and apply the existing and evolving body of knowledge and methods in the practice and science of the study of psychopathology. (PLO Competency 5)
3. Students will formulate knowledge of social, ethical, legal, and cultural issues and considerations related to psychopathology as it applies to clinical practice. (PLO Competencies 1, 2, 4)
4. Students will critically review selected professional, theoretical, and research literature related to prevalent issues in psychopathology and examine their implications for practice. (PLO Competency 6)
5. Students will review and discuss case examples of individuals diagnosed with a psychiatric disorder or comorbid disorders. Students will apply awareness of individual and cultural diversity by generating diversity-informed problem formulations and action plans. (PLO Competency 4)

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

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.

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

CLO alignment is displayed in the CLO section above.

Attendance & In-Class Participation

Attendance Policy

Students are expected to regularly attend all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevent them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade. Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a 16-week term.

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

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Course Requirements and Activities

Attendance and Participation (5%)

Regular attendance and participation is required. Students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions and other in-class activities, and behave appropriately and professionally at all times.

Three (3) points will be awarded per instructional class if the preceding is fulfilled, and points will be deducted accordingly. If absent, no points will be awarded. The following classes will not be scored for attendance and participation: first day, date of midterm, and date of final exam. A student's lowest two attendance &

	participation scores for the term will be dropped. Students can earn a maximum total of thirty (30) points. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic, may result in a meeting with the student's academic advisor for remediation. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work or may result in loss of credit for the course.
Assignments – Case Vignette Practice (10%)	Students will complete a total of five (5) assignments which require them to analyze a case vignette and answer related diagnostic and other clinical questions. These assignments are designed to strengthen students' knowledge and application of the DSM-5-TR. Details for assignments will be posted on Canvas. Students can earn a maximum of 12 points per assignment, or 60 points total. Late submissions will not be accepted, unless arranged and discussed with the instructor before the deadline.
DSM-5-TR Research Paper (15%)	Each student will research a DSM-5-TR disorder to deepen their clinical knowledge of the psychiatric condition. The purpose of the paper is to demonstrate clinical understanding for making the diagnosis. It is not a mere summary of the DSM-5-TR or the criteria; therefore, one should discuss challenges in making the diagnosis (e.g., overlapping symptomology; abuse of "labeling", etc.) with other disorders, impact on current social perspectives, or updated research on the diagnosis. Research may discuss social inequities or other disparities experienced by a target population, as well as impact on general community resources. One may consider the challenges of a specific psychiatric diagnosis and the effects of the condition on an individual. Papers must be submitted to Canvas by sharing an editable version of Google Documents. Details for submission will be posted on Canvas. Students can earn a maximum of 90 total points for this paper. Late submissions will not be accepted, unless arranged and discussed with the instructor before the deadline.
DSM-5-TR Research Presentation (5%)	Each student will give a 15-minute presentation (10-minute presentation, with 5 minutes for questions) on his/her/their individual DSM-5-TR research paper. Presentations should be in a digital (e.g., Powerpoint or Google Slides) format. Research presentations should accurately and efficiently summarize your research findings. Students can earn a maximum of 30 points for this presentation. Late presentations will not be allowed, unless arranged and discussed with the instructor before the scheduled presentation. Students will sign up for presentation dates in the first few weeks of class. A student may switch to a different date as long as the following conditions are met: another student is willing to switch dates with them AND this change request has been approved by the instructor.
Quizzes (15%)	To support and reinforce student learning of the course material, quizzes will be administered approximately every other class (see schedule for exact dates). Quizzes will reflect content covered in the assigned readings and previous lectures. Students will take a total of seven (7) quizzes, which will occur within the first 15 minutes of class.

	There will be no make-up quizzes. If students arrive after the first 15 minutes of class or are absent, they will receive zero points for the quiz on that day. At the end of the term, the lowest two quiz scores will be dropped. Each quiz will be worth a maximum of 18 points each, with a total of 90 points possible.
Mid-Term (25%)	The midterm will be taken in class, and will include multiple choice, true/false, fill in the blank, short answer, and/or essay. The midterm exam will cover the material from the course required readings and discussions in class. The midterm exam will be scored out of a maximum of 150 points.
Final Exam (25%)	The final exam will be taken in class, and will include multiple choice, true/false, fill in the blank, short answer, and/or essay. Students will also be required to review and analyze case vignette(s) to identify potential DSM-5-TR diagnoses, clarify a rationale, and provide appropriate treatment recommendations. The final exam will be scored out of a maximum of 150 points.

Course Policies

Late Work	Assignments are expected to be turned in through Canvas by the beginning of the class on the day the assignment is due. Late work will not be accepted, unless arranged and discussed with the instructor before the deadline. Contact your instructor regarding arrangements and the impact on your final grade.
Make-Up Work	There is no make-up work allowed for this course.
Extra Credit	There will be opportunities for extra credit given on the midterm and final examinations. No other extra credit opportunities will be given for this course.
Incomplete Grade	The issuance of an "I" is at the discretion of the instructor. Grade deductions for late work may be imposed. The incomplete grade may be assigned to a student who has successfully completed a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. A contract with the instructor must be drawn up, with the instructor indicating the due date of the remaining assignments (up to 30 days).
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.
Cell phones, tablets, and laptops	Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are required to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.
Professionalism with class topics and discussions	It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content). Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

Use of course information, content, and materials	Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).
APA writing style	Unless otherwise instructed, all course submissions should follow the Publication Manual of the American Psychological Association, 7th Edition format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.
Use of AI in this course	The program needs to evaluate a student's competency in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is not permitted for program submissions and will be considered academic dishonesty.

Final Grades

Final grades for this course are calculated according to the table below.

Project/Assignment	Point Value
Attendance and Participation	30 points (5%)
Assignments (Case Vignette Practice)	60 points (10%)
DSM-5-TR Research Paper	90 points (15%)
DSM-5-TR Research Presentation	30 points (5%)
Quizzes	90 points (15%)
Mid-Term Exam	150 points (25%)
Final Exam	150 points (25%)
Total	600 points (100%)

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

Grade	Grade point equivalents (and grading scale values). Final scores $\geq .5$ will be rounded up
A	4.00 (93-100)
A-	3.67 (90-92)
B+	3.33 (87-89)
B	3.00 (83-86)

Grade	Grade point equivalents (and grading scale values). Final scores $\geq .5$ will be rounded up
B-	2.67 (80-82)
C	2.00 (70-79); Fail – No credit given
F	0.00 (≤ 69); Fail – 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, 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 for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and 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 dealt with 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 — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. 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, 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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need. Contact information and reporting options:

chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), 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, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *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](#).

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 and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to student's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

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)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	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. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety/ SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Week #	Date	Topics	Readings Due (For Next Class)	Assignments Due (For Next Class)
1	8/24	Orientation to Course • Introductions • Overview of course and syllabus • Introduction to the <i>DSM-5-TR</i> • Hooley et al. Chapters 1-3	Hooley et al., Chapter 15 Morrison, Chapters 1, 10, 14	Prepare for Quiz #1 Sign up for Individual Research Paper Topic and Presentation Date (through Canvas)

Week #	Date	Topics	Readings Due (For Next Class)	Assignments Due (For Next Class)
			DSM-5-TR, pp. 35-99 pp. 399-405 pp. 521-541 Koller et al. (2022) Wayne et al. (2018)	
2	8/31	<i>Quiz #1</i> Disruptive, Impulse Control, & Conduct Disorders • Oppositional Defiant Disorder • Intermittent Explosive Disorder • Conduct Disorder Neurodevelopmental Disorders • Intellectual Disorder • Autism Spectrum Disorder • Attention Deficit/Hyperactivity Disorder • Specific Learning Disability • Motor Disorders Elimination Disorders • Enuresis • Encopresis	Hooley et al., Chapter 5 Morrison, Chapter 6 DSM-5-TR, pp. 295-328 Melendez et al. (2020) Selm et al. (2020)	Prepare for Quiz #2
3	9/7	HOLIDAY - No Class	N/A	N/A
4	9/14	<i>Quiz #2</i> Trauma and Stressor-Related Disorders • Reactive Attachment Disorder • Disinhibited Social Engagement Disorder • Posttraumatic Stress Disorder • Acute Stress Disorder • Adjustment Disorders • Prolonged Grief Disorder	Hooley et al., Chapter 13 Morrison, Chapter 2 DSM-5-TR, pp. 101-138 Debrah et al. (2021)	Complete Case Vignette Assignment #1
5	9/21	<i>Review Case Vignette #1</i> Schizophrenia Spectrum & Other Psychotic Disorders • Delusional Disorder • Brief Psychotic Disorder • Schizophreniform Disorder • Schizophrenia • Schizoaffective Disorder • Substance/Medication-Induced Psychotic Disorder • Psychotic Disorder Due to Another Medical Condition	Hooley et al., Chapter 7 Morrison, Chapter 3 DSM-5-TR, pp. 139-175 pp. 177-214 Feurer et al. (2021) Sperry et al. (2022)	Prepare for Quiz #3

Week #	Date	Topics	Readings Due (For Next Class)	Assignments Due (For Next Class)
6	9/28	<i>Quiz #3</i> Depressive Disorders • Disruptive Mood Dysregulation Disorder • Major Depressive Disorder • Persistent Depressive Disorder • Premenstrual Dysphoric Disorder Bipolar and Related Disorders • Bipolar I Disorder • Bipolar II Disorder • Cyclothymic Disorder	Hooley et al., Chapter 6 Morrison, Chapters 4 & 5 DSM-5-TR, pp. 215-261 pp. 263-294	Complete Case Vignette Assignment #2
7	10/5	<i>Review Case Vignette #2</i> Obsessive-Compulsive and Related Disorders • Obsessive-Compulsive Disorder • Body Dysmorphic Disorder • Hoarding Disorder • Trichotillomania • Excoriation Disorder Anxiety Disorders • Separation Anxiety Disorder • Selective Mutism • Specific Phobia • Social Anxiety Disorder • Panic Disorder • Agoraphobia • Generalized Anxiety Disorder	N/A	Prepare for Quiz #4 Complete DSM-5-TR Research Paper Prepare for individual presentations (if applicable)
8	10/12	DUE: DSM-5-TR Research Paper <i>Quiz #4</i> Presentations #1-6 Mid Term Exam Preparation	N/A	Prepare for Mid Term Exam
9	10/19	Midterm Exam	Hooley et al., Chapter 8 Morrison, Chapters 7, 8, 11 DSM-5-TR, pp. 329-348 pp. 349-370 pp. 407-476	Complete Case Vignette Assignment #3
10	10/26	<i>Review Midterm Exam</i> <i>Review Case Vignette #3</i>	Hooley et al., Chapter 9 Morrison, Chapter 9	Prepare for Quiz # 5 Prepare for individual presentations (if applicable)

Week #	Date	Topics	Readings Due (For Next Class)	Assignments Due (For Next Class)
		Somatic Symptom & Related Disorders • Somatic Symptom Disorder • Illness Anxiety Disorder • Functional Neurological Symptom Disorder • Psychological Factors Affecting Other Medical Conditions • Factitious Disorder Dissociative Disorders • Dissociative Identity Disorder • Dissociative Amnesia • Depersonalization/Derealization Disorder Sleep-Wake Disorders • Insomnia Disorder • Hypersomnolence Disorder • Narcolepsy • Breathing-Related Sleep Disorders • Circadian Rhythm Sleep Wake Disorders	DSM-5-TR, pp. 371-397 Forrest et al. (2022) Magel et al. (2021)	
11	11/2	<i>Quiz #5</i> Feeding and Eating Disorders • Pica • Rumination Disorder • Avoidant/Restrictive Food Intake Disorder • Anorexia Nervosa • Bulimia Nervosa • Binge-Eating Disorder Presentations #7-10	Hooley et al., Chapter 12 Morrison, Chapters 12, 13, 18 DSM-5-TR, pp. 477-509 pp. 511-520 pp. 779-801 Brokjøb & Cornelissen (2022) Durwood et al. (2021)	Complete Case Vignette Assignment #4
12	11/9	<i>Review Case Vignette #4</i> Sexual Dysfunctions • Delayed Ejaculation • Erectile Disorder • Female Orgasmic Disorder • Female Sexual Interest/Arousal Disorder • Genito-Pelvic Pain/Penetration Disorder • Male Hypoactive Sexual Desire Disorder • Premature Ejaculation	Hooley et al., Chapter 10 & 11 Morrison, Chapters 15 & 17 DSM-5-TR, pp. 543-661 pp. 733-778 Brunelle et al. (2015) Choi (2018)	Prepare for Quiz #6

Week #	Date	Topics	Readings Due (For Next Class)	Assignments Due (For Next Class)
		Gender Dysphoria Paraphilic Disorders • Voyeuristic Disorder • Exhibitionistic Disorder • Frotteuristic Disorder • Sexual Sadism Disorder • Pedophilic Disorder • Fetishistic Disorder • Transvestic Disorder		
13	11/16	Quiz #6 Substance-Related and Addictive Disorders • Alcohol-Related Disorders • Caffeine-Related Disorders • Cannabis-Related Disorders • Hallucinogen-Related Disorders • Inhalant-Related Disorders • Opioid-Related Disorders • Sedative, Hypnotic, or Anxiolytic-Related Disorders • Stimulant-Related Disorders • Tobacco-Related Disorders Personality Disorders • Cluster A (Paranoid, Schizoid, Schizotypal) • Cluster B (Antisocial, Borderline, Histrionic, Narcissistic) • Cluster C (Avoidant, Dependent, Obsessive-Compulsive)	Hooley et al., Chapter 14 Morrison, Chapter 16 DSM-5-TR, pp. 667-732 Roberts, J., & Maxfield, M. (2018)	Complete Case Vignette Assignment #5 Prepare for individual presentations (if applicable)
14	11/23	<i>Review Case Vignette #5</i> Neurocognitive Disorders • Delirium • Major and Mild Neurocognitive Disorders • Alzheimer's • Substance-Induced • Lewy Bodies • TBI • HIV • Parkinson's Presentations #11-13	N/A	Prepare for Quiz #7 Prepare for individual presentations (if applicable)
15	11/30	Quiz #7 Presentations #14-15 Final Exam Preparation	N/A	Prepare for Final Exam
16	12/7	Final Exam		