



College of Education and Human Development

PSY524-90-3 Psychopathology

Online Asynchronous Credits: 3 Section: 90-3 Term:
Accelerated Fall 2026

Instructor Information

Instructor	Chanell Basharat Welcome to a new term! I am excited to work alongside you this term. I am currently working a multitude of jobs as a full-time school counselor in a private school as well as in private practice as a mental health counselor. I encourage you to reach out to me to ensure you are able to end the term on a good note.
	
Email	<i>chanell.basharat@chaminade.edu</i>
Phone	<i>(808) 694-0470</i>
Office Location	<i>None</i>
Virtual Office	<i>https://meet.google.com/fii-vsje-vxm</i>
Virtual Office Hours	<i>12 pm – 5 pm</i>

Communication

Questions for this course can be emailed to the instructor at chanell.basharat@chaminade.edu. Online, in-person and/or phone conferences can be arranged. Every effort will be made to respond in a timely manner. Response time may take up to 24 hours in some circumstances.

School & Department

School	College of Education and Human Development
Location	Can be found on each Academic Schools' website
Phone	(808) 735-4711
Questions?	Contact your instructor or the School of Education and Human Development

Course Description & Materials

Catalog 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.

Course Snapshot

Modality	Online Asynchronous
Time Commitment	The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face-to-face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in a total student engagement time of 37.5 hours for the course; the total engagement time expected for each one-credit course at Chaminade. The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies. 3 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 expected to spend about 48 hours in class, 25 hours writing response papers, completing activities, and preparing chapter presentations, 5 hours studying for the midterm exam, 20 hours writing and revising the research

	paper, and 5 hours studying for the final exam. There will be an additional 32 hours of work required beyond what is listed here (course readings, homework assignments, etc.). This additional work will average about 2 hours a week.
Required Materials	- 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.
Recommended Items	Access to Microsoft applications or Google Drive using your CUH Gmail account.
Canvas	(chaminade.instructure.com). This course will be hosted on Canvas Instructure, Chaminade University's official online learning management system. Canvas serves as your central hub for all course materials, including lecture content, assignments, quizzes, discussion boards, grades, and announcements. As this is an asynchronous course, you are expected to log in regularly to stay up to date with weekly modules, deadlines, and instructor communications. Canvas is accessible on most devices, including smartphones and tablets. If you encounter technical issues, support is available directly through the platform or via the university's IT help desk.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of [degree program name], the student 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.

Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they cannot capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Native Hawaiian Values

1. 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'ēau (Hawaiian proverbs) and Marianist core beliefs:
2. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 364) May I live by God.
3. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'ēau 1957) Acquire skill and make it deep.
4. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'ēau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
5. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'ēau ('Ōlelo No'ēau 1430) Education is the standing torch of wisdom.
6. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'ēau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	Provide an Integral, Quality Education; Educate for Adaptation and Change	Provide an Integral, Quality Education; Educate in Family Spirit	Educate for Service, Justice, and Peace; Provide an Integral, Quality Education	Education for Formation in Faith; Educate in Family Spirit; Educate for Service, Justice, and Peace; Educate for Adaptation and Change
PLOs	Apply psychological knowledge and perspectives to understand human development within historical and cultural contexts	Demonstrate knowledge of the major dimensions and processes of human development	Evaluate psychological research and communicate evidence-based conclusions	Apply ethical, culturally responsive, and value-centered principles to the study of psychology and

	CLO 1	CLO 2	CLO 3	CLO 4
				human development
Native Hawaiian Values	Na‘auao: Acquire knowledge and develop a deeper understanding of adolescent development across historical and cultural contexts	‘Ohana: Recognize the importance of relationships, family, and community in physical, cognitive, social, and emotional development	Aloha: Apply research-based knowledge in ways that promote adolescents’ dignity, well-being, justice, and healthy development	Mana, Na‘auao, ‘Ohana, Aloha, and ‘Āina: Connect Marianist and Native Hawaiian values to learning, service, relationships, and adaptation
Gen Ed Outcomes(if applicable)	Critical Thinking; Cultural and Global Awareness	Critical Thinking; Written and Oral Communication	Information Literacy; Quantitative and Scientific Reasoning; Written and Oral Communication	Ethical Reasoning; Civic Engagement; Cultural Awareness

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This 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 weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews will clarify course objectives, key concepts, upcoming deadlines, and assignment expectations.
- **Substantive Engagement:** The instructor will facilitate discussions by encouraging analysis, clarifying misunderstandings, connecting student responses to course concepts, and summarizing important takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback will be provided on all graded work.
 - **Email inquiries:** Students should use email for all course-related correspondence. Emails will receive a response within 24 hours. Students must also email the instructor promptly regarding late or anticipated late submissions.

- **Weekly graded work:** Feedback and grades for discussions and assignments will generally be provided within seven school days of the due date.
- **Major assessments/projects:** Feedback and grades will generally be provided within ten school days of the due date.
- **Monitoring and Outreach:** Canvas engagement and assignment completion will be monitored regularly. The instructor may contact students who miss deadlines or appear to be falling behind and may provide appropriate support or referrals. Students remain responsible for monitoring their progress and emailing the instructor regarding missed deadlines, late submissions, or circumstances affecting their coursework.

Course Policies

Late Work	Late submissions are accepted if correspondence is made regarding the surrounding circumstances. If no correspondence is made, late submissions will not be accepted. All assignments are due on the date and time specified on the syllabus and/or Canvas. Notify professor ahead of time (minimum 5 days prior) of extenuating circumstances if an extension is needed. It is not acceptable/professional to notify the professor day of the assignment due date that extension is needed (unless in the case of an emergency). 5% will be deducted for each day an assignment is late up until 5 days is reached and then any assignment submitted after 5 days will have a set 50% deduction in grade. All assignments are due by 12/10/2026 at 11:59am. No assignments will be accepted after that date.
Extra Credit	Some extra credit opportunities may be offered contingent upon circumstances.
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

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

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 students' 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>.
 Learn more at <https://chaminade.edu/career-services>.

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 Accessibility Services Sign up
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.	https://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/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Resource	Description	Contact / Website
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

Semester Schedule (subject to changes made)

Week	Date	Content Material
1	October 5-11	Introduction / Depressive Disorders & Anxiety Disorders
2	October 12-18	Dissociative Disorders & Somatic Symptom Disorders
3	October 19-25	Obsessive Compulsive Disorders & Trauma/Stressor-Related Disorders
4	October 26-November 1	Disruptive, Impulse-Control, & Conduct Disorders and Substance-Related & Addictive Disorders
5	November 2-8	Schizophrenia Spectrum & Other Psychotic Disorders, Bipolar & Related Disorders, and Personality Disorders
6	November 9-15	Schizophrenia Spectrum & Other Psychotic Disorders, Bipolar & Related Disorders, and Personality Disorders
7	November 16-22	Schizophrenia Spectrum & Other Psychotic Disorders, Bipolar & Related Disorders, and Personality Disorders
8	November 23-29	Feeding, Eating, & Elimination Disorders and Sleep-Wake Disorders
9	November 30-December 6	Sexual Dysfunctions Disorders, Gender Dysphoria, and Paraphilic Disorders
10	December 7-13	Neurodevelopmental Disorders and Neurocognitive Disorders