

Department	International College of Liberal Arts		
Semester	Spring 2025	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	PSYC250		
Course Title	Psychopathology		
Prerequisites	PSYC150 Introduction to Psychobiology		
Course Instructor	LAW Wai Him Crystal	Year Available (Grade Level)	2
Subject Area	Psychology	Number of Credits	3
Class Style	Lecture	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	<p>This course provides an in-depth exploration of psychological disorders and their diagnosis, etiology, and treatment. Topics will be covered using a variety of educational materials including clinical vignettes, documentary videos, and recent peer-reviewed articles. The course is organized around the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR).</p> <p>Class Structure Each mental health disorder will be covered with a focus on prevalence, subtypes, etiology, prevention, and treatments. The specific subtype for deeper exploration will be selected based on student survey results from week 1.</p>
Class plan based on course evaluation from previous academic year	The syllabus is subject to annual review and revision to incorporate insights and feedback from the previous year's course evaluations
Course related to the instructor's practical experience (Summary of experience)	Not applicable
Learning Goals	<p>By the end of the course, students should be able to:</p> <ul style="list-style-type: none"> · Identify the diagnostic feature of the mental disorders covered in class · Demonstrate an understanding of the impact of psychopathology and stigma on patients and their families · Describe the etiology and various clinical interventions for mental disorders · Analyze and evaluate research methodologies used in the study of psychopathology · Respectfully consider and discuss diverse opinions in class, promote an inclusive and supportive learning environment. · Exhibit awareness of mental well-being, recognizing the importance of mental health care and support. · Collaborate effectively with peers on projects and discussions, enhancing teamwork and communication skills. · Develop a strong moral and social sense, understanding the ethical implications and societal responsibilities in the treatment and perception of mental health.

iCLA Diploma Policy	DP1/DP2/DP3/DP4
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iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Flipped Classroom/Discussion, Debate/Group Work				
More details/supplemental information on Active Learning Methods	Not applicable				
Use of ICT	Microsoft Office, google form, google classroom				
Contents of class preparation and review	<ul style="list-style-type: none"> Students must complete the recommended readings provided by instructors. Exams will draw from lecture slides and class material. Attendance is crucial, and taking notes and engaging in class activities are key parts of preparation for exams. Review all class content post-lecture to prepare effectively. 	Hours expected to be spent preparing for class (hours per week)	3 hours	Hours expected to be spent on class review (hours per week)	3 hours
Feedback Methods	(1) Correct answers to the exams will be discussed in class. (2) Any additional comment or advice will be given as requested. Students should arrange individual meetings with the instructor.				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Midterm Exam	35%	
Final Exam	35%	
Written Assignment	20%	
Class Participation	10%	

Required Textbook(s)	<ul style="list-style-type: none"> Lecture notes
Other Reading Materials/URL	<ul style="list-style-type: none"> Abnormal Psychology: An Integrative Approach (8th edition, 2017), by David H. Barlow and V. Mark Durand. Publisher: Cengage Learning. URLs to supplementary materials, including documentaries, videos, websites, and references, will be provided throughout the course as lessons are introduced.

Plagiarism Policy	Students are expected to maintain academic integrity and to follow the university's academic integrity policy. Any form of academic dishonesty, including plagiarism, cheating, or fabrication of data, will not be tolerated. Use of ChatGPT and AI tools are not allowed. Guidelines for citations will be provided by the course lecturer. Students who are found to have committed academic dishonesty will receive a grade of 0 for that assignment/exam and may face further disciplinary action.
Other Additional Notes (Outline crucial policies and info not mentioned above)	Not applicable

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	(A) Introduction (A1) Course and assessment overview (A2) Anonymous mental health survey (A3) Continuum between mental health and mental disorders (A4) Historical context of psychological disorders
Class 2	(A) Introduction (A5) Stigma, misconceptions, and myths surrounding mental disorders (A6) Mental health research field (A7) Introduction to mental health professions
Class 3	(B) Psychopathology, Clinical Assessment, and Diagnosis (B1) Integration of genetic, neuroscience, and cognitive behavioral paradigms (B2) Cultural, social, and interpersonal factors in psychopathology
Class 4	(B) Psychopathology, Clinical Assessment, and Diagnosis (B3) DSM and ICD-CM diagnostic systems (B4) Psychological and neurobiological assessment methods
Class 5	(C) Mood Disorders (C1) Depressive disorders
Class 6	(C) Mood Disorders (C2) Bipolar disorders
Class 7	(D) Other Clinical Focus Areas (D1) Suicidal behavior and non-suicidal self-injury (NSSI)
Class 8	(D) Other Clinical Focus Areas (D2) Written Assignment Explanation (due in week 12)
Class 9	(E1) Anxiety Disorders
Class 10	(E2) Anxiety Disorders

Class 11	(F) Trauma-related Disorders and Obsessive-compulsive-related Disorders (F1) Trauma- and stressor- related disorders
Class 12	(F) Trauma-related Disorders and Obsessive-compulsive-related Disorders (F2) Obsessive-compulsive and related disorders
Class 13	(G1) Substance-related and Addictive Disorders
Class 14	(G2) Substance-related and Addictive Disorders
Class 15	(H1) Mid-term exam Revision
Class 16	(H2) Mid-term exam
Class 17	(I) Eating Disorders (I1) Anorexia nervosa, bulimia nervosa
Class 18	(I) Eating Disorders (I2) Binge eating disorder
Class 19	(J) Dissociative Disorders and Somatic Symptom-related Disorders (J1) Dissociative identity disorder
Class 20	(J2) Dissociative Disorders and Somatic Symptom-related Disorders
Class 21	(K) Schizophrenia (K1) Positive, negative, and disorganized symptoms
Class 22	(K) Schizophrenia (K2) Other schizophrenia spectrum disorders
Class 23	(L) Schizophrenia/Gender Dysphoria
Class 24	(L) Gender Dysphoria

Class 25	(M1) Gender Dysphoria
Class 26	(M2) ADHD
Class 27	(N1) ADHD
Class 28	(N2) ASD
Class 29	(0) Wrap up (01) ASD
Class 30	(0) Wrap up (02) Final exam revision