

Identification	Subject	Psychopathology, PSYC 570, 3KU (6AKTS)
	Department	Psychology
	Program (Undergraduate, Graduate)	Bachelor's degree
	Term	Fall Semester 2026
	Instructor	Aygun Zeynalova
	Email:	isgandarovaaygun@gmail.com
	Phone:	-
	Classroom/hours	Neftchilar campus
	Consultations	After the classes - 30 minutes
Prerequisites	-	
Language	English	
Compulsory/Elective	Mandatory	
Textbooks and course materials	Primary Reading 1. Casey, P., & Kelly, B. (2019). Fish's clinical psychopathology: Signs and symptoms in psychiatry (4th ed.). Cambridge University Press. 2. Semple, D., & Smyth, R. (2019). Oxford handbook of psychiatry (4th ed.). Oxford University Press. 3. Granet, S. (2018). The complete OCD workbook: A step-by-step guide to free yourself from intrusive thoughts and compulsive behaviors. Callisto Media. Additional Reading 1. American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.; DSM-5-TR). American Psychiatric Association Publishing. 2. Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2023). Psychopathology: An integrative approach to mental disorders (9th ed.). Cengage. 3. Insel, T. R. (2022). Healing: Our path from mental illness to mental health. Penguin Press. 4. Kring, A. M., & Johnson, S. L. (2024). The science and treatment of psychological disorders (16th ed.). Wiley. 5. Widiger, T. A. (Ed.). (2020). The Oxford handbook of psychopathology (3rd ed.). Oxford University Press.	
Course description	Psychopathology focuses on the scientific study of mental disorders, including their classification, clinical presentation, etiology, epidemiology, course, and treatment. The course examines psychopathology through biological, psychological, social, and cultural perspectives and introduces the DSM-5-TR as a major framework for understanding contemporary diagnostic classification. The course covers anxiety disorders, obsessive-compulsive disorder, trauma- and stressor-related disorders, depressive and bipolar disorders, eating disorders,	

	dissociative and somatic symptom disorders, schizophrenia spectrum disorders, substance-related disorders, and personality disorders. Clinical features, contributing factors, differential characteristics, and major treatment approaches associated with these conditions are considered. The content also addresses historical approaches to mental illness, general psychopathology, diagnostic complexity, and the legal and ethical issues surrounding mental health assessment and care. Contemporary research, clinical examples, and case material are incorporated into the examination of mental disorders across different contexts.		
Course objectives	1. Introduce the scientific study of psychopathology, including the classification, etiology, clinical presentation, and diagnosis of mental disorders. 2. Examine the major categories of psychological disorders and the characteristics that distinguish them from one another. 3. Present the biopsychosocial framework for explaining the development and persistence of psychopathological symptoms. 4. Address cultural, ethical, and contextual factors that may influence the interpretation, assessment, and diagnosis of mental health difficulties. 5. Strengthen students' ability to examine contemporary research and competing theoretical explanations in psychopathology. 6. Build foundational diagnostic reasoning skills through structured clinical cases and DSM-5-TR criteria. 7. Establish an academic foundation for more advanced study in clinical psychology and related mental health disciplines.		
Learning Outcomes	1. Identify and describe the defining features of major categories of psychological disorders represented in the DSM-5-TR. 2. Differentiate disorders with overlapping clinical features by comparing their characteristic symptoms and diagnostic criteria. 3. Examine biological, psychological, social, and cultural factors associated with the onset and maintenance of mental disorders. 4. Use the biopsychosocial framework to construct a multidimensional explanation of psychopathological symptoms presented in a case vignette. 5. Compare major theoretical accounts of psychopathology and evaluate their explanatory strengths using scientific evidence. 6. Analyze structured clinical cases and formulate a reasoned provisional diagnostic impression based on relevant DSM-5-TR criteria. 7. Identify ethical, cultural, and contextual concerns that may influence diagnostic decisions and interpretation of clinical information. 8. Interpret contemporary findings in psychopathology and distinguish research-supported conclusions from unsupported psychological claims.		
Teaching methods	Lecture	+	
	Group discussions	+	
	Activities	+	
	Analysis of activities	+	
	Other	+	
Evaluation Criteria	Methods	Date/deadlines	Percentage (%)
	Attendance		5

	Participation		5
	Quiz I	Until midterm exam	10
	Midterm Exam	Week 8	30
	Quiz II	Until final exam	10
	Final Exam	January	40
	Total		100
Class Policy	Marking Criteria Attendance Regular Attendance: Attends class sessions consistently, with minimal absences. Punctuality: Arrives on time for class sessions. Participation Active Engagement: Regularly contributes to class discussions and activities. Quality of Contributions: Offers thoughtful and insightful comments that demonstrate understanding of the material. Respectful Dialogue: Listens attentively to others and engages in respectful and constructive dialogue. Quiz I Knowledge and Understanding: Demonstrates a clear understanding of the key concepts, and theories covered in the first half of the semester. Application: Can effectively apply theoretical knowledge to real-world scenarios and case studies related to the covered material. Accuracy: Answers questions accurately and comprehensively. Midterm Exam Knowledge and Understanding: Demonstrates a clear understanding of key concepts and theories related to psychopathology. Critical Thinking: Applies critical thinking skills to analyze and evaluate information, drawing logical conclusions and making well-supported arguments. Clarity and Organization: States ideas clearly and logically, using appropriate language and structure. Quiz II Knowledge and Understanding: Demonstrates a clear understanding of the key concepts and theories covered in the second half of the semester. Application: Can effectively apply theoretical knowledge to real-world scenarios and case studies related to the remaining material. Accuracy: Answers questions accurately and comprehensively. Final Exam Comprehensive Understanding: Demonstrates a comprehensive understanding of the course material, including key concepts and theories. Critical Thinking and Application: Applies critical thinking skills to analyze and evaluate information, and effectively applies theoretical knowledge to real-world scenarios. Problem-Solving: Can solve problems related to psychopathology, demonstrating a deep understanding of the subject matter. Clarity and Organization: States ideas clearly and logically, using appropriate		

	language and structure. Use of Artificial Intelligence (AI) AI tools may be used outside graded assessments to generate practice cases, clarify terminology, compare theoretical perspectives, or create questions for revision. Because AI systems may produce inaccurate diagnostic information, any description of symptoms, diagnostic criteria, prevalence, or treatment must be checked against the DSM-5-TR, assigned textbooks, or another credible academic source. AI-generated diagnostic conclusions should not be treated as authoritative clinical judgments. Students are expected to develop their own reasoning when working with case material and to distinguish between evidence-based information and unsupported AI output. AI tools are not permitted during Quiz I or Quiz II. Rules (educational policy and behavior) We want to build a classroom climate that is safe for all. It is important that we display respect for all members of the classroom – including the instructor and students; pay attention to and participate in all class sessions and activities; avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment.
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Tentative Schedule

Week	Date/Day (tentative)	Topics	Textbook/Assignments
1	19.09.2026	Introduction to History of Treatment of Psychopathology; General Psychopathology	Fish's clinical psychopathology 4th edition p. 11
2	26.09.2026	Anxiety Disorders	Oxford handbook of psychiatry 4th edition Oxford handbook of psychiatry 4th edition p. 426
3	03.10.2026	Posttraumatic Stress Disorder	Oxford handbook of psychiatry 4th edition p. 322
4	10.10.2026	Obsessive-Compulsive Disorder	The Complete OCD Workbook: A Step-by-Step Guide to Free Yourself from Intrusive Thoughts and Compulsive

			Behaviors Paperback – November 20, 2018
5	17.10.2026	Eating Disorders	Oxford handbook of psychiatry 4th edition p. 489
6	24.10.2026	Quiz I	
7	31.10.2026	Depressive Disorders	Fish's clinical psychopathology 4th edition p. 72 Oxford handbook of psychiatry 4th edition p. 303
8		Midterm Exam	
9	07.11.2026	Bipolar Disorder	Fish's clinical psychopathology 4th edition p. 72 Oxford handbook of psychiatry 4th edition p. 369
10	14.11.2026	Dissociative Disorders; Somatic Symptom Disorders	Oxford handbook of psychiatry 4th edition p. 909
11	21.11.2026	Schizophrenia	Oxford handbook of psychiatry 4th edition p. 262
12	28.11.2026	Quiz II	
13	05.12.2026	Alcohol/Drug Disorders	Oxford handbook of psychiatry 4th edition p. 651
14	12.12.2026	Personality Disorders	Fish's clinical psychopathology 4th edition p. 109 Oxford handbook of psychiatry 4th edition p. 608
15	19.12.2026	Legal and Ethical Issues	Oxford handbook of psychiatry 4th edition Oxford handbook of

			psychiatry 4th edition p. 1021
16		Final Exam	