

City University of Hong Kong

**Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester A in 2014/2015**

Part I

Course Title: Psychopathology

Course Code: SS5803

Course Duration: One semester

No. of Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:

- 1) *Nil for MSocSc in Counselling / MSocSc in Psychology of Education / MSocSc in Social Work / Master of Social Work*
- 2) *SS5757 Personality Theories and Assessment, SS5780 Research Design & Analysis in Psychology for MSocSc in Applied Psychology*

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

Part II

1. Course Aims:

This course aims to provide students with a comprehensive and advanced understanding of psychopathology.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting
1.	Articulate and explain the diagnostic criteria and classification of various disorders in adults and children;	40%
2.	Conceptualize development of and clinical work with major mental disorders through integration of theoretical models, clinical practice and research findings; and	30%
3.	Apply knowledge to identify needs of assessment and appropriate handling in clinical practice of counsellors.	30%

3. Teaching and learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLA1	TLA2	Hours / course (if applicable)
CILO 1	√		
CILO 2	√	√	
CILO 3		√	

Describe the TLAs:

TLA1: Lectures

Concepts and theories that relate to maladaptive behaviour and psychological disorders will be introduced. Students will be guided to apply the theories in order to explain psychopathology.

TLA2: In-class case illustration and discussion

Real-life clinical cases of various mental disorders will be discussed in class to enhance students' understanding of case formulation and assessment.

4. Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting
CILO 2-3	AT1: Case Study	40%
CILO 1-3	AT 2: Individual Term Essay	60%

Further description of ATs:

AT1: Case Study

Students are required to conduct a case study on a psychological disorder and discuss the core issues of the disorder, such as the etiology, diagnoses, treatment considerations, and prognosis.

AT2: Individual Term Essay

Students are required to select a clinical case study presented in the class and submit an individual term essay of around 3000 words identifying the nature of disorder, conceptualization of development and analysis of case handling in detail for the clinical case.

5. Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Demonstrate an excellent ability in applying theoretical concepts to diagnose mental health problems. Critically compare different theoretical perspectives when attempting to analyze and apply. When analyse and apply, there is strong evidence of original and reflective thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	Reasonable understanding on how to apply theoretical concepts to diagnose mental health problems. Showing a good ability to distinguish the different theoretical perspectives when attempting to analyze and apply. Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	General ability to understand the theoretical concepts that could be used to diagnose and apply to mental health problems. Students are profiting from learning the course; understanding of the subject; developing solutions to simple problems in the material.
D	Ability to spell out the theoretical concepts and models that could diagnose mental health problems. Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	Little evidence of familiarity with mental health problems. Weak in distinguishing the concepts and models that could be used for diagnoses and apply; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Part III

Keyword Syllabus

1.1 Theoretical framework

Theories of normality and abnormality; Development Culture and psychopathology; Development and psychopathology

1.2 Diagnosis

Classification and assessment; Childhood and adolescent disorders; Psychopathology of adulthood

1.3 Intervention

Clinical work in psychopathology, intervention modalities

2. Recommended Reading:

Essential Reading

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th edition, text revision). (DSM-IV-TR). Washington, D. C.: American Psychiatric Association.

Durand, V. M., & Barlow, D. H. (2013). *Essentials of abnormal psychology* (6th ed.). Australia; Belmont, Calif.: Wadsworth Cengage Learning.

Supplementary Reading

** Barlow, D. H., & Duran, V. M. (2012). *Abnormal psychology: An integrative approach* (6th ed.). Australia; Belmont, Calif.: Wadsworth Cengage Learning.

** Beidel, D. C., Bulik, C. M., & Stanley, M. A. (2012). *Abnormal psychology* (2nd ed.). N.J.: Person.

Beutler, L., & Malik, M. (Eds.). (2002). *Rethinking the DSM: A psychological perspective*. Washington, DC: American Psychological Association.

Carr, A. (Ed.). (2003). *Prevention: What works with children and adolescents?* Hove, East Sussex: Brunner-Routledge.

Dwivedi, K., & Harper, P. (2004). *Promoting the emotional well-being of children and adolescents and preventing their mental ill health: A handbook*. London: J. Kingsley Publishers.

Herbert, M. (2005). *Developmental problems of childhood and adolescence: Prevention, treatment, and training*. Malden, MA: BPS Blackwell.

Hersen, M., Turner, S. M., & Beidel, D. (Eds.). (2007). *Adult psychopathology and diagnosis*. Hoken, NJ: Wiley.

- Mash, E., & Barkley, R. (Eds.). (2003). *Child psychopathology*. New York: Guilford Press.
- Nicholi, A. (Ed.). (1999). *The Harvard guide to psychiatry*. Cambridge, Mass.: Belknap Press of Harvard University Press.
- Nolen-Hoeksema, S. (2007). *Abnormal psychology* (4th ed.). New York: McGraw-Hill.
- Ollendick, T. H., & Hersen, M. (Eds.). (1998). *Handbook of child psychopathology* (3rd ed.). New York: Plenum.
- Osofsky, J., & Fitzgerald, H. (Eds.). (2000). *World Association for Infant Mental Health handbook of infant mental health*. New York: Wiley.
- Rapoport, J. (2000). *Childhood onset of "adult" psychopathology: Clinical and research advances*. Washington, DC: American Psychiatric Press.
- Rutter, M., & Taylor, E. (2002). *Child and adolescent psychiatry* (4th ed.). Malden, MA: Blackwell Science.
- Sameroff, A., Lewis, M., & Miller, S. (2000). *Handbook of developmental psychopathology*. New York: Kluwer Academic/Plenum.
- Schroeder, C. S. (2002). *Assessment and treatment of childhood problems: A clinician's guide*. New York: The Guilford Press.
- Sperry, L., & Carlson, J. (Eds.). (1996). *Psychopathology and psychotherapy: From DSM-IV diagnosis to treatment*. Washington, DC: Accelerated Development.
- Tse, J. (2003). *Adolescent psychological disorders*. Hong Kong: Chinese University Press. (in Chinese)
- Tse, J. (2004). *Youth suicide: Facts, prevention and crisis management* (2nd ed.). Hong Kong: Chinese University Press. (in Chinese)
- Weiner, I. B. (2004). *Adult psychopathology case studies*. John Wiley & Sons.
- Whitbourne, S. K. (Ed.). (2000). *Psychopathology in later adulthood*. New York: Wiley.
- Zide, M. R., & Gray, S. W. (2001). *Psychopathology: A competency-based assessment model for social workers*. Belmont, CA: Brooks/Cole.

** = more important references