

**City University of Hong Kong  
Course Syllabus**

**Department of Social and Behavioural Sciences  
with effect from Semester A 2020 / 21**

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**Part I Course Overview**

<b>Course Title:</b>	Psychopathology
<b>Course Code:</b>	SS5803
<b>Course Duration:</b>	One semester
<b>Credit Units:</b>	3
<b>Level:</b>	P5
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> (Course Code and Title)	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 and SS5780 Research Design & Analysis in Psychology for MSocSc in Applied Psychology
<b>Co-requisites:</b> (Course Code and Title)	SS5757 Personality Theories and Assessment and SS5780 Research Design & Analysis in Psychology for MSocSc in Psychology
<b>Precursors:</b> (Course Code and Title)	Nil
<b>Equivalent Courses:</b> (Course Code and Title)	Nil
<b>Exclusive Courses:</b> (Course Code and Title)	SS5782 Psychopathology and Diagnosis of Mental Disorder

## Part II Course Details

### 1. Abstract

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

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
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	30%	√	√	
3.	Apply knowledge to identify needs of assessment and appropriate handling in clinical practice of counsellors	30%	√	√	
		100%			

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CIOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
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 (ATs)**

*(ATs are designed to assess how well the students achieve the CILOs.)*

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5			
Continuous Assessment: <u>100</u> %								
<b>Case Studies Report</b> 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.	√	√	√				35%	
<b>Group Presentation</b> Students are required to select a psychological disorder and present strategies to promote community awareness, intervention, and prevention of the disorder (e.g., statistics, myths and facts, and local support).	√	√	√				30%	
<b>Quiz</b> Students are required to take a quiz for re-enforcing their knowledge of psychopathology, such as diagnostic criteria and classification, theoretical concepts and clinical applications.	√	√	√				35%	
Examination: <u>0</u> % (duration: _____, if applicable)								
							100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Case studies report	Apply different concepts and perspectives of abnormal psychology to investigate psychological disorders. Analyse the characteristics of major psychopathologies with current classification system. Evaluate issues of psychopathologies with theories from different psychological perspectives and discuss their implications in psychological treatment.	Demonstrate an excellent ability in applying theoretical concepts to diagnose mental health problems. 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.	Reasonable understanding on how to apply theoretical concepts to diagnose mental health problems. Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	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.	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.	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.
2. Group presentation	Apply different concepts and perspectives of abnormal psychology to investigation of psychological disorders. Analyse the	Critically compare different theoretical perspectives when attempting to analyse and	Showing a good ability to distinguish the different theoretical perspectives when attempting	General ability to distinguish the different theoretical perspectives when attempting to analyse and apply.	Ability to spell out the theoretical concepts and models that could diagnose mental health problems. Sufficient familiarity with the	Little evidence of familiarity with mental health problems. Weak in distinguishing the concepts and models that could be used

	<p>characteristics of major psychopathologies with current classification system. Evaluate issues of psychopathologies with theories from different psychological perspectives and discuss their implications in psychological treatment.</p>	<p>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. Good application of concepts &amp; findings to everyday life and local settings when appropriate.</p>	<p>to analyse and apply. Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature. Reasonable attempt to apply concepts &amp; findings to everyday life and local settings when appropriate.</p>	<p>Students are profiting from learning the course; understanding of the subject; developing solutions to simple problems in the material. Fair application of concepts &amp; findings to everyday life and local settings.</p>	<p>subject matter to enable the student to progress without repeating the course. Limited application of concepts &amp; findings to everyday life and local settings.</p>	<p>for diagnoses and apply; weakness in critical and analytic skills; limited, or irrelevant use of literature. No application of concepts &amp; findings to everyday life and local settings.</p>
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### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

##### 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. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	American Psychiatric Association. (2000). <i>Diagnostic and statistical manual of mental disorders</i> (4 <sup>th</sup> edition, text revision). (DSM-IV-TR). Washington, D. C.: American Psychiatric Association.
2.	Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2017). <i>Abnormal psychology: An integrative approach</i> (8th ed.). Belmont, CA: Wadsworth Cengage Learning.
3.	Nolen-Hoeksema, S. (2007). <i>Abnormal psychology</i> (4 <sup>th</sup> ed.). New York: McGraw-Hill.

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Beutler, L., Malik, M. (Eds.). (2002). <i>Rethinking the DSM: a psychological perspective</i> . Washington, DC: American Psychological Association.
2.	Carr, A. (Ed.). (2003). <i>Prevention: What works with children and adolescents?</i> Hove, East Sussex: Brunner-Routledge.
3.	Cummings, E. M., Davies, P. T., & Campbell, S. B. (2000). <i>Developmental psychopathology and family process: Theory, research, and clinical implications</i> . New York: Guilford.
4.	Dwivedi, K., & Harper, P. (2004). <i>Promoting the emotional well-being of children and adolescents and preventing their mental ill health: a handbook</i> . London: J. Kingsley Publishers.
5.	Frank, E. (Ed.). (2000). <i>Gender and its effects on psychopathology</i> . Washington, DC: American Psychiatric Press.
6.	Herbert, M. (2005). <i>Developmental problems of childhood and adolescence: prevention, treatment, and training</i> . Malden, MA: BPS Blackwell.
7.	Hersen, M., & Ammerman, R. (Eds.) (2000). <i>Advanced abnormal child psychology</i> . Mahwah, N.J.: Lawrence Erlbaum Associates.
8.	Hersen, M., Turner, S.M., & Beidel, D. (Eds.). (2007). <i>Adult psychopathology and diagnosis</i> . Hoken, NJ: Wiley.
9.	Hoghugh, M. (1992). <i>Assessing child and adolescent disorders: a practice manual</i> . London: Sage Pub.
10.	Lichtenberg, P. (ed.). (1999). <i>Handbook of assessment in clinical gerontology</i> . New York: Wiley.
11.	Mash, E., & Barkley, R. (Eds.). (2003). <i>Child psychopathology</i> . New York: Guilford Press.
12.	Mash, E.J., & Barkley, R.A. (Eds.). (2006). <i>Treatment of childhood disorders</i> . (3 <sup>rd</sup> ed.). New York: Guilford.
13.	Netherton, S.D., Holmes, D., & Walker, C.E. (Eds.). (1999). <i>Child and adolescent psychological disorders: A comprehensive textbook</i> . New York: Oxford University Press.
14.	Nicholi, A. (ed.). (1999). <i>The Harvard guide to psychiatry</i> . Cambridge, Mass.: Belknap Press of Harvard

	University Press.
15.	Ollendick, T.H., & Hersen, M. (Eds.). (1998). <i>Handbook of child psychopathology</i> . (3rd ed.). New York: Plenum.
16.	Osofsky, J., & Fitzgerald, H. (Eds.). (2000). <i>World Association for Infant Mental Health handbook of infant mental health</i> . New York: Wiley.
17.	Rapoport, J. (2000). <i>Childhood onset of "adult" psychopathology: clinical and research advances</i> . Washington, DC: American Psychiatric Press.
18.	Rutter, M., & Taylor, E. (2002). <i>Child and adolescent psychiatry</i> . (4 <sup>th</sup> ed.). Malden, MA: Blackwell Science.
19.	Sameroff, A., Lewis, M., Miller, S. (2000). <i>Handbook of developmental psychopathology</i> . New York: Kluwer Academic/Plenum.
20.	Schroeder, C. S. (2002). <i>Assessment and treatment of childhood problems: a clinician's guide</i> . New York: The Guilford Press.
21.	Sperry, L., & Carlson, J. (Eds.). (1996). <i>Psychopathology and psychotherapy: from DSM-IV diagnosis to treatment</i> . Washington, DC: Accelerated Development
22.	Tse, J. (2003). <i>Adolescent psychological disorders</i> . Hong Kong: Chinese University Press. (in Chinese)
23.	Tse, J. (2004). <i>Youth suicide: facts, prevention and crisis management</i> . (2 <sup>nd</sup> ed.). Hong Kong: Chinese University Press. (in Chinese)
24.	Weiner, I. B. (2004). <i>Adult psychopathology case studies</i> . John Wiley & Sons.
25.	Whitbourne, S.K. (Ed.). (2000). <i>Psychopathology in later adulthood</i> . New York: Wiley.
26.	Zide, M.R., & Gray, S.W. (2001). <i>Psychopathology: A competency-based assessment model for social workers</i> . Belmont, CA: Brooks/Cole.