

SS3721: ABNORMAL PSYCHOLOGY

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Abnormal Psychology

Subject Code

SS - Social and Behavioural Sciences

Course Number

3721

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

SS1101 Basic Psychology or SS2023 Basic Psychology I

Precursors

Nil

Equivalent Courses

SS4713 Abnormal Psychology

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to provide students with an overview of (a) defining characteristics of major adult and childhood mental disorders, (b) current approach to classify mental disorders, and (c) major psychological theories for explaining mental

disorders. Students will be able to evaluate the current issues in psychological diagnosis, and to analyse case history to understand the symptoms and courses of psychological disorders.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Understand the complexity of psychopathology;	10	x	x	
2	Apply different concepts and perspectives of abnormal psychology to investigation of psychological disorders;	10	x	x	
3	Analyse the characteristics of major psychopathologies with current classification system; and	50	x	x	
4	Evaluate issues of psychopathologies with theories from different psychological perspectives and discuss their implications in psychological treatment.	30	x	x	

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 real-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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	The lectures will explain the defining features of mental disorders, the diagnostic system based on the medical model, the diagnostic criteria for each of the mental disorders and the rationales behind them, as well as the major psychological theories for the disorders.	1, 2, 3, 4

2	Audiovisual Aids	Whereas lectures will be primarily a didactic form of instruction, audiovisual aids will be used to illustrate key concepts. Clinical case illustration in local context will be introduced and discussed.	3, 4	
3	Small Group Discussions	Small group discussions, again anchored on case examples, will be used to consolidate student learning through active involvement in relating cases to concepts and theories. Students will be guided to analysis the important features of the cases, evaluate the relevance to each feature on diagnosis and treatment, as well as formulate a provisional diagnosis for each case.	3, 4	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Quiz	1, 2, 3, 4	40
2	Case Report	1, 2, 3, 4	30
3	Paper	1, 2, 3, 4	30

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Term Paper

Criterion

Apply different concepts and perspectives of abnormal psychology to investigation of 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.

Excellent (A+, A, A-)

Critically compare different theoretical perspectives when attempting to analyse 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.

Good (B+, B, B-)

Showing a good ability to distinguish the different theoretical perspectives when attempting 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.

Fair (C+, C, C-)

General ability to distinguish the different theoretical perspectives when attempting to analyse and apply. Students are profiting from learning the course; understanding of the subject; developing solutions to simple problems in the material.

Marginal (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.

Failure (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.

Assessment Task

Case Report

Criterion

Apply different concepts and perspectives of abnormal psychology to investigation of 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.

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (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.

Marginal (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.

Failure (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.

Assessment Task

Quiz

Criterion

Understand the complexity of psychopathology and materials covered in the course

Excellent (A+, A, A-)

Excellent knowledge on materials covered in the course

Good (B+, B, B-)

Good knowledge on materials covered in the course

Fair (C+, C, C-)

Adequate knowledge on materials covered in the course

Marginal (D)

Marginal knowledge on materials covered in the course

Failure (F)

In adequate knowledge on materials covered in the course

Part III Other Information**Keyword Syllabus**

Normality and Abnormality, Classification in Abnormal Psychology, Clinical Assessment and Diagnosis, Mood Disorders, Suicide, Anxiety Disorders, Schizophrenia, Personality Disorders, Sexual Disorders, Eating Disorders, Somatoform and Dissociative Disorders, Dementia, Mental Retardation, Attention Deficit / Hyperactivity Disorder, Autistic Disorder, Physical Disorder and Health Psychology.

Reading List**Compulsory Readings**

Title	
1	Johnson, K., & Neale, D. (2010). Abnormal psychology (11th ed.). NJ: John Wiley & Sons.

Additional Readings

Title	
1	Journal of Abnormal Psychology
2	Journal of Consulting and Clinical Psychology
3	Depression and Anxiety
4	Journal of Anxiety Disorders
5	American Psychiatric Association. (2000). Diagnostic and Statistical Manual of Mental Disorders. Fourth Edition. Text Revision (DSM-IV-TR). Washington, DC: American Psychiatric Association.
6	Barlow, D. H., & Durand, V. M. (2012). Abnormal psychology : An integrative approach. Australia : Wadsworth: Cengage Learning.
7	Blaney, P. H., & Millon, T. (Eds.). (2009). Oxford textbook of psychotherapy. New York: Oxford University Press.
8	Brown, T. A., & Barlow, D. H. (2007). Casebook in abnormal psychology. Belmont, CA: Thomson/Wadsworth.
9	David, D. (Ed.). (2006). A critical review of the current trends in psychotherapy and clinical psychology. New York: Nova Science Publishers.
10	Durand, V. M. D., & Barlow, D. H. (2010). Essentials of abnormal psychology. Australia ; Belmont, Calif.: Wadsworth Cengage Learning.

11	Halgin, R. P., & Whitbourne, S. K. (2007). <i>Abnormal psychology : Clinical perspectives on psychological disorders</i> . Boston: McGraw-Hill.
12	Kearney, C. K., & Trull, T. (2010). <i>Abnormal psychology and life: A dimensional approach</i> . Belmont, CA: Cengage.
13	Kumar, P., & Tankha, G. (2008). <i>Abnormal psychology [electronic resource]</i> . Jaipur, India: Aavishkar Publishers.
14	Nolen-Hoeksema, S. (2007). <i>Abnormal psychology</i> . New York: McGraw-Hill.
15	Oltmanns, T. F., Martin, M. T., Neale, J. M., & Division, G. C. (2009). <i>Case studies in abnormal psychology</i> . New York: John Wiley & Sons.