

Subject Description Form

| Subject Code | APSS5771 | | | | | | | | | | | | | | |
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| Subject Title | Psychopathology: Holistic and Humanistic Orientations | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | |
| Level | 5 | | | | | | | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | Nil | | | | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Short Quiz</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Term Paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Seminar Presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">30%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass all the components if he/she is to pass the subject. | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Short Quiz | 20% | 0% | 2. Term Paper | 50% | 0% | 3. Seminar Presentation | 0% | 30% |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | |
| 1. Short Quiz | 20% | 0% | | | | | | | | | | | | | |
| 2. Term Paper | 50% | 0% | | | | | | | | | | | | | |
| 3. Seminar Presentation | 0% | 30% | | | | | | | | | | | | | |
| Objectives | <p>This subject embraces a humanistic and holistic orientation in perceiving and interpreting mental illness. Apart from learning diagnosis, etiology and prevalence of various types of mental illness, students are equipped with a humanistic and holistic grasp of various perspectives, in particular clients' subjective experiences in articulating and understanding persons with mental illness. They are able to recognize, analyze, articulate as well as criticize various perspectives in perceiving mental illness.</p> | | | | | | | | | | | | | | |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. possess knowledge of about etiology, prevalence, course and cause of different types of mental illness, particular attention will be focused on psychosis, affective disorders, personality disorders, substance abuse and anxiety disorders; b. develop interest and a critical articulation of various perspectives in describing, explaining and treating mental illness; c. nurture a holistic and humanistic understanding towards persons with mental illness; d. understand and critically articulate roles of various professionals in handling clients with mental illness | | | | | | | | | | | | | | |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> 1. Etiology, Pharmacology, Prevalence and Course of Mental illness <ol style="list-style-type: none"> a. Schizophrenia and Psychosis b. Bipolar and Depressive Disorder c. Anxiety Disorders d. Substance Abuse and Dual Diagnosis e. Personality Disorders 2. Perspectives and Concepts of Mental Illness <ol style="list-style-type: none"> a. Neurocognitive Perspectives | | | | | | | | | | | | | | |

| | <ul style="list-style-type: none"> b. Psychoanalytic Perspectives c. Phenomenological and Existential Perspectives d. Cognitive and Behavioral Perspectives e. Interpersonal Perspectives f. Culture Perspectives g. Controversies and Postmodern Perspectives <p>3. Subjective Experiences of Persons with Mental Illness</p> <ul style="list-style-type: none"> a. Subjective Experiences in Manifestation of Symptoms b. Subjective Experiences in Diagnosis and Label c. Subjective Experiences in Treatment and Rehabilitation d. Subjective Experiences in Facing Others' Perception <p>4. The Meaningfulness of Symptoms in Mental Illness</p> <ul style="list-style-type: none"> a. Meaningfulness in terms of Needs and Drives b. Meaningfulness in terms of Unresolved Emotional Complexes c. Meaningfulness in terms of Life Experiences and Personal Beliefs d. Meaningfulness in terms of Cultural, Social and Family Contexts <p>5. Professional Articulation of Humanistic and Holistic Orientation: Dynamics and Dilemmas</p> <ul style="list-style-type: none"> a. Diagnosis Vs Understanding b. Control Vs Empathy c. Categorization Vs Communication d. Deficits Vs Coping <p>6. Living and Coping with Symptoms of Mental Illness</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Teaching/ Learning Methodology</p> | <p>The participation of students in both lectures and seminars are crucial for learning in this subject. By means of a reflective approach in teaching, students are required to articulate a holistic and humanistic understanding towards clients with mental illness. Apart from knowing symptoms, etiology and courses of various types of mental illnesses, they are required to acknowledge clients' own feelings, experiences, needs and unresolved past traumas behind symptoms and disorders through learning clients' subjective experiences through lectures, case studies and preparing mini-survey seminars. They are equipped with a critical mind to appreciate, analyze and criticize the pros and cons of various perspectives in understanding and explaining mental illness. A bio-psycho-social articulation of mental illness will enable them to nurture a humanistic and holistic in understanding, communicating and working with persons with mental illness.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> | <table border="1" data-bbox="432 1536 1458 2018"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Short Quiz</td> <td>20 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Term Paper</td> <td>50 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Seminar Presentation</td> <td>30 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | a | b | c | d | 1. Short Quiz | 20 % | √ | √ | √ | √ | 2. Term Paper | 50 % | √ | √ | √ | √ | 3. Seminar Presentation | 30 % | √ | √ | √ | √ | Total | 100 % | | | | |
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| | Assessment will be based on seminar presentation chosen by the students and their participation in class. Students are also required to complete a quiz, a term paper for assessment. In the term paper, the students needed to connect the classroom teaching in analyzing the experiences of a person with mental illness with the implications to intervention and practice. In the term paper, they are required to examine, discuss and analyze related issues in psychopathology especially in facing the dilemmas of social control and humanistic concern. | |
| Student Study Effort Expected | Class contact: | |
| | ▪ Lecture | 27 Hrs. |
| | ▪ Seminar and Tutorial | 12 Hrs. |
| | Other student study effort: | |
| | ▪ Reading | 52 Hrs. |
| | ▪ Group discussion outside class | 24 Hrs. |
| | Total student study effort | 115 Hrs. |
| Reading List and References | <p><u>Essential</u></p> <p>American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders: DSM-5</i>. Arlington, VA: American Psychiatric Association.</p> <p>Breggin, P. R. (1994). <i>Toxic psychiatry</i>. New York: St. Martin's Press.</p> <p>Jaspers, K. (1997). <i>General psychopathology</i> (English translation). Baltimore: Johns Hopkins University Press.</p> <p>Corcoran, J., & Walsh, J.M. (2015). <i>Mental health in social work: A casebook and strengths-based assessment</i>. Moston: Pearson Publishing</p> <p>Karp, D.A. (1996). <i>Speaking of sadness: Depression, disconnection and the meanings of illness</i>. New York: Oxford University Press.</p> <p>Laing, R. D. (1969). <i>The divided self</i>. New York: Pantheon Books.</p> <p>Read, J., Mosher, L.R., & Bentall, R.P. (Eds.). (2004). <i>Models of madness: Psychological, social and biological approaches to schizophrenia</i>. New York: Brunner-Routledge.</p> <p>Yip, K. S. (2007). <i>Clinical practice for people with schizophrenia: A humanistic and empathetic encounter</i>. New York: Nova Science Publishers.</p> <p>Yip, K.S. (2012). <i>Clinical practice with Chinese persons with severe depression: A normalized, integrated, communicative, holistic, and evolving hope (NICHE) recovery</i>. New York: Nova Science Publishers.</p> <p><u>Supplementary</u></p> <p>Allen, J.G. (2001). <i>Traumatic relationships and serious mental disorders</i>. New York: Wiley.</p> <p>Donahue, A. B. (2000). Riding the mental health pendulum: Mixed messages in the era of neurology and self help movement. <i>Social Work</i>, 45(5), 427-437.</p> <p>Fee, D. (2000). <i>Pathology and the post-modern: Mental illness as discourse and experience</i>. London: Sage Publications.</p> <p>Flack, W. F., & Laird, J. D. (Eds.). (1998). <i>Emotions in psychopathology: Theory and research</i>. Oxford: Oxford University Press.</p> <p>Fonagy, P. & Target, M. (2003). <i>Psychoanalytic theories: Perspectives from developmental psychopathology</i>. New York: Brunner-Routledge.</p> | |

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