

## Subject Description Form

<b>Subject Code</b>	APSS5069														
<b>Subject Title</b>	Advanced Abnormal Psychology														
<b>Credit Value</b>	3														
<b>Level</b>	5														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>100% Continuous Assessment</th> <th>Individual Assessment</th> <th>Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Quiz</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Seminar Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Individual Paper</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject; and</li> <li>Student must pass all of the component assignments at the grade of D (standard of passing) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Quiz	40%	--	2. Seminar Presentation	--	30%	3. Individual Paper	30%	--
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<b>Objectives</b>	<p>The subject aims to provide students with an overview of major psychological approaches to the explanation of abnormal human behaviors. It is also aimed at equipping students with knowledge and related intervention strategies to help people with “abnormal” labels. As a result, the students can become sensitive to special needs of individuals, and appreciate the importance of applying the acquired psychological concepts in their daily lives, indigenous cultural context, and/ or professional practice. In particular, the course will help students to develop knowledge of application in the context of health and social services. Relevance of the subject matter will be addressed with the framework of community care and working with other disciplines.</p>														

<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, the students will be able to:</p> <ol style="list-style-type: none"> <li>a. acquire an overview of major psychological approaches and concepts to the explanation of abnormal human behaviors;</li> <li>b. recognize the complex difficulties and interventions associated with behaviors labeled as “abnormal”;</li> <li>c. sensitize to the special needs of individuals with psychopathological problems;</li> <li>d. apply the acquired psychological concepts and skills in daily lives, indigenous culture, and/ or relevant professional practice;</li> <li>e. understanding the implications of increasing collaboration between health and social services as well as community care</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p><b>Part One: Theoretical Considerations</b></p> <ol style="list-style-type: none"> <li>1. Concepts of Normality and Abnormality <ul style="list-style-type: none"> <li>- Definition, misconceptions, and concepts of mental health</li> </ul> </li> <li>2. Perspectives of Abnormal Behavior <ol style="list-style-type: none"> <li>a. Medical Perspective</li> <li>b. Psychodynamic, Behavioral-cognitive, and Existential Perspectives</li> <li>c. Family and Interactive Perspectives</li> <li>d. Multiple Causation of Abnormal Behavior</li> </ol> </li> </ol> <p><b>Part Two: Problems of Human Behaviors</b></p> <ol style="list-style-type: none"> <li>1. Understanding the following disorders in terms of their nature, classifications, characteristics, causation and treatment: <ul style="list-style-type: none"> <li>- Anxiety Disorders</li> <li>- Obsessive Compulsive Disorders</li> <li>- Trauma-related Disorders</li> <li>- Depression Disorders</li> <li>- Bipolar and Related Disorders</li> <li>- Schizophrenia Spectrum and Psychotic Disorders</li> <li>- Personality Disorders</li> <li>- Neurodevelopmental Disorders (ADHD &amp; ASD)</li> <li>- Neurocognitive Disorders</li> </ul> </li> <li>2. Perspectives on community care for mental health <ul style="list-style-type: none"> <li>- Concepts of primary, secondary and tertiary prevention</li> <li>- Critical evaluation of intervention: sustainability and accessibility of care</li> </ul> </li> </ol>

<b>Teaching/Learning Methodology</b>	<p>Lectures will be the main component to help students learn and develop a comprehensive understanding of recent approaches in abnormal psychology. In- depth case studies with the aid of audio-visual materials will also be used for teaching materials. The lecturer will analyze and reconstruct the conceptualization of assessment and management of various types of problems. The lectures will also stimulate reflection on the applications to the subject area to the real world. The seminars will help to consolidate learning and enhance analytical and creative thinking as well as team collaboration in learning. They will be required to conduct a small scale project on the chosen topic by literature search and case presentations, lastly writing an individual seminar paper for assessment.</p>																																												
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="400 611 1326 1144"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Quiz</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Seminar Presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Individual Paper</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table> <p>The quiz is to ensure that the students have a good understanding of the basic concepts of abnormal psychology. The seminar presentation is to enhance analytical thinking and interaction with peers; Peer evaluation is included to ensure and evaluate each student’s contribution to the group project. The individual paper is to enhance analytical thinking and apply the knowledge of abnormal psychology.</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Quiz	40%	✓	✓	✓	✓	✓	2. Seminar Presentation	30%	✓	✓	✓	✓	✓	3. Individual Paper	30%	✓	✓	✓	✓	✓	Total	100 %					
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## Reading List and References

### **REFERENCE BOOKS (POLYU LIBRARY)**

Bridley, A. & Daffin, Lee W. Jr. (2022). Abnormal Psychology (3rd ed.). Pressbooks. <https://opentext.wsu.edu/abnormal-psych/>

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders : DSM-5. (Reserve Collection (P/F) RC455.2.C4 D54 2013)

Hooley, J. M., Butcher, J. N., et al.. (2017). Abnormal Psychology. (Reserve collection RC454 .B87 2017)

Barlow, D, H. et al. (2018) Abnormal Psychology (Reserve collection RC454. B345 2018 )

Amy W. (2017) The SAGE encyclopedia of abnormal and clinical psychology (Online Access)

Russo, J. A. (2017). DSM5 and Family Systems (Online access)

### **Recommended Readings**

*1) A brief overview of changes in DSM-5-TR:*

First, M. B., Clarke, D. E., Yousif, L., Eng, A. M., Gogtay, N., & Appelbaum, P. S. (2022). DSM-5-TR: Rationale, process, and overview of changes. Psychiatric Services, appi-ps.

*2) An illustration of mental disorder under COVID-19:*

Jelinek, L., Moritz, S., Miegel, F., & Voderholzer, U. (2021). Obsessive-compulsive disorder during COVID-19: Turning a problem into an opportunity?. Journal of Anxiety Disorders, 77, 102329.

*3) An illustration of identifying the correlates of personality disorders:*

Wang et al. (2019). Transdiagnostic dimensions towards personality pathology and childhood traumatic experience in a clinical sample: subtype classification by a cross-sectional analysis. Scientific Reports, 9, 1-10.

*4) The dissociative identity disorder controversy:*

Lilienfeld et al. (1999). Dissociative identity disorder and the sociocognitive model: Recalling the lessons of the past. Psychological Bulletin, 125, 507-523.

Dalenberg et al. (2014). Reality versus fantasy: Reply to Lynn et al. (2014). Psychological Bulletin, 140, 911-920.

*5) Recent scientific issue on the cause of Alzheimer's disease:*

Lowe, D. (July 2022). Faked beta-amyloid data. What does it mean? Retrieved from: <https://www.science.org/content/blog-post/faked-beta-amyloid-data-what-does-it-mean> (access on 25 July 2022)

*6) Mental Health Issues in mainland China*

Huang, et al. (2019). Prevalence of mental disorders in China: a cross-sectional epidemiological study. The Lancet Psychiatry, 6(3), 211-224.

	<p>Ng, R. M. K., et al. (2017). Psychotherapy services in China: Current provisions and future development. <i>Journal of Contemporary Psychotherapy</i>, 47, 87-94.</p> <p>Ren, X. et al. (2020). Burden of depression in China, 1990-2017; Findings from the global burden disease study 2017. <i>Journal of Affective Disorders</i>, 268, 95-101.</p> <p>Xu, Z. et al. (2022). The state of mental health care in China. <i>Asian Journal of Psychiatry</i>, 69, 102975.</p>
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