

## 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"><thead><tr><th>100% Continuous Assessment</th><th>Individual Assessment</th><th>Group Assessment</th></tr></thead><tbody><tr><td>1. Quiz</td><td>40%</td><td>--</td></tr><tr><td>2. Seminar Presentation</td><td>30%</td><td>30%</td></tr><tr><td>0% Examination</td><td>--</td><td>--</td></tr></tbody></table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Quiz	40%	--	2. Seminar Presentation	30%	30%	0% Examination	--	--
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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 the collaboration between health and social services collaboration. Relevance of the subject matter will be addressed with the framework of community care and working with other disciplines.</p>														

<p><b>Intended Learning Outcomes</b></p>	<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>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<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>- Neurodevelopmental Disorders (ADHD &amp; ASD)</li> <li>- Personality Disorders</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="395 611 1318 1075"> <thead> <tr> <th data-bbox="395 611 699 824" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="699 611 855 824" rowspan="2">% weighting</th> <th colspan="5" data-bbox="855 611 1318 757">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="855 757 948 824">a</th> <th data-bbox="948 757 1040 824">b</th> <th data-bbox="1040 757 1133 824">c</th> <th data-bbox="1133 757 1225 824">d</th> <th data-bbox="1225 757 1318 824">e</th> </tr> </thead> <tbody> <tr> <td data-bbox="395 824 699 898">1. Quiz</td> <td data-bbox="699 824 855 898">40%</td> <td data-bbox="855 824 948 898">✓</td> <td data-bbox="948 824 1040 898">✓</td> <td data-bbox="1040 824 1133 898">✓</td> <td data-bbox="1133 824 1225 898">✓</td> <td data-bbox="1225 824 1318 898">✓</td> </tr> <tr> <td data-bbox="395 898 699 1003">2. Seminar Presentation</td> <td data-bbox="699 898 855 1003">60%</td> <td data-bbox="855 898 948 1003">✓</td> <td data-bbox="948 898 1040 1003">✓</td> <td data-bbox="1040 898 1133 1003">✓</td> <td data-bbox="1133 898 1225 1003">✓</td> <td data-bbox="1225 898 1318 1003">✓</td> </tr> <tr> <td data-bbox="395 1003 699 1075">Total</td> <td data-bbox="699 1003 855 1075">100 %</td> <td colspan="5" data-bbox="855 1003 1318 1075"></td> </tr> </tbody> </table> <ul data-bbox="454 1081 1468 1417" style="list-style-type: none"> <li>• Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</li> <li>• 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.</li> <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> </ul> <p data-bbox="400 1424 1461 1491">Student must pass all of the component assignments at the grade of D (standard of passing) if he/she is to pass the subject.</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	60%	✓	✓	✓	✓	✓	Total	100 %							
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	Total student study effort	120 hrs
<b>Reading List and References</b>	<p><b><u>Textbooks</u></b></p> <p>Hooley, J. M., Butcher, J. N., Nock, M., &amp; Mineka, S. (2017). <i>Abnormal psychology</i>. (Reserve collection in POLYU)</p> <p>Russo, J. A. (2017). <i>DSM5 and Family Systems</i> (Online access POLYU)</p> <p>Michael, B. , Williams, J. B. W., Karg, R. S. &amp; Spitzer, R. L. (2016) <i>User's guide for the SCID-5-CV : structured clinical interview for DSM-5 disorders, clinician version</i>. (POLYU)</p> <p><b><u>Relevant papers</u></b></p> <p>Au, A., Yip, H. M., Lai, S., , Ngai, S., Cheng, S. T., Losada, A., Thompson, L. &amp; Gallagher-Thompson, D. (2019) <i>Telephone-based Behavioral Activation Intervention for Dementia Family Caregivers: Outcomes and Mediation Effect of a Randomized Controlled Trial</i>. <i>Patient Education and Counseling</i>. doi: <a href="https://doi.org/10.1016/j.pec.2019.06.009">10.1016/j.pec.2019.06.009</a></p> <p>Dawson, G., Rogers, S., Munson, J., Smith, M., Winter, J., Greenson, J., Varley, J. (2010). Randomized, controlled trial of an intervention for toddlers with autism: the Early Start Denver Model. <i>Pediatrics</i>, <i>125</i>(1), e17–e23. doi:10.1542/peds.2009-0958</p> <p>Garber J, Weersing VR. Comorbidity of Anxiety and Depression in Youth: Implications for Treatment and Prevention. <i>Clin Psychol (New York)</i>. 2010;17(4):293–306. doi:10.1111/j.1468-2850.2010.01221.x</p> <p>Kearns, M. C., Ressler, K. J., Zatzick, D., &amp; Rothbaum, B. O. (2012). Early interventions for PTSD: a review. <i>Depression and anxiety</i>, <i>29</i>(10), 833–842. doi:10.1002/da.21997</p> <p>Manea, L., Gilbody, S., &amp; McMillan, D. (2012). Optimal cut-off score for diagnosing depression with the Patient Health Questionnaire (PHQ-9): a meta-analysis. <i>CMAJ : Canadian Medical Association journal = journal de l'Association medicale canadienne</i>, <i>184</i>(3), E191–E196. doi:10.1503/cmaj.110829</p> <p>Sonuga-Barke EJ, Brandeis D, Cortese S, et al.; European ADHD Guidelines Group. Nonpharmacological interventions for ADHD: systematic review and meta-analyses of randomized controlled trials of dietary and psychological treatments. 2013. In: Database of Abstracts of Reviews of Effects (DARE): Quality-assessed Reviews [Internet]. York (UK): Centre for Reviews and Dissemination (UK); 1995-. Available from: <a href="https://www.ncbi.nlm.nih.gov/books/NBK132676/">https://www.ncbi.nlm.nih.gov/books/NBK132676/</a></p>	