

Subject Description Form

Subject Code	APSS5110														
Subject Title	Child and Family Psychopathology: Theory, Practice & Research														
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: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class Attendance and Participation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Assessment Report</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Case Study</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">0%</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. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Attendance and Participation	20%	0%	2. Assessment Report	40%	0%	3. Case Study	40%	0%
100% Continuous Assessment	Individual Assessment	Group Assessment													
1. Class Attendance and Participation	20%	0%													
2. Assessment Report	40%	0%													
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Objectives	<p>The usage of diagnostic procedures and psychometric tests for understanding family psychopathology are increasingly called for. These assessment procedures help clinicians to understand factors that place an individual at greater risk of developing psychopathology has important implications for family therapy. Of critical relevance in this regard is the exploration of the potential influence of the family. Parenting and the family environment are considered to significantly contribute to an individual's early development and adjustment in later life. Specific mental disorders and contexts will be discussed to illustrate how knowledge of normal development enhances our understanding of deviant development. Another emphasis of this course is the usage of assessment procedures in enhancing family counselling.</p> <p>This course aims at introducing students to a perspective of developmental psychopathology, which considers mental illness as rooted in maladaptation along one or many developmental pathways, and as powerfully influenced by both internal (temperament, biology, affective and cognitive development) and external factors (family relationships, society and culture). Commonly seen psychopathology, as defined by DSM-5 will be introduced, together with its assessment, etiology, prevalence and course of development will be highlighted.</p>														
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>a. To introduce students to a perspective of developmental psychopathology, which considers mental illness as rooted in maladaptation along one or many</p>														

	<p>developmental pathways, and as powerfully influenced by both internal factors (temperament, biology, affective and cognitive development) and external factors (family relationships, society and culture).</p> <p>b. To develop students an awareness of how co-morbidity and family dynamics frequently complicate clinical presentation and significantly influence treatment outcomes.</p> <p>c. To expose students to the critical use of DSM-5 in assessing children and adult suffering from different mental disorders, and to place the understanding of these systems within the context of developmental psychopathology.</p> <p>d. To introduce students to those syndromes most common in children and adults through the presentation of in-depth cases. Attention in this segment will also be given to the sequel of trauma and environmental disruption.</p> <p>e. To critically review the empirical literature as it pertains to the strengths and weaknesses of the DSM-5 taxonomy of child and adult psychopathology.</p> <p>f. To familiarize students to various diagnostic assessment and instruments commonly employed by mental health professionals so as to strengthen their cross-discipline collaboration for the promotion of the well being of individuals and families</p> <p>g. To understand the importance of assessment and testing in the counselling process; and to recognize the social and ethical implications of such procedures</p>
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>Overview of the DSM-5 diagnostic system: Strength, limitation & controversy Assessment and testing in counselling Clinical interview in counselling Mental status exam Case conceptualization Usage of psychometric test in counselling: Criteria for test selection Examples of commonly used tests in counselling</p> <p>Family and Childhood Developmental Trauma Family and Childhood Disorder (Internalizing and Externalizing disorder) Family and Mood Disorders Family and Anxiety Disorders Family and Psychotic Disorders Family and Addiction Family and Personality Disorders</p>
<p>Teaching/Learning Methodology</p>	<p>The main pedagogical approach for this subject is based on the action learning approach. Lectures and seminars will be used to facilitate students' learning of the subject. Through the lectures, instructors introduce students to the major concepts and arguments pertaining to the subject. Through attending the lectures and reading of the relevant materials, students will develop both a conceptual and an experiential understanding on the subject. Students are expected to make effort to organize presentations and small group discussions in seminars on their chosen topics. It is hoped that students can draw insights from the arguments that they have come across in the lectures on developmental psychopathology and family development to illuminate reflections on their professional practices.</p>

**Assessment Methods
in Alignment with
Intended Learning
Outcomes**

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
1. Class Attendance and Participation	20%	✓	✓	✓	✓	✓	✓
2. Case Study	40%	✓	✓	✓	✓	✓	✓
3. Assessment Report	40%	✓	✓	✓	✓		✓
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Course requirement:

1) Class Attendance and Participation

Students are expected to participate actively in class discussion. It is through discussion that students strengthen their conceptual base and sharpen their analytical ability; students will also benefit from the subject teacher's and their fellow students' immediate feedback. Attendance and participation in discussion will be graded.

2) Case Study. Students will receive one case about family with member(s) suffering from mental illness. Students will submit a brief case study report of approximately 2000 words for the given case. The emphasis will be on students' ability to identify the relationship between dysfunctional family dynamics and psychopathology. Students will also need to formulate a treatment plan for the case. (Deadline 16/11/2022)

3) Assessment Report (2000-words): Conduct a clinical interview, mental status examination, and administer 2 paper-and-pencil tests (or computerized versions) with known psychometric properties to an adult (over the age of 18) who has recently experienced some psychosocial stressor (e.g. work-related, relationship, academic .etc.) in life whom you have little knowledge of his/her background information. Note that close family members e.g. spouse / siblings / parents / children will not be an appropriate participant for this exercise.

In this assessment report, you will be combining and integrating test results derived from the tests (include and discuss all raw scores and result summaries) with case history materials and clinical observation to derive at a case conceptualization and possible diagnostic impression (if any). The assessment report should end with brief treatment recommendations relevant to the case.

In addition to the report itself, include a reflection section commenting on the following: a) How does the inclusion of these additional tests

	<p>contributed to further understanding of the client's presenting issues; b) The rationale behind your selected tests referencing to its psychometric properties and utility over other ones; and c) Personal reflection and learning acquired in the assessment process for the counsellor (Deadline 7/12/2022)</p> <p><u>Please note that this is an exercise for equipping counsellor-in-training an opportunity for conducting an assessment and formulating a conceptualization. Since the assessment process is not under supervision; Consequently, assessment results are subjected to inaccuracy and should not be treated as given. Therefore it should be clear that no formal feedback on any part of the assessment will be offered to your participant for ethical reasons.</u></p>	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lecture 	39Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Contact hour 	5Hrs.
	<ul style="list-style-type: none"> ▪ Self-Study 	90Hrs.
	Total student study effort	134Hrs.

Reading List and References	<p>Readings</p> <p>Required Text:</p> <p>Hood, A & Johnson, R. (2007). <i>Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures (5th ed.)</i>. American Counselling Association.</p> <p>Williams, L., Edwards, T. M., Patterson, J., & Chamow, L. (2010). <i>Essential assessment skills for couple and family therapists</i>. New York, NY: Guildford Press.</p> <p>American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders (5th ed.)</i>. Washington, DC: Author.</p> <p>Recommended:</p> <p>Achenbach, T. M. (2005). Advancing assessment of children and adolescents: Commentary on evidence-based assessment of child and adolescent disorders. <i>Journal of Clinical Child and Adolescent Psychology</i>, 34, 541-547.</p> <p>Anderson, R. M., Rapport, M. D., Hudec, K. L., Sarver, D. E., & Kofler, M. J. (2010). Competing core processes in Attention-Deficit/Hyperactivity Disorder: Do working memory deficiencies underlie behavioral inhibition deficits? <i>Journal of Abnormal Child Psychology</i>, 38, 497-507.</p> <p>Barkley, R. B. (2013). Distinguishing sluggish cognitive tempo from ADHD in children and adolescents: Executive functioning, impairment, and comorbidity. <i>Journal of Clinical Child and Adolescent Psychology</i>, 42, 161-173.</p> <p>Bowes, L. et al. (2013). Chronic bullying victimization across school transitions: The</p>
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- role of genetic and environmental influences. *Development and Psychopathology*, 25, 333-346.
- Bradley, R. H. & Corwyn, R. (2013). From parent to child to parent...: Paths in and out of problem behavior. *Journal of Abnormal Child Psychology*, 41, 515-529.
- Broeren, S., Muris, P., Diamantopoulou, S., & Baker, J. R. (2013). The course of childhood anxiety symptoms: Developmental trajectories and child-related in normal children. *Journal of Abnormal Child Psychology*, 41, 81-95.
- Burnette, M. L., Oshri, A., Lax, R., Richards, D., & Ragbeer, S. N. (2012). Pathways from harsh parenting to adolescent antisocial behavior: A multidomain test of gender moderation. *Development and Psychopathology*, 24, 857-870.
- Chan, Y. F., Leung, Y. P., Fong, Y. T., & Leung, C. M. (2010). Psychometric evaluation of the hospital anxiety and depression scale in a large community sample of adolescents in Hong Kong. *Quality of Life Research*, 19 (6), 865-873.
- Coley, R. L., Carrano, J., & Lewin-Bizan, S. (2011). Unpacking links between fathers' antisocial and children's behavior problems: Direct, indirect, and interactive effects. *Journal of Abnormal Child Psychology*, 39, 791-804.
- Davis, B., Sheeber, L., Hops, H., Tildesley, E. (2000). Adolescent responses to depressive parental behaviors in problem-solving interactions: Implications for depressive symptoms. *Journal of Abnormal Child Psychology*, 28, 451-465.
- Dovis, S., Van der Oord, S., Wiers, & Prins, P. J. M. (2013). What part of working memory is not working in ADHD? Short-term memory, the central executive and effects of reinforcement. *Journal of Abnormal Child Psychology*, 41, 901-917.
- Ecklund, K., & Johnson, W. B. (2007). Toward cultural competence in child intake assessments. *Professional Psychology: Research and Practice*, 38, 356-362.
- Hammen, C., Shih, J.H., & Brennan, P.A. (2004). Intergenerational transmission of depression: Test of an interpersonal stress model in a community sample. *Journal of Consulting and Clinical Psychology*, 72, 511-522.
- Kendall, P. C. & Beidas, R. S. (2007). Smoothing the trail for dissemination of evidence-based practices for youth: Flexibility within fidelity. *Professional Psychology: Research and Practice*, 38, 13-20.
- Lansford, J., Sharma, C., Malone, P., Woodlief, D., Dodge, K., et al. (2014). Corporal punishment, maternal warmth, and child adjustment: A longitudinal study in eight countries. *Journal of Clinical Child & Adolescent Psychology*, 43, 670-685.
- Lee, T. Y., Wong, P., Chow, W. Y. & McBride-Chang, C. (2006). Predictors of suicide ideation and depression in Hong Kong Adolescents: Perceptions of academic and family climates. *Suicide and Life-Threatening Behavior*, 36(1), 82-96.
- Luby, J. L. (2010). Preschool depression: The importance of identification of depression early in development. *Current Directions in Psychological Science*, 19, 91-95.
- Masten, A. S. (2007). Resilience in developing systems: Progress and promise as the fourth wave rises. *Development and Psychopathology*, 19, 921-930.
- McGoldrick, M., Garcia Preto, N. A., & Carter, E. A., eds. (2015). *Expanding family life cycle: The individual, family, and social perspectives (5th ed.)*. New York: Gardner Press.
- Nock, M.K., Berry Mendes, W. (2008). Physiological arousal, distress tolerance, and social problem-solving deficits among adolescent self-injurers. *Journal of Consulting and Clinical Psychology*, 76, 28-38.
- Philips, N.K., Hammen, C.L., Brennan, P.A., Najman, J.M., & Bor, W. (2005). Early adversity and the prospective prediction of depressive and anxiety disorders in adolescents. *Journal of Abnormal Child Psychology*, 33, 13-24.
- Pozzoli, T., & Gini, G. (2010). Active defending and passive by standing behavior in bullying: The role of personal characteristics and perceived peer pressure.

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Puliafico, A. C., Comer, J. S., & Albano, A. (2013). Coaching approach behavior and leading by modelling: Rationale, principles, and a session-by-session description of the CALM program for early childhood anxiety. *Cognitive and Behavioral Practice*, 20, 517- 528.

Strickland, J., Hopkins, J., & Keenan, K. (2012). Mother-teacher agreement on preschoolers' symptoms of ODD and CD: Does context matter? *Journal of Abnormal Child Psychology*, 40, 933-943.

Webster-Stratton, C., Reid, M. J., & Beauchine, T. (2011). Combining parent and child training for young children with ADHD. *Journal of Clinical Child and Adolescent Psychology*, 40, 191-203.

Wolfe, D. A. and Mash, E. J. (Eds.). (2008). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York, NY: Guilford Press.

Youngstrom, E.A., Birmaher, B., & Finding, R.L. (2008). Pediatric bipolar disorder: validity, phenomenology, and recommendations for diagnosis. *Bipolar Disorder*, 194-214.

Wyman, P. A., Cross, W., Brown, C. H. Yu, Q, Tu, X., & Eberly, S. (2010) Intervention to strengthen emotion regulation in children with emerging mental health problems: Proximal impact on school behavior. *Journal of Abnormal Child Psychology*, 38, 707-720.

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孔繁鐘、孔繁錦編譯·「精神疾病診斷準則手冊 DSM-IV」，合記圖書出版社，2003年。

蕭宏展·「躍出深淵—抑鬱症之原因與治療處理」，突破出版社，2000年。

Web links:

<http://www.mentalhealth.com/>
<http://en.wikipedia.org/wiki/Psychopathology>

<http://mentalhealth.samhsa.gov/links/>
<http://www.promoteprevent.org>
<http://www.nctsnct.org>
<http://www.nlm.nih.gov/medlineplus/mentalhealth.html>

Child & Family Psychopathology (APSS5110) Tuesday (Venue: CD301)

Week	Date	Lec	Topics	Instructor
1	Aug 31	1	Family and Psychopathology	Dr. Wat
2	Sept 7	2	Family and Mood Disorders	Dr. Wat
3	Sept 14	3	Family and Anxiety Disorders	Dr. Wat
4	Sept 21	4	Family and Eating Disorders	Dr. Wat
5	Sept 28	5	Family and Psychotic Disorders	Dr. Wat
6	Oct 5	6	Family and Personality Disorders	Dr. Wat
7	Oct 12	7	Violence Management in Family & in Counseling Session	Dr. Wat
8	Oct 19	8	Overview of Assessment & Testing in Counselling Ethical issues in Testing Clinical interview Mental Status Exam Case conceptualization	Dr. Tong
9	Oct 26	9	The Diagnostic Statistical Manual DSM-5	Dr. Tong
10	Nov 2	10	Measurement Concepts in Test Selection: Reliability & Validity	Dr. Tong
11	Nov 9	11	Psychometric tests commonly used in counselling	Dr. Tong
12	Nov 16	12	Principles of Developmental Psychopathology for Understanding Childhood Trauma	Dr. Tong
13	Nov 23	13	Family and Behavioral problems (Externalizing disorder) in Children & Adolescence	Dr. Tong