

## Subject Description Form

<b>Subject Code</b>	APSS5110														
<b>Subject Title</b>	Child and Family Psychopathology: Theory, Practice & Research														
<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="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. Group Presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>2. Quiz</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Assessment report</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0%</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 the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Group Presentation	0%	30%	2. Quiz	20%	0%	3. Assessment report	50%	0%
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<b>Objectives</b>	<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>														
<b>Intended Learning Outcomes</b>	<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 developmental pathways, and as powerfully influenced by both internal factors</p>														

	<p>(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><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p>Overview of assessment in counselling Mental Status exam &amp; Psychometric testing in counselling Overview of commonly used tests for the assessment of Personality, Psychopathology, Intelligence and Career. Overview of the DSM-5 diagnostic system: Current controversies, strengths and limitations. Overview Current Theoretical Development in Childhood and Adult Psychopathology and Family Development Family and Childhood Disorder (ADHD, SPLD, Separation anxiety, Autism) Family and Childhood sexual abuse: Dissociative Identity Disorder &amp; PTSD Family and Mood Disorders Family and Anxiety Disorders Family and Psychotic Disorders Family and Addiction Family and Personality Disorders</p>
<p><b>Teaching/Learning Methodology</b></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	g
	1. Group Presentations	30%	✓	✓	✓	✓	✓	✓	✓
2. Quiz	20%	✓	✓	✓	✓		✓	✓	
3. Assessment report	50%	✓	✓	✓	✓	✓	✓	✓	
Total	100 %								
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Course requirement:</p> <ol style="list-style-type: none"> <li><b>1. Group presentation.</b> Give a 30-minute Power-point presentation on a psychopathology that is often seen within a family context (consult with the instructor about the topic). Talk about its assessment, etiology from a biopsychosocial and family system's framework, symptomatology, and treatment. Highlight how the disorder might impact on the family, and the role of family therapy in the treatment of the disorder. If possible, present local research materials and talk about its manifestation within our Chinese cultural context. Use multi-media to bring the presentation alive.</li> <li><b>2. Quiz:</b> The format of the quiz will consist of multiple-choice based on lecture notes and reading materials pertaining to assessment procedures and psychometric only.</li> <li><b>3. Assessment Report:</b> Conduct a clinical interview, mental status examination, and administer at least 2 paper-and-pencil tests to a person of your choice, apart from your immediate family members (e.g. spouse / siblings / parents / children). You will combine and integrate the test results (include and discuss all raw scores and result summaries) with case history materials into a report (<b>at least 8-pages double-spaced</b>). All test materials used must also be submitted. Comment on the following in your report: a) how informed consent or other ethical considerations were obtained and addressed; b) reasons for selecting the tests used in this assessment; c) recommendations based on the testing results; and d) a reflection section on factors that might have affected the test results.</li> </ol>									
Student Study Effort Expected	Class contact:								
	▪ Lecture							27 Hrs.	
	▪ Seminar							12 Hrs.	
	Other student study effort:								
	▪ Contact hour							5 Hrs.	
	▪ Self-Study							90 Hrs.	

	Total student study effort	134 Hrs.
<b>Medium of Instruction</b>	English	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><b>Readings</b></p> <p>Required Text:</p> <p>Hood, A &amp; Johnson , R. (2007). <i>Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures (4<sup>th</sup> ed.)</i>. American Counselling Association.</p> <p>Williams, L., Edwards, T. M., Patterson, J., &amp; 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 (5<sup>th</sup> 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, 34</i>, 541-547.</p> <p>Aldous, J. (1990). Family development and the life course: Two perspectives. <i>Journal of Marriage and the Family 52</i>:571–583.</p> <p>American Psychiatric Association, (1998). <i>Families and Mental Health Treatment: A Compendium of Articles from Psychiatric Services and Hospital and Community Psychiatry</i>. APA: Psychiatric Services Resource Association.</p> <p>Anderson, R. M., Rapport, M. D., Hudec, K. L., Sarver, D. E., &amp; 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, 38</i>, 497-507.</p> <p>Andreas, J. B., &amp; Watson, M. W. (2009). Moderating effects of family environment on the association between children’s aggressive beliefs and their aggressive trajectories from childhood to adolescence. <i>Development and Psychopathology, 21</i>, 189-205.</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, 42</i>, 161-173.</p> <p>Bowes, L. et al. (2013). Chronic bullying victimization across school transitions: The role of genetic and environmental influences. <i>Development and Psychopathology, 25</i>, 333-346.</p> <p>Bradley, R. H. &amp; Corwyn, R. (2013). From parent to child to parent...: Paths in and out of problem behavior. <i>Journal of Abnormal Child Psychology, 41</i>, 515-529.</p> <p>Broeren, S., Muris, P., Diamantopoulou, S., &amp; Baker, J. R. (2013). The course of childhood anxiety symptoms: Developmental trajectories and child-related in normal children. <i>Journal of Abnormal Child Psychology, 41</i>, 81-95.</p> <p>Burnette, M. L., Oshri, A., Lax, R., Richards, D., &amp; Ragbeer, S. N. (2012). Pathways from harsh parenting to adolescent antisocial behavior: A multidomain test of gender moderation. <i>Development and Psychopathology, 24</i>, 857-870.</p> <p>Coley, R. L., Carrano, J., &amp; Lewin-Bizan, S. (2011). Unpacking links between fathers’ antisocial and children’s behavior problems: Direct, indirect, and interactive effects. <i>Journal of Abnormal Child Psychology, 39</i>, 791-804.</p> <p>Davis, B., Sheeber, L., Hops, H., Tildesley, E. (2000). Adolescent responses to depressive parental behaviors in problem-solving interactions: Implications for</p>	

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- 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.

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- 「同行光明路」，香港心理衛生會，2002年。
- 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.nctsnet.org>  
<http://www.nlm.nih.gov/medlineplus/mentalhealth.html>