

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Psychology/ All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Abnormal Psychology
Course Code	: PSY3005
Department	: Psychology
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Basic Principles of Psychology (or equivalent)
Medium of Instruction	: EMI
Course Level	: 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

- 4a. Oral Communication Skills
- 4b. Written Communication Skills
- 5. Social Interaction Skills
- 6. Ethical Decision Making
- 7. Global Perspectives

1. Course Synopsis

This course aims to provide students with a comprehensive overview of contemporary mental disorders from childhood to late adulthood. It will cover (a) how views of abnormality have changed over time in East and West, using a historical perspective, (b) the defining characteristics of major childhood, adolescent, and adult mental disorders in contemporary society, (c) current approach to classify mental disorders, and (d) personal (genetic, physiological, cognitive, personality, etc.) as well as social structural factors that contribute to mental disorders. In doing so, we will review relevant research evidence as well as major theories for explaining the disorders. We will use lectures to cover the most essential facts about the disorders, and audiovisual aids to illustrate the most interesting disorders. Occasionally, case studies will be used to give students a deeper sense of the lives and conditions of people with mental disorders.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Explain the major concepts, theories, and research findings of psychopathology;
- CILO₂ Describe the basic features and the personal and social implications of the major mental disorders;
- CILO₃ Evaluate critically the medical approach in understanding the symptoms and etiology of the major mental disorders;
- CILO₄ Apply the knowledge in abnormal psychology to understand human behavior in different settings.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction to Abnormal Behaviour and Psychopathology	CILO _{1,3,4}	Lecture, video, and discussion
Clinical Assessment and Diagnosis	CILO _{1,3,4}	Lecture, video, and discussion
Anxiety disorders, Obsessive Compulsive Disorder, and Trauma- and Stress-Related Disorders	CILO ₁₋₄	Lecture, video, and student presentation
Depressive disorders, and Bipolar and related disorders	CILO ₁₋₄	Lecture, video, and student presentation

Sleep-wake disorders	CILO ₁₋₄	Lecture, video, and discussion
Neurodevelopmental Disorders	CILO ₁₋₄	Lecture, video, and student presentation
Neurocognitive Disorders	CILO ₁₋₄	Lecture, video, and student presentation
Eating disorders, Sexual dysfunctions, Paraphilic Disorders, and Gender Dysphoria	CILO ₁₋₄	Lecture, video, and student presentation
Schizophrenia & other psychotic disorders	CILO ₁₋₄	Lecture, video, and student presentation
Personality disorders	CILO ₁₋₄	Lecture, video, and student presentation

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. <u>Group project</u> Students will be divided into groups of four to six students . Each group will produce an original short video to illustrate features or issues relating to a disorder or a category of disorders with the public being the target audience. Each group will also write a synopsis to introduce the video, highlighting the concepts illustrated and the main intended message.	30%	CILO ₁₋₄
b. <u>In-class learning activities</u> Students will work in small groups of four to six to complete a number of in-class learning exercises collaboratively.	20%	CILO ₁₋₄
c. <u>Quizzes</u> One Mid-term Quiz (25%) and one Final Quiz (25%) (non-cumulative) are set to assess students' abilities in mastering, applying and synthesizing the theories and concepts explained in this course. Quiz items will be designed to test students' understanding of basic terminology and elementary concepts, and their ability to integrate and apply these concepts to analyze hypothetical and/or real life examples.	50%	CILO ₁₋₄

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Durand, V. M., Barlow, D. H., & Hofmann, S. G. (2019). *Essentials of abnormal psychology* (8th ed., Asia ed.). Cengage Learning.

7. Recommended Readings

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorder (DSM-5-TR)*. American Psychiatric Association Publishing.

Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2022). *Psychopathology: An integrative approach to mental disorders* (9th ed.). Cengage Learning.

Butcher, J. N., Mineka, S., & Hooley, J. M. (2023). *Abnormal psychology: Global edition* (18th ed.). Pearson.

Cheung, F. M. (1986). Psychopathology among Chinese people. In Bond, M. H. (Ed.), *Psychology of the Chinese people* (pp. 171-212). Oxford University Press.

Lin, T.-Y., Tseng, W.-S., & Yeh, E.-K. (1995). *Chinese societies and mental health*. Oxford University Press.*

Stewart, S. M., Lee, P. W. H., & Tao, R. (2010). Psychiatric disorders in the Chinese. In M. H. Bond (Ed.), *The Oxford handbook of Chinese psychology* (p. 367–382). Oxford University Press.*

Sue, D., Sue, D., & Sue, D. M., & Sue, S. (2022). *Understanding abnormal behavior* (12th ed.). Cengage Learning.

8. Related Web Resources

Nil

9. Related Journals

Archives of Sexual Behaviors

American Journal of Geriatric Psychiatry

American Journal of Psychiatry

Biological Psychiatry

British Journal of Psychiatry

Clinical Psychology – Science and Practice
Depression and Anxiety
Health Psychology
Journal of Abnormal Psychology
Journal of Affective Disorders
Journal of the American Academy of Child and Adolescent Psychiatry
Journal of Clinical Psychiatry
Journal of Consulting and Clinical Psychology
Neuropsychology
Psychological Medicine
Research in Developmental Disabilities
Schizophrenia Bulletin
Schizophrenia Research

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil