

**THE EDUCATION UNIVERSITY OF HONG KONG**

**Course Outline**

**Part I**

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| <b>Programme Title</b>       | : Bachelor of Social Sciences (Honours) in Psychology/<br>All Undergraduate Programmes |
| <b>Programme QF Level</b>    | : 5                                                                                    |
| <b>Course Title</b>          | : Child and Adolescent Psychopathology                                                 |
| <b>Course Code</b>           | : PSY3018                                                                              |
| <b>Department</b>            | : Psychology                                                                           |
| <b>Credit Points</b>         | : 3                                                                                    |
| <b>Contact Hours</b>         | : 39                                                                                   |
| <b>Pre-requisite(s)</b>      | : Basic Principles of Psychology (or equivalent)                                       |
| <b>Medium of Instruction</b> | : EMI                                                                                  |
| <b>Course Level</b>          | : 3                                                                                    |

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**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 will provide a historical perspective and modern concepts of **child and adolescent psychopathology** and will emphasize an integration of major developmental issues. The course will focus on specific diagnostic classifications pertinent to children and adolescents and will cover clinical symptomatology, epidemiology, etiologic considerations, course and prognosis, familial patterns and influences, differential diagnosis, and potential intervention strategies. Students will be expected to understand the basic framework of Diagnostic and Statistical Manual of Mental Disorders - Fifth Edition. **They will be also expected to raise their awareness about the impact of psychopathology on children and adolescents, their families, and the society and also the availability of support provided to them.**

### 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Describe the etiology, epidemiology, phenomenology, and diagnosis of child and adolescent mental illness;
- CILO<sub>2</sub> Identify methods for collecting data and interpreting information about children and families;
- CILO<sub>3</sub> Formulate the impact of psychopathology on the normal development of children and adolescents;
- CILO<sub>4</sub> Utilize evaluative criteria for assessing normal and problematic behavior;
- CILO<sub>5</sub> Develop a critical, culturally-sensitive view of what constitutes “normal” versus “abnormal” behavior and thought in young people.

### 3. Content, CILOs and Teaching & Learning Activities

| Course Content                                                                                                                                                                                                                | CILOs               | Suggested Teaching & Learning Activities |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------------------------|
| <b>PART I: Understanding Child and Adolescent Psychopathology</b><br>Introduction to Normal and Abnormal Behaviors in Children and Adolescents/<br>Theories and Causes of Psychological Disorders in Children and Adolescents | CILO <sub>1,3</sub> | Lecture & In-class/<br>online discussion |

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| Research Issues in Studying Child and Adolescent Psychopathology                                                                                             | CILO <sub>2</sub>       | Lecture                                                                                                   |
| Assessment, Diagnosis and Treatment of Psychological Disorders in Children and Adolescents                                                                   | CILO <sub>1,4,5</sub>   | Lecture & In-class/<br>online discussion on<br>contemporary issues of<br>developmental<br>psychopathology |
| Discussion of Formal and Informal Support Offered to Children and Adolescents, Their Families, and The Society (e.g. Schools)                                | CILO <sub>1,3,4,5</sub> | Lecture, Case<br>Discussion, & In-class/<br>online discussion                                             |
| <b>PART II: Behavioral Disorders</b><br>Attention-Deficit/Hyperactivity Disorder (ADHD)/<br>Conduct Problems                                                 | CILO <sub>3-5</sub>     | Lecture, Case<br>Discussion, & In-class/<br>online discussion                                             |
| <b>PART III: Emotional Disorders</b><br>Anxiety Disorders/<br>Mood Disorders                                                                                 | CILO <sub>3-5</sub>     | Lecture, Case<br>Discussion, & In-class/<br>online discussion                                             |
| <b>PART IV: Developmental and Learning Disorders</b><br>Intellectual Developmental Disorder/Autism<br>Spectrum Disorder/Communication and Learning Disorders | CILO <sub>3-5</sub>     | Lecture, Case<br>Discussion, & In-class/<br>online discussion                                             |
| <b>PART V: Problems Related to The Interplay of Physical and Mental Health</b><br>Child Maltreatment/ Trauma/<br>Stress-related Disorders                    | CILO <sub>3-5</sub>     | Lecture, Case<br>Discussion, & In-class/<br>online discussion                                             |

#### 4. Assessment

| Assessment Tasks                                                                                                                                                                                                                                                                                                                                                | Weighting (%) | CILO                |
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| <b>a. Group video-project</b><br>Each group (4 – 6 students) will produce an original short video to illustrate a psychological disorder or a category of psychological 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 <sub>1-5</sub> |
| <b>b. Individual Case Presentation (5 minutes)</b><br>Each student will present a real-life case study of a child/adolescent either (1) with a diagnosed psychological disorder or (2) showing some signs/                                                                                                                                                      | 35%           | CILO <sub>1-5</sub> |

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| symptoms of a psychological disorder, focusing on the symptoms' presentation, diagnosis, and etiology (predisposing, precipitating, and perpetuating factors), personal coping, and potential intervention strategies. The purpose of the assignment is to facilitate application of knowledge learned in the course, to critically analyze and evaluate the relevance of theoretical models to the presenting case. In order to promote peer learning, students will also have the opportunities to review their peers' case presentation and give constructive feedback on their work. |     |                     |
| <b>c. Tests</b><br>- One mid-term test (15%) and one final test (20%) will cover all the course materials and consist of multiple-choice questions.                                                                                                                                                                                                                                                                                                                                                                                                                                      | 35% | CILO <sub>1-5</sub> |

## 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)

Parritz, R. H., & Troy, M. F. (2024). *Disorders of childhood: Development and psychopathology* (4<sup>th</sup> ed.). Cengage Learning.

## 7. Recommended Readings

American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR)*. American Psychiatric Association Publishing.

Beauchaine, T. P., & Hinshaw, S. P. (2017). *Child and adolescent psychopathology*. Hoboken (3<sup>rd</sup> ed.). John Wiley.

Mash, E. J., Wolfe, D. A., & Williams, K. N. (2023). *Child Psychopathology* (8<sup>th</sup> ed.). Cengage Learning.

Weis, R. (2021). *Introduction to abnormal child and adolescent psychology* (4<sup>th</sup> ed.). Sage Publications, Inc.

Wilmshurst, L. A. (2023). *Child and adolescent psychopathology: A case book* (5th ed.). SAGE Publication, Inc.

**8. Related Web Resources**

APA Formatting and Style Guide – Purdue University

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

**9. Related Journals**

*Journal of Abnormal Child Psychology*

*Journal of Clinical Child Psychology*

*Journal of the American Academy of Child and Adolescent Psychiatry*

*Journal of Clinical Child and Adolescent Psychology*

*Journal of Child Psychology and Psychiatry*

**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