

Course Code	HP2700
Course Title	Abnormal Psychology
Pre-requisites	HP1000 Introduction to Psychology HP1100 Fundamentals to Social Science Research HP2200 Biological Psychology
No of AUs	3

Course Aims

This is an introductory module to provide an overview of the field of abnormal psychology. The course discusses a variety of psychological conditions and human behaviors that are traditionally considered outside of what we see as “normal.” We will explore the major approaches to understanding these psychological disorders described in the Diagnostic and Statistical Manual of Mental disorders (DSM; the most recent version is the fifth edition [DSM-5]), their manifestations, causes, risk factors, assessments, and treatments. The course emphasizes the scientific and research aspects of abnormal psychology. That is, it focuses on the knowledge obtained by rigorous scientific research methods. At the end of this module, students should have an overall understanding of the various psychological disorders and be able to provide an account of abnormal behaviors and psychological disorders observed in daily life. It is also the goal of this course that students achieve greater understanding and appreciation for the range of human behaviors. In addition, this course provides a foundation for other more advanced courses that cover the understanding and treatment strategies for psychological disorders. The knowledge learned in this course will serve as the foundation for related fields in health sciences, including clinical psychology, psychological counseling, social work, and rehabilitation.

Intended Learning Outcomes (ILO)

By the end of this course, students should be able to:

1. Identify and describe various diagnostic categories of psychological disorders and mental illness.
2. Explain current understanding of the causes of various psychological disorders and mental illness.
3. Describe major treatment approaches to different psychological disorders.
4. Discuss critically and scientifically about psychological disorders and mental illness and their impact on society and consequences in everyday life.

Course Content

Models of abnormality, diagnosis of mental illness, anxiety disorders, mood disorders (depression and bipolar disorders), eating disorders, schizophrenia and psychotic disorders, autism, attention deficit hyperactive disorder, personality disorders, gender disorders, somatic symptoms and dissociative disorders, stress and health.

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual
1. Individual Report	1, 2, 3, 4	Competence, communication, creativity	30%	Individual
2. Final Video Presentation	1, 2, 3, 4	Communication, Civic-mindedness, Collaboration, Creativity & Competence.	25%	Group

3. Continual Evaluation – Quiz (CE)	2, 4	Competence	30%	Individual
4. Tutorial Activities	1, 2, 3, 4	Competence, Communication	10%	Group
5. Class Participation	2, 4	Communication, Civic-mindedness, Collaboration, Creativity & Competence.	5%	Individual
Total			100%	

Formative feedback

Students will be able to receive feedback and check on their progress in several ways: (1) Students can receive their CE results, and evaluate their progress and performance by comparing their relative standing to their peers; (2) Students can review their CE results and discuss their answers and areas for improvement with the instructor; (3) Students may make individual appointments with the instructor to receive feedback on their performance and discuss their understanding of the course materials. General feedback on students' performance will be provided to all students.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Lecture	Students learn how to recognize the essential clinical features and associated characteristics of various psychological disorders, their causes, and common treatment approaches on the basis of different theoretical frameworks, including neurobiological, behavioral, cognitive, and socio-cultural perspectives.
Illustrative teaching videos	To demonstrate realistic depictions of psychological disorders, highlight critical issues, and illuminate potential controversies, short videos, each approximately 3 to 6 minutes, are selected and shown during the lectures throughout the semester. These short videos also encourage students' critical thinking of the topics in discussion. Complementary to the classroom lectures and verbal presentations, these videos portray how real individuals may experience psychological disorders, how they may behave, and how experts discuss related concepts and controversies. They facilitate students' understanding of course materials, promote critical thinking, and demonstrate the relevance of the concepts taught in classroom to everyday life.
Tutorial activities	Students are required to participate in tutorials (either online or in person). To facilitate understanding of abstract psychological concepts, activities are designed to involve students in active learning. These activities are engaging for their interesting and educational nature. They highlight the gist of

important concepts, and are relatable in the context of daily life. By engaging students during tutorial sessions, they can learn how to apply psychological concepts and perspectives on real-life situations. It can also promote critical thinking and synthesis of knowledge as students engage in discussion of potential controversies and seek reasonable solutions for the problems related to abnormal psychology.

Reading and References

Kring, A. M., & Johnson, S. L. (2017). *Abnormal Psychology: The Science and Treatment of Psychological Disorders*, 14th edition. Wiley.

Course Policies and Student Responsibilities

(1) General Policies

Students are expected to complete all assigned readings, attend all lectures punctually, take all scheduled tests, and complete all assignments and tests by due dates. Students are expected to take responsibility to follow up with course notes, assignments, and course related announcements for lectures that they have missed. Students are expected to participate in lectures and discuss board activities.

(2) Continual Evaluation (CE)

The CE will cover the textbook and supplementary materials from lectures (e.g., short videos and class activities and demonstrations). There is no make-up CE.

(3) Individual Report and Group Video Presentation

The report and group video presentation will cover textbook and lecture materials in an applied fashion.

(4) Tutorial Participation

Students are encouraged to ask questions and volunteer their responses to activities and problems discussed during tutorial sessions. The instructor and teaching assistants/readers will monitor class discussions. During the tutorial, students will be encouraged to express their own thoughts, opinions, reactions, or experiences that are relevant to the lectures and readings. For example, they can share with the class about whether they agree or disagree with the content presented in the textbook and lectures, what they think of recent news events that are relevant to course materials, or their opinions on topics relevant to our class. Students should not merely copy or repeat information from the textbook, lecture notes, or online sources. They should focus on their own critical thinking and what their thoughtful opinions are. Students should be civil and considerate in their discourse when participating in tutorials and be careful not to plagiarize from other online or offline sources.

(5) Classroom Etiquette

Students should be considerate and conscious of classroom etiquette (e.g., no cell phones, internet surfing, sleeping, personal conversations, and other distractions). They should be on time, silence your cell phone except for emergency calls, and refrain from surfing the web, texting, checking email, and engaging in online chatting and social networking, etc. If students have questions regarding the lecture material, they should feel free to raise their hands and speak loudly so that others may also hear the questions.

(6) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities

supported by an excuse letter from the relevant bodies. If the student misses a lecture, he/she should inform the course instructor via email prior to the start of the class.

Academic Integrity

Good academic work depends on honesty and ethical behavior. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	Introduction and Historical Overview	1, 2, 3, 4	Textbook Ch. 1
2	Current Paradigms of Psychopathology	1, 2, 3, 4	Textbook Ch. 2
3	Diagnosis and Assessment, Research Methodology Quiz 1	1, 2, 3, 4	Textbook Ch. 3, 4
4	Anxiety Disorders Quiz 2 Tutorial 1	1, 2, 3, 4	Textbook Ch. 6
5	OCD and Trauma-Related Disorders Quiz 3	1, 2, 3, 4	Textbook Ch. 7
6	Dissociative and Somatic Symptom-Related Disorders Quiz 4 Tutorial 2	1, 2, 3, 4	Textbook Ch. 8
7	Late Life and Neurocognitive Disorders / Legal & Ethical Issues Quiz 5 Paper Due	1, 2, 3, 4	Textbook Ch. 14, 16
8	Disorders of Childhood Quiz 6 Tutorial 3	1, 2, 3, 4	Textbook Ch. 13
9	Mood Disorders Quiz 7	1, 2, 3, 4	Textbook Ch. 5
10	Schizophrenia Quiz 8	1, 2, 3, 4	Textbook Ch. 9

	Tutorial 4		
11	Eating Disorders Quiz 9	1, 2, 3, 4	Textbook Ch. 11
12	Substance Abuse and Gender/Sexual Disorders Quiz 10 Tutorial 5	1, 2, 3, 4	Textbook Ch. 15
13	Personality Disorders Video Clip Due Online scoring	1, 2, 3, 4	Textbook Ch. 15