

Course Code: APSY- 351
Course Title: Psycho-Pathology

Credit Hours: 3
(Foundation Course)

Introduction

The course provides an overview of the nature and history of abnormal behaviour and includes the predominant models underlying our understanding of abnormality. Detailed descriptions and empirical research relating to a range of clinical problems, specifically enlisted in Diagnostic and Statistical Manual of Mental Disorders (DSM-V) form the core of the course. Presentations of clinical problems are supported by outside speakers or video based illustrations. There is an emphasis upon empirical evidence relating to the epidemiology, aetiology, and treatment of the clinical problems covered during the course.

Course Objectives

1. This course aims to familiarize the students with the basic concepts of Abnormal Psychology; about historical developments and current status of Abnormal Psychology; main systems of classification and diagnosis, symptomatology, diagnostic criteria and etiological factors of different psychological disorders.

Learning Outcomes

On completion of the course, the students will be able to:

1. Become acquainted with the use of the DSM 5- based diagnosis and students will also be able to learn differential diagnosis with the knack of identifying the clinical features of the disorder.
2. Examine clinical manifestations, epidemiology, etiology, treatment, course and prognosis of selected disorders.
3. Identify physical / organic problems that can cause or exacerbate emotional and interpersonal problems.

Contents

Unit-I

1.1 Introduction to Abnormal Psychology

- 1.1.1 Criteria of normality and abnormality
- 1.1.2 Diagnostic classification system-DSM & ICD: Different editions and revisions

Unit-II

2.1 History of Abnormal Psychology

- 2.1.1 Dark ages & demonology; Greeks, Romans and Middle ages
- 2.1.2 Nineteenth & twentieth centuries: Current status and controversies

Unit-III

3.1 Psychopathology

- 3.1.1 Schizophrenia spectrum and other psychotic disorders
- 3.1.2 Bipolar and related disorders
- 3.1.3 Depressive disorders
- 3.1.4 Anxiety disorders
- 3.1.5 Obsessive compulsive and related disorders
- 3.1.6 Trauma and stressor related disorders
- 3.1.7 Dissociative disorder
- 3.1.8 Somatic symptoms and related disorders

- 3.1.9 Gender dysphoria
- 3.1.10 Substance related and addictive disorders
- 3.1.11 Personality disorders

Teaching-learning Strategies

Lectures, tutorials and semester work

Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation

The goal through Sessional work would be to inculcate (learning goal of) acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements		Details
1.	Midterm Assessment		It takes place at the mid-point of the semester.
2.	Formative Assessment		It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment		It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings:

- **Books:**

American Psychological Association. (2010). *Diagnostic and statistical manual of mental disorders 5*. Author.

Barlow, D. H. (2012). *Abnormal psychology* (6th ed.). Australia: Wadsworth.

Barlow, D. H. (2010). *Textbook of abnormal psychology*. Australia: Cengage Learning.

Barlow, D.H. (2001). *Abnormal psychology: An integrative approach* (3rd ed.). USA: Wadsworth Publishing.

Blaney, M. T. & Davis, P. H.(1999). *Oxford textbook of psychopathology*. Open University press.

Butcher, J., Mineka, S., Hooley, J.M. (2003). *Abnormal psychology*. (12th ed.). USA: Pearson Allyn& Bacon.

Carlson, R. C, Butcher, J. N. & Mineka, S. (1998). *Abnormal psychology and modern life*. USA: Pearson Allyn & Bacon.

Comer, R. J. (2011). *Fundamentals of abnormal psychology*, (6th ed.). New York. Wards Worth Publishers.

Davison, G. C & Neale, J. M.(2001). *Abnormal psychology*, (8th ed.). UK: John Wiley and Sons.

Durand, V. M. (2010). *Essentials of abnormal psychology* (5th ed.). Australia: Wadsworth.

Isabel, A. J. (2013). *Textbook of Abnormal Psychology*. New Delhi: Random Export.

Kring, A. M. (2010). *Abnormal psychology* (11th ed.). UK: John Wiley and Sons.

Levak, R. W. (2011). *Therapeutic feedback with the MMPI-2*. NY: Routledge.

Mash, E. J. (2010). *Abnormal child psychology* (4th ed.). Australia: Wadsworth.

- **Journal Articles / Reports**

- Luyten, P., Campbell, C., Allison, E., & Fonagy, P. (2020). The mentalizing approach to psychopathology: State of the art and future directions. *Annual review of clinical psychology, 16*, 297-325.
- Smoller, J. W., Andreassen, O. A., Edenberg, H. J., Faraone, S. V., Glatt, S. J., & Kendler, K. S. (2019). Psychiatric genetics and the structure of psychopathology. *Molecular psychiatry, 24*(3), 409-420.
- Sydnor, V. J., Larsen, B., Bassett, D. S., Alexander-Bloch, A., Fair, D. A., Liston, C., ... & Satterthwaite, T. D. (2021). Neurodevelopment of the association cortices: Patterns, mechanisms, and implications for psychopathology. *Neuron, 109*(18), 2820-2846.
- Widiger, T. A., Sellbom, M., Chmielewski, M., Clark, L. A., DeYoung, C. G., Kotov, R., ... & Wright, A. G. (2019). Personality in a hierarchical model of psychopathology. *Clinical Psychological Science, 7*(1), 77-92.
- Wright, A. G., & Woods, W. C. (2020). Personalized models of psychopathology. *Annual review of clinical psychology, 16*, 49-74.
- Zelazo, P. D. (2020). Executive function and psychopathology: A neurodevelopmental perspective. *Annual Review of Clinical Psychology, 16*, 431-454.