

Program	BS (4 Years)	Course Code	APSY-363	Credit Hours	3
Course Title	Psychopathology				
Course Introduction					
<p>The course provides an overview of the nature and history of abnormal behavior 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, etiology, and treatment of the clinical problems covered during the course.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 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. 					
Course Contents					
<p>Introduction to Abnormal Psychology Criteria of normality and abnormality Diagnostic classification system-DSM & ICD: Different editions and revisions</p> <p>History of Abnormal Psychology Dark ages & demonology; Greeks, Romans and Middle ages Nineteenth & twentieth centuries: Current status and controversies</p> <p>Psychopathology Schizophrenia spectrum and other psychotic disorders Bipolar and related disorders Depressive disorders Anxiety disorders Obsessive compulsive and related disorders Trauma and stressor related disorders Dissociative disorder Somatic symptoms and related disorders Gender dysphoria Substance related and addictive disorders Personality disorders</p>					
Textbooks and Reading Material					
<p>2.1 Books:</p> <ul style="list-style-type: none"> • American Psychological Association. (2010). <i>Diagnostic and statistical manual of mental disorders 5</i>. Author. • Barlow, D. H. (2012). <i>Abnormal psychology</i> (6th ed.). Australia: Wadsworth. • Barlow, D. H. (2010). <i>Textbook of abnormal psychology</i>. Australia: Cengage Learning. • Barlow, D.H. (2001). <i>Abnormal psychology: An integrative approach</i> (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.

2.2 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.

Note:- It is preferable to use latest available editions of books.

Teaching Learning Strategies

1. Lectures/Tutorials
2. Semester work
3. Class participation /Presentation
4. Assignments/Class Projects
5. Quizzes

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and

			behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination 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.