

Subject Description Form

Subject Code	APSS531														
Subject Title	Mental Health Practice														
Credit Value	3														
Level	5														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Presentation</td> <td style="text-align: center;">0 %</td> <td style="text-align: center;">30 %</td> </tr> <tr> <td>2. Reflection on mental health issues</td> <td style="text-align: center;">10 %</td> <td></td> </tr> <tr> <td>2. Term Paper</td> <td style="text-align: center;">60 %</td> <td style="text-align: center;">0 %</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass all the components if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar Presentation	0 %	30 %	2. Reflection on mental health issues	10 %		2. Term Paper	60 %	0 %
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Objectives	<p>The subject embraces a multidimensional perspective in understanding and articulating psychosocial interventions with adult clients with various types of mental illness, particular attention will be focused on working with clients with schizophrenia and depression. Students are equipped with macro as well as micro orientation in building up their practice competence in working with clients with mental illness.</p>														
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. acquire the international trends and contemporary issues in mental health practice; b. recognize, articulate and evaluate the values, role, skills and intervention, in professional mental health practice, either in the clinical team or community; c. understand psycho-social implications of mental illness and apply the relevant research findings in practical use; d. acquire relevant knowledge about the recent development in multidisciplinary work and managerial trend in the mental health sessions; e. develop practice competence, to develop skills and explore alternatives or innovative strategies in dealing with people with mental health problems; 														

	<p>f. have a critical understanding on the ideologies on mental health practice.</p>
<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. Critical Review of Concepts in Mental Health and Psychiatric Rehabilitation <ul style="list-style-type: none"> Concepts of mental health & mental disorder Concepts of psychiatric rehabilitation Implications to psychiatric rehabilitation in Hong Kong 2. The International Trends of Mental Health Practice & Services <ul style="list-style-type: none"> From myth to institutional care From institutional care to de-institutionalization From de-institutionalization to community care Managed Care and Evidence Based Practice 3. Current Scene and Future Development of Mental Health Services in Hong Kong <ul style="list-style-type: none"> Dilemmas and Challenges in mental health service in Hong Kong. 4. Social Control vs Psychosocial Integration: The Dilemma & Struggle of Humanistic Professional Practice in Psychiatric Setting <ul style="list-style-type: none"> The value dilemma : patient vs person vs client The identity crisis : social control agent vs humanizing agent The role ambiguity : role institutionalization of professional practice role in multidisciplinary team work The struggle in practice : institutionalized specialized training vs normalized generic community integration 5. Recovery model and holistic mental health care <ul style="list-style-type: none"> Symptom diagnosis vs holistic assessment Skills and behavioural assessment Problem assessment and need assessment Strengths based approach in assessment and mental health practice Recovery model and its application in local context User involvement and co-production Strengths Based Assessment Strengths Based Client Work Transaction Developing Clients and Environmental Strengths for Recovery Strengths Based Assessment. 6. Family Caregiving and Family Intervention with Clients with Mental Illness 7. Critical Review of Psychosocial Interventions with Clients with Mental Illness <ul style="list-style-type: none"> Third wave in psychotherapies for emotional disorders Handling emergencies Suicide and its management Therapeutic community and group milieu Psychoeducation and community education

	8. Critical review of psychiatry Diagnostic assessment and treatment Side effects of pharmacotherapy Non-compliance																																																					
Teaching/ Learning Methodology	By means of a reflective approach in teaching, students are required to articulate a multi-dimensional perspective in Mental Health practice. Seminars in form of mini-surveys are used to make students aware of various contextual constraints in actual practice. Apart from lectures and seminars, reading materials are also allocated for students to enhance their knowledge in up-front research & literature in Mental Health practice. Also, students are encouraged to bring forth their own cases from their professional practice for discussion and illustration so that they can integrate what they have learnt in this subject in actual application.																																																					
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="437 725 1477 1234"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Presentation</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Reflection of mental health issues</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Term Paper</td> <td>60%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p data-bbox="437 1285 1477 1352">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="437 1386 783 1417">Assessment will be based on:</p> <ol data-bbox="437 1451 1477 1720" style="list-style-type: none"> (1) student will form groups and give a seminar presentation on a topic suggested by instructor, or chosen by the students with instructor's approval. (2) Individual are required to write a 50 to 100 words of reflections about their new learning and comments on each topic of the lecture. (3) In the term paper, students are required to examine, discuss and analyze related issues in mental health practice. 								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Seminar Presentation	30%	√	√	√	√	√	√	2. Reflection of mental health issues	10%	√	√	√	√	√	√	3. Term Paper	60%	√	√	√	√	√	√	Total	100 %						
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Student Study Effort Expected	Class contact:																																																					
	<ul style="list-style-type: none"> ▪ Lecture 	27 Hrs.																																																				
	<ul style="list-style-type: none"> ▪ Seminar and Tutorial 	12 Hrs.																																																				
	Other student study effort:																																																					
	<ul style="list-style-type: none"> ▪ Reading 	52 Hrs.																																																				

	<ul style="list-style-type: none"> ▪ Group discussion outside class 	24 Hrs.
	Total student study effort	115 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders: DSM-5</i>. American Psychiatric Association.</p> <p>Barlow, D.H., et al. (2018). Unified protocol for transdiagnostic treatment of emotional disorders, therapist guide (2nd ed.). Oxford University Press.</p> <p>Barrett, L.F. (2016). <i>How emotions are made: The secret life of the brain</i>. Houghton Mifflin Harcourt.</p> <p>Bentall, R. P., de Sousa, P., Varese, F., Wickham, S., Sitko, K., Haarmans, M., & Read, J. (2014). From adversity to psychosis: pathways and mechanisms from specific adversities to specific symptoms. <i>Social psychiatry and psychiatric epidemiology</i>, 49, 1011-1022.</p> <p>Corcoran, J. & Walsh, J.M. (2011). <i>Mental health in social work: A casebook on diagnosis and strengths based assessments</i>. (2nd ed.). Pearson.</p> <p>Davidson, L, Tondora, J. & Lawless, M.S. et al (2009). <i>Practical guide to recovery-oriented practice: Tools for transforming mental health care</i>. Oxford University Press.</p> <p>Harrison, P., Cowen, P., Burns, T., & Fazel, M. (2017). <i>Shorter Oxford Textbook of Psychiatry</i>, 7th ed. Oxford University Press.</p> <p>Saleebey, D. (Ed.). (2013). <i>The strengths perspective in social work practice</i>. Pearson Education.</p> <p>Yalom, I.D., & Yalom, M. (2022). <i>A matter of death and life: Love, loss and what matters in the end</i>. Piatkus.</p> <p>Yip, K.S. (Ed.). (2008). <i>Strength-based perspective in working with clients with mental illness: A Chinese cultural articulation</i>. New York: Nova Science Publishers.</p> <p><u>Supplementary</u></p> <p>Beresford, P. & Carr, S. (2012). <i>Social care, service users and user involvement</i>. Jessica Kingsley.</p> <p>Bhugra, D., & McKenzie, K. (2010). Expressed emotion across cultures. In Bhattacharya, R., Cross, S., & Bhugra, D. (Eds.). <i>Clinical topics in cultural psychiatry (pp.52-67)</i>. The Royal College of Psychiatrists.</p> <p>Franci, A.P. (Ed). (2014). <i>Social work in mental health: Contexts and theories for Practice</i>. SAGE Inc.</p> <p>Gould, N. (2010). <i>Mental Health Social Work in Context</i>. Routledge.</p> <p>Kim, S. Y., De Vries, R. G., & Peteet, J. R. (2016). Euthanasia and assisted suicide of patients with psychiatric disorders in the Netherlands 2011 to 2014. <i>JAMA Psychiatry</i>, 73(4), 362-368.</p> <p>Lefley, H.P. (2009). <i>Family psychoeducation for serious mental illness</i>. Oxford University Press.</p> <p>Oliver, K., Kothari, A., & Mays, N. (2019). The dark side of coproduction: do the costs outweigh the benefits for health research?. <i>Health Research Policy and Systems</i>, 17(1), 1-10.</p> <p>Palmer, V. J., Weavell, W., Callander, R., Piper, D., Richard, L., Maher, L., ... & Robert, G. (2019). The Participatory Zeitgeist: an explanatory theoretical model of change in an era of coproduction and codesign in healthcare improvement. <i>Medical humanities</i>, 45(3), 247-257.</p> <p>Proot, C. & Yorke, M. (2021). <i>Challenges and choices for patient, carer and professional at the end of life: Living with uncertainty</i>. Routledge.</p>	

	<p>Woods, A., Jones, N., Alderson-Day, B., Collard, F., & Fernyhough, C. (2015). Experiences of hearing voices: analysis of a novel phenomenological survey. <i>Lancet Psychiatry</i>, 2, 323-331.</p> <p>新生精神康復會(2016) 改變幻聽的世界, 經濟日報出版</p>
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