

Subject Description Form

Subject Code	APSS532														
Subject Title	Adolescence and Mental Health														
Credit Value	3														
Level	5														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table><tr><td>100% Continuous Assessment</td><td>Individual Assessment</td><td>Group Assessment</td></tr><tr><td>1. Attendance and Participation</td><td>10 %</td><td>0%</td></tr><tr><td>2. Seminar Presentation</td><td>0%</td><td>30 %</td></tr><tr><td>3. Term Paper</td><td>60 %</td><td>0 %</td></tr></table> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • Students must pass the specific component(s) (standard of passing) if he/she is to pass the subject.			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Attendance and Participation	10 %	0%	2. Seminar Presentation	0%	30 %	3. Term Paper	60 %	0 %
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Objectives	This subject embraces a psycho-social approach and developmental perspective in understanding the mental health development of children and adolescents in the current Hong Kong context. Students are also able to build up knowledge and skills in working effectively with the target service groups particularly in Hong Kong context.														
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Equip knowledge of adolescent mental health issues by understanding the development, needs and psychosocial factors in both local and international contexts, including relevant concepts, theories, and controversies; b. Critically evaluate various mental health services and interventions for adolescents including their strengths, limitations, and the roles and challenges faced by professionals; c. Cultivate critical thinking and adaptability to effectively address the complex needs of adolescents with mental health challenges, both individually and within multidisciplinary teams. d. Embrace a humanistic, holistic, and culturally sensitive approach to mental health care, respecting users’ needs, rights, and life meaning, and fostering a global perspective in professional practice.														

	e. Enhance professional competence and ethical awareness by developing effective communication, collaboration skills, and the ability to identify and navigate ethical dilemmas in adolescent mental health care.																																								
Subject Synopsis/ Indicative Syllabus	1. A conceptual review of adolescent mental health and development: Implications on intervention and services 2. Adolescents’ self-identity, mental health and mental problem: Conceptualization and articulation, implications on intervention and services 3. Adolescents’ resilience and coping to hardships, sufferings, traumas and abuse in life 4. Mental health services and children and youth services for adolescents with mental health problems: Issues, controversies and dilemmas 5. Adolescents’ mental health problems: Understanding, interpretation and intervention: a. Adolescent mood problems b. First onset schizophrenia c. Anxiety disorders d. Neurodevelopmental disorders e. Trauma-related disorders 6. Roles and dynamics of human professionals in working with adolescents with mental health problems: A critical reflection																																								
Teaching/Learning Methodology	Students are expected to be active learners in the class. They will be provided with the essential perspectives to look at the developmental tasks of children and adolescents in Hong Kong, and the analysis and solutions to adolescents’ problems and mental health issues. Built into the lectures are case discussions to enable students’ participation and contribution. With the benefits of the knowledge gained in the subject, students are also required to choose a topic within the boundary of the subject and make a presentation of it in the seminar. Hence, students’ participation in both lectures and seminars, and efforts paid will be an integral part of the teaching and learning strategy.																																								
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">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></tr><tr><td>1. Attendance and Participation</td><td>10%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>2. Seminar Presentation</td><td>30%</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></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Assessment will be based on seminar presentation of topics chosen by the students and their participation in case discussions. Students will be required to submit a term paper to critically examine a topic on mental health issues of adolescents in Hong Kong.	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Attendance and Participation	10%	√	√	√	√	√	2. Seminar Presentation	30%	√	√	√	√	√	3. Term Paper	60%	√	√	√	√	√	Total	100 %					
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Student Study Effort Expected	Class contact:	
	▪ Lectures	27 Hrs.
	▪ Seminars	12 Hrs.
	Other student study effort:	
	▪ Reading	52 Hrs.
	▪ Group discussion outside class	24 Hrs.
	Total student study effort	115 Hrs.
Reading List and References	<u>Essential</u> Ferrer-Wreder, L., & Kroger, J. (2020). <i>Identity in adolescence: The balance between self and other</i>. Routledge. Frydenberg, E. (2019). <i>Adolescent coping: Promoting resilience and well-being</i>. Routledge. Yip, K. S. (Ed.). (2012). <i>Recovery and resilience of children, adolescents, adults, and elderly with mental problems: Application and interventions</i>. Nova Science Publishers. Yip, K. S., Poon, M. Y., & Chan, K. (Eds.). (2004). <i>Adolescent depression: Understanding and intervention (In Chinese)</i>. Hong Kong Federation of Youth Groups. <u>Supplementary</u> Adams, G., Montemayor, R., & Gullotta, T.P. (Eds.). (1996). <i>Psychosocial development during adolescence</i>. Sage. Burns, B. J. (2002). <i>Community treatment for youth: Evidence-based interventions for severe emotional and behavioral disorders</i>. Oxford University Press. Chan, H. C. O., & Wong, D. S. (2015). The overlap between school bullying perpetration and victimization: Assessing the psychological, familial, and school factors of Chinese adolescents in Hong Kong. <i>Journal of child and Family Studies</i>, 24(11), 3224-3234. Lapsley, D. K., & Power, F. C. (Eds.). (1988). <i>Self, ego and identity: Integrative approaches</i>. Springer-Verlag. Lewis, M., & Rudolph, K. D. (Eds.). (2014). <i>Handbook of developmental psychopathology</i>. Springer. Montemayor, R., Adams, G. R., & Gullotta, T. P. (Eds.). (1994). <i>Personal relationships during adolescence</i>. Sage. Rutter, M. (Ed.). (2008). <i>Rutter's child and adolescent psychiatry</i>. Blackwell Pub. Shek, D. T. L. (1995). Mental health of Chinese adolescents in different Chinese societies. <i>International Journal of Adolescent Medicine & Health</i>, 8(2), 117-155.	

	Thapar, A., Pine, D. S., Leckman, J. F., Scott, S., Snowling, M. J., & Taylor, E. (Eds.). (2015). <i>Rutter's child and adolescent psychiatry</i>. John Wiley & Sons. Yip, K.S. (2003). A strengths perspective in working with an adolescent with dual diagnosis. <i>Clinical Social Work Journal</i>, 31(2), 189-204. Yip, K.S. (2004). Adolescent self cutters in Hong Kong. <i>Asia Pacific Journal of Social Work and Development</i>, 14(2), 33-51. Yip, K.S. (2005). A strengths perspective in working with an adolescent with depression. <i>Psychiatric Rehabilitation Journal</i>, 28(4), 362-369.
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