

Subject Description Form

Subject Code	APSS536														
Subject Title	Mental Health Policy														
Credit Value	3														
Level	5														
Pre-requisite/ Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%;"> <tr> <th>100% Continuous Assessment</th><th>Individual Assessment</th><th>Group Assessment</th></tr> <tr> <td>1. Individual paper</td><td style="text-align: center;">50%</td><td style="text-align: center;">0%</td></tr> <tr> <td>2. Group presentation</td><td style="text-align: center;">0%</td><td style="text-align: center;">35%</td></tr> <tr> <td>3. Class activities</td><td style="text-align: center;">15%</td><td style="text-align: center;">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 - Student must pass all component(s) if he/she is to pass the subject.			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Individual paper	50%	0%	2. Group presentation	0%	35%	3. Class activities	15%	0%
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Objectives	The objectives of this subject are to provide students with conceptual and practice tools for understanding the mental health problems and services utilization from a larger policy perspective, especially during and post COVID-19 pandemic; to introduce students to the mental health policy of Hong Kong; to enable students to appreciate the use of co-production and capability approach, inclusive design thinking in building positive mental health together via policy means.														
Intended Learning Outcomes	Upon completion of the subject, students are able to: a. critically analyze the mental health problems and issue with service utilization of a specific population of their interests in Hong Kong, using the various approaches to understanding mental health b. employ the co-production and capability approach to recommend how they can actively involve service users (a specific group of the choice) in formulating mental health policy for a vulnerable population. c. promote a humanistic and holistic understanding of users' needs, rights and life meaning concerning various mental health challenges														

Subject Synopsis/ Indicative Syllabus	Approaches to Understanding Mental Health problem and mental health services utilization (Class 1, Class 2 and 3) Multidimensional nature of mental health; Public health approach to mental Health; Social determinants of mental health (Ecological system approach & Life course approach). Anderson Behavioral Health Model on Service Utilization) Approaches to formulating mental health services and policy (Class 4 and 5) Integrated Health and Social Care Model; Capability approach; coproduction and inclusive design Current Mental Health Policy of Hong Kong and its Development (Class 6) Vulnerable population and mental health policy (Class 7-11) e.g., Older people; Cultural diversity; Gender and sexual minority; homelessness; Poverty Project consultation and Presentation (Class 12-13)																																
Teaching/Learning Methodology	In addition to lectures conducted by the subject teacher, self-reflection exercises, audio-visual materials, simulation games, and demonstration will be used to facilitate classroom teaching. A small group of students will organize discussion, case studies or debates among their fellow classmates.																																
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="3"></th></tr><tr><th>a</th><th>b</th><th>c</th></tr><tr><td>1. Individual paper</td><td>50 %</td><td>√</td><td>√</td><td>√</td></tr><tr><td>2. Group presentation</td><td>35 %</td><td>√</td><td>√</td><td>√</td></tr><tr><td>3. Class activities</td><td>15 %</td><td>√</td><td>√</td><td>√</td></tr><tr><td>Total</td><td>100 %</td><td></td><td></td><td></td></tr></table> Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: 1. Individual paper requires students to put together (1) a short reflective essay describing the mental health issue experienced by a specific targeted population (20%) and (2) an article consolidating their thoughts and understanding on the current debates and discussions about mental health policy for a targeted vulnerable population (30%). 2. Participation through class activities combines idea creation and in-class debates for students to critically appraise the outcomes and processes of the mental health services 3. The group presentation encourages students to explore and explain issues related to the mental health problems and services utilization of a targeted					Specific assessment methods/tasks	% weighting				a	b	c	1. Individual paper	50 %	√	√	√	2. Group presentation	35 %	√	√	√	3. Class activities	15 %	√	√	√	Total	100 %			
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	population and come up with a relevant policy recommendation.	
Student Study Effort Required	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Preparation for term paper	40 Hrs.
	▪ Reading	50 Hrs.
	Total student study effort	129 Hrs.
Reading List and References	<u>Essential TextBook</u> Mechanic, D. (2008). <i>Mental health & Social Policy: Beyond Managed Care</i> 5th Edition. Pearson:U.S. <u>Approaches to understanding Mental Health</u> Eriksson, M., Ghazinour, M., & Hammarström, A. (2018). Different uses of Bronfenbrenner's ecological theory in public mental health research: What is their value for guiding public mental health policy and practice? <i>Social Theory & Health</i>, 16(4), 414-433. doi:10.1057/s41285-018-0065-6 Andersen, R., & Newman, J. (1973). Societal and individual determinants of medical care utilization in the United States. <i>The Milbank Memorial Fund Quarterly. Health and Society</i>, 51(1), 95-124. Graham, H. (2006). Social determinants and public health policy. In Killoran, A., Swann, C., Kelly, M. (Eds). <i>Public Health Evidence: Trackling Health Inequalities</i>(p.63-76). New York: Oxford University Press. <u>Mental health disparities and equity</u> Veugelers, P. J. (2003). Socioeconomic disparities in health care use: Does universal coverage reduce inequalities in health? <i>Journal of Epidemiology & Community Health</i>, 57(6), 424-428. doi:10.1136/jech.57.6.424 World Health Organization Report (2010) Health systems Financing: The Path to Universal Coverage (Executive Summary). Retrieved from https://apps.who.int/iris/bitstream/handle/10665/44371/9789241564021_eng.pdf;jsessionid=1852154A5180901337ABBABE78B45D74?sequence=1 Adler, N. E., & Newman, K. (2002). Socioeconomic Disparities In Health: Pathways And Policies. <i>Health Affairs</i>, 21(2), 60-76. doi:10.1377/hlthaff.21.2.60 <u>Approaches to Formulation of Mental Health Services and Policy</u> Hirani, S., & Richter, S. (2017). The capability approach: A guiding framework to improve population health and the attainment of the Sustainable Developmental Goals. <i>Eastern Mediterranean Health Journal</i>, 23(1), 46-50. doi:10.26719/2017.23.1.46. Retrieved from https://applications.emro.who.int/emhj/v23/01/EMHJ_2017_23_01_46_50.pdf?ua=1&ua=1&ua=1&ua=1	

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