

Subject Description Form

Subject Code	APSS5390									
Subject Title	Practicum in Mental Health Care									
Credit Value	3									
Level	5									
Pre-requisite / Co-requisite/ Exclusion	APSS5620 Individual and Group Counseling Skills Workshop*, and one of the following courses in matching with student’s selected approach for practice: APSS513 Advanced Practice Method: Brief Therapy APSS5115 Social Constructionism and Collaborative Dialogic Approach APSS5626 Mindfulness-based Programme in Mental Health and Social Care APSS5760 Evolution in Family Therapy: Structural & Systemic Approaches APSS5779 Narrative Therapy APSS537 Use of Creative Arts in Mental Health Care * For students who have completed a one semester skill building workshop in any social work or counseling degree programme, they can apply to waive the requirement of APSS5620 to programme leader. * Students should receive B+ or above in APSS5620, and the elective course of the concerned approach he/she select for practicum. For example, if he/she choose to have a practicum in brief therapy, he/she should receive B+ or above in APSS513.									
Assessment Methods	<table><tr><td>100% Continuous Assessment</td><td>Individual Assessment</td></tr><tr><td>1. Agency and coordinator evaluation</td><td>20%</td></tr><tr><td>2. Performance in supervision</td><td>40%</td></tr><tr><td>3. Documentation</td><td>40%</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 the specific component(s) (standard of passing) if he/she is to pass the subject.		100% Continuous Assessment	Individual Assessment	1. Agency and coordinator evaluation	20%	2. Performance in supervision	40%	3. Documentation	40%
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Objectives	Through exposure to real life situations and handling of assignments in agency settings, students are expected to develop competence in applying one clinical approach in mental health care. This subject also facilitates the integration of theory and practice and the development of professional qualities of the students.									

Intended Learning Outcomes	Upon completion of the subject, students will be able to: - Cultivate critical thinking and creative problem solving skills in students, enabling them to apply knowledge for individuals requiring mental health conditions care - Foster professional competence in delivering mental health care to individuals with mental health conditions through utilizing supervisory feedback - Promote a humanistic and holistic understanding of users' needs, rights and life meaning concerning various mental health challenges - Develop adaptability in working in a multidisciplinary team in mental care, enhancing students' competence as effective communicators and collaborators - Enhance students' ability to identify, articulate and navigate ethical dilemmas and dynamics in mental health care; and - Equip the students as responsible professionals with a deep understanding of cultural sensitivity and a global perspective in mental care.
Subject Synopsis/ Indicative Syllabus	The following activities aim to enhance student's competence in realizing the education outcomes of the practicum training: Learning Experiences The students will start the practicum in accordance to their plans endorsed by the clinical supervisor and agency staff of the practicum setting. Clinical Supervision The student will be provided with group and individual supervision by a clinical supervisor on a weekly /bi-weekly basis. Practicum Evaluation Practicum evaluation is an on-going process and is carried out continuously. The evaluation is a comprehensive appraisal of the student's performance on the job, competence in integrating theory and practice with individual, family cases, or therapeutic group in the special social, cultural, and community contexts.

Teaching/Learning Methodology	By means of group learning, supervision, live-case consultation and observation, students are assisted by their supervisors to try to practice professional values, knowledge, and skills in a designated service setting. Through induction and workshops, guided observations, reflection exercises, and group supervision sessions, students are enabled to apply their selected approach into practice, and make personal and contextual reflection.							
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	1. Agency and coordinator evaluation	20%	v	v	v	v	v	v
	2. Performance in supervision	40%	v	v	v	v	v	v
	3. Documentation	40%	v	v	v	v	v	v
	Total	100%						

	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Evaluation is a continuous, on-going and interactive process involving active participation of both the student and the clinical supervisor. During supervisory sessions, student's performance is discussed. At the mid-placement evaluation, the supervisor will conduct a verbal informal session to provide a thorough feedback to students. A formal evaluation session will be held at the end of the practicum. In sum, the following assessment methods are used to align with the learning outcomes: Ongoing assessments of students' performance through supervision, live-case consultation and observation. Students will be given a grade in accordance with the following assessment criteria: • Performance in Supervision: Preparation before supervision and participation during supervision. • Case or group planning and proposal: Showing perceptual competencies (determine who the client is; integrate client feedback, assessment, contextual information, and diagnosis with treatment goal and plan; distinguish differences between content and process issues and their impact on therapy, etc.). Conceptual competencies (apply selected approach into assessment and diagnosis; understand principles of human development, family development and processes; know which models, modalities, and/ or techniques are most effective for the presenting problem, etc.) Executive competencies (apply models; diagnose and assess client problems systemically and contextually, etc.) Therapist's utilization of self (self-awareness; creativity; openness, etc.) • Documentation: Concreteness, Preciseness, On time, Confidentiality	
Student Study Effort Expected	Class contact:	
	▪ Lecture	6 Hrs.
	▪ Group learning, observation and clinical supervision	33 Hrs.
	Other student study effort:	
	▪ Direct client contact hours	30 Hrs.
	▪ Planning for case, family cases or group programme, and preparation for supervision	40 Hrs.
	▪ Documentation	20 Hrs.
	Total student study effort	129 Hrs.

Reading List and References	Corey, G. (2013). The art of integrative counseling (3rd ed.). Belmont, Calif.: Brooks/Cole-Cengage Learning. Corey, G. (2016). Theory & practice of group counseling (Ninth ed.). Boston, MA: Cengage Learning. Corey, G. (2013). Case approach to counseling and psychotherapy (8th ed.). Belmont, CA: Brooks/Cole, Cengage Learning. Cormier, L., & Hackney, H. (2012). Counseling strategies and interventions (8th ed., Merrill counseling series). Boston: Pearson. Egan, G., & Reese, R. (2019). The skilled helper: A problem-management and opportunity-development approach to helping (Eleventh ed.). Boston, MA: Cengage. More references will be provided by supervisors.
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