

Subject Description Form

Subject Code	APSS5751														
Subject Title	Mental Health Practice and Interpersonal Neurobiology: Attachment, Trauma and Healing in the Context of Relationships														
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: 40%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class attendance and participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Final 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; and The completion and submission of all component assignments are required to pass the subject; 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class attendance and participation	10%	0%	2. Presentation	0%	30%	3. Final Paper	60%	0%
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Objectives	<p>Human emotional attachments develop early and have a profound influence on subsequent development. These early emotional attachments range from highly nurturing to extremely traumatizing and they shape the development of one's brain and mind. Consequently, they define who we are, how we relate to others and the world and one's lifelong mental health. This course explores theoretical, research, developmental and clinical implications of attachment bonds across the life cycle with the support of knowledge on interpersonal neurobiology, mental health, trauma and healing. In addition, the course draws from gender formation in contexts and culture-sensitive practice, which recognize the many ways in which culturally specific beliefs or common practices influence human development and relationships. Issues of social policy in Hong Kong will be addressed as they pertain to issues such as access to resources necessary for families to provide a safe and nurturing environment for children to grow up in.</p>														
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Describe the importance of early relationships and attachment history in the development of structure and functioning of human beings and their interpersonal relationships in later life; b. Recognize the brain as a social organ, delineate key parts and functions of the brain and show the interrelationship of the interpersonal world and the brain based on the theories and discoveries of interpersonal neurobiology; c. Understand childhood trauma as the result of negative and disruptive attachment bonds and its impact on human development and mental health; d. Realize how our survival instincts and the effects of daily stress can interfere with the development and function of the interpersonal brain and mental health; 														

	<p>e. Acquire knowledge on trauma healing models and their theoretical foundation;</p> <p>f. Demonstrate sensitivity to gender dynamics and cultural/contextual factors of close relationships;</p> <p>g. Critically examine the social policies that directly impact childhood development and family wellbeing in Hong Kong.</p>																																																				
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. The development of attachment styles, attachment ruptures, mental models and mental health 2. The neurobiology of attachment: the relationship among attachment, neuroscience, neuroplasticity and psychotherapy 3. Triangle of wellbeing: Brain, mind and relationships 4. Mindsight, attunement, emotional regulation, integration, neuroplasticity and mental health 5. Trauma and the brain, PTSD symptoms, implicit vs explicit memory, Repressed/recovered memory and dissociation 6. The relationship between trauma and mental illness 7. Trauma healing models and their guiding principles, mindfulness and wheel of awareness 8. Gender formation in the context of Chinese culture, cultural sensitivity in adapting theories and concepts from the West 9. Child development, family functioning and parenting resources in Hong Kong 																																																				
Teaching/Learning Methodology	<p>The approach will be composed of lectures and seminars. Lectures focus on the introduction of the general concerns of the related topics revolving around interpersonal neurobiology and culture, and seminars are to help students to explore their topics of interest in depth and in ways that the knowledge can inform their practice as marriage and family therapists.</p>																																																				
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. Class attendance and participation</td> <td>10%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>2. Presentation</td> <td>30%</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>3. Final Paper</td> <td>60%</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1. Class attendance and participation (10%) <p>Students are expected to complete assigned readings prior to class, make appropriate notes, and prepare themselves to actively participate and/or lead discussions of the assigned readings during each class. They are expected to actively take part in case discussion and role-play exercises. Attendance is essential to the mastery of course material. Attendance at all class meetings, for the full session, is expected. Excessive absences, late arrivals, or early departures will result in a reduction of one or more letter grade(s) for the course.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed							a	b	c	d	e	f	g	1. Class attendance and participation	10%	✓	✓	✓	✓	✓	✓	✓	2. Presentation	30%		✓	✓	✓	✓	✓	✓	3. Final Paper	60%		✓	✓	✓	✓	✓	✓	Total	100%							
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	<p>2. Group Presentation (30%)</p> <p>This is a student-led discussion of readings and of a review of a specific area in the attachment, trauma healing and/or interpersonal neurobiology literature. The review is a presentation of approximately 1.5 hours and class discussion, accompanied by an informational summary and references distributed to class members. The presentation should be built around the following outline:</p> <ol style="list-style-type: none"> a. What question or issue is the author responding to? b. What is the author’s choice of theory? c. What is the author’s central point (stated in a few sentences)? d. What is the logic of the author’s argument? e. What key points does the author make to build her/his argument? f. What is the evidence the author presents to support her/his points and overall argument? g. Do you believe the author’s logic is sound and the evidence is compelling? Why or why not? h. How does the literature relate to your practice in the context of Hong Kong. <p>(The grade for the presentation will be based on the clarity and comprehensiveness of the student’s presentation of the above topics and raising of issues for class discussion of the ideas in the paper.)</p> <p>3. Final Paper (60%)</p> <p>Students choose a topic from the aspect of mental health and family relationships and write an analytical paper on how the knowledge learned in the course can illuminate the understandings of the issue. The implications on mental health, trauma healing are discussed. The emphasis is on students’ understanding of the topic and the analytical ability to apply in mental health and family practice in Hong Kong. Students should use APA format in their paper writing. (2,000 words).</p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lecture 	<p>39 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Preparation for presentation 	<p>30 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Assignment 	<p>50 Hrs.</p>
	<p>Total student study effort</p>	<p>119 Hrs.</p>
<p>Reading List and References</p>	<p><u>Essential</u></p> <p>Siegel, D. J. (2012). <i>The developing mind, second edition: How relationships and the brain interact to shape who we are</i>. New York, NY: Guilford Press.</p> <p>Siegel, D.J., & Bryson, T.P. (2014). <i>No-drama discipline: The whole-brain way to calm the chaos and nurture your child's developing mind</i>. New York, NY: Bantam.</p> <p>Cassidy, J. & Shaver, P. R. (eds.) (2002). <i>Handbook of attachment</i>. New York, NY: Guilford Press.</p> <p>Alegria, M., Atkins, M., Farmer, E., Slaton, E., & Stelk, W. (2010). One size does not fit all: Taking diversity, culture, and context seriously. <i>Administration and Policy in Mental Health Services Research</i>, 37(1/2), 48-60.</p>	

Supplementary

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