

Subject Description Form

| Subject Code | APSS616 | | | | | | | | | | | | | | |
|--|---|------------------|--|----------------------------|-----------------------|------------------|---------------------|-----|---|-------------------------|---|-----|---------------|-----|---|
| Subject Title | Recovery and Emotionality in Mental Health Practice | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | |
| Level | 6 | | | | | | | | | | | | | | |
| 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. Reflective paper</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">-</td> </tr> <tr> <td>2. Seminar Presentation</td> <td style="text-align: center;">-</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>3. Term Paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">-</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. Reflective paper | 25% | - | 2. Seminar Presentation | - | 25% | 3. Term Paper | 50% | - |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | |
| 1. Reflective paper | 25% | - | | | | | | | | | | | | | |
| 2. Seminar Presentation | - | 25% | | | | | | | | | | | | | |
| 3. Term Paper | 50% | - | | | | | | | | | | | | | |
| Objectives | <ol style="list-style-type: none"> 1. To equip students with advanced knowledge, concepts in the recovery and related emotions of persons with mental illness. 2. To facilitate students with upfront and international trends in mental health practice and psychiatric social work development. 3. To consolidate student's practice wisdom in helping clients' recovery from their mental problems/illnesses. 4. To enable students' practice competence in facing complicated emotions for persons with various types of mental illnesses. 5. To discuss and articulate various dilemmas, controversies, challenges and opportunities of social work professions in the recovery of clients with mental problems/ illnesses. | | | | | | | | | | | | | | |

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| <p>Intended Learning Outcomes</p> | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. equip students with advanced knowledge, concepts in the recovery and related emotions of persons with mental illness. b. facilitate students with upfront and international trends in mental health practice and psychiatric social work development. c. consolidate student’s practice wisdom in helping clients’ recovery from their mental problems/illnesses. d. enable students’ practice competence in facing complicated emotions for persons with various types of mental illnesses. e. discuss and articulate various dilemmas, controversies, challenges and opportunities of social work professions in the recovery of clients with mental problems/ illnesses. |
| <p>Subject Synopsis/ Indicative Syllabus</p> | <ol style="list-style-type: none"> 1. Ideologies of Mental Health Services and Practice <ol style="list-style-type: none"> a. From Institutionalization to De-institutionalization b. Rehabilitation and Training c. Biochemical treatment and genetic determinants d. Community Care and Community Mental Health e. Evidence-based practice f. Normalization and Integration g. Post modernistic and Anti-oppressive Articulation h. Social Inclusion and Consumer Advocacy i. The Recovery Movement 2. Recovery: Movement, Concept and Practice <ol style="list-style-type: none"> a. Recovery as Clients’ Subjective Experience, Mutual Help and Self Help, Clients’ Self Direction, Clients’ Strengths and Resilience, Clients’ Advocacy and Consumer Rights, Discourse with Multi-disciplinary Practice, Evidence Based Dialogue b. Diagnosis & Assessment Vs Understanding and Interaction c. Evidence Based Measurement Vs Clients’ Narration and Experiences d. Biochemical Interpretation Vs Psychosocial Articulation e. Clinical Roles Vs Advocacy Roles f. Language of Psychopathology: Power, Position and Discourse 3. Psychosis and emotional disorders <ol style="list-style-type: none"> a. biomedical model vs psychosocial factors b. understanding hallucinations and delusions c. strengths perspective for person in recovery d. contributions of cognitive behavior therapy and evidence-based psychological treatments e. recent developments of psychotherapy f. evidence-based interventions |

| | <p>4. Social work and psychiatry</p> <ul style="list-style-type: none"> a. strengths and limitations of diagnostic and classification systems b. changes in population and disease patterns c. understanding effects and side-effects of drugs d. stigma and compliance issues <p>5. User participation in mental health care</p> <ul style="list-style-type: none"> a. Self-help movement b. Low intensity intervention and public health models c. theory and philosophy of user participation peer counsellor in local mental health service <p>6. Eastern models of mental health</p> <ul style="list-style-type: none"> a. Traditional Chinese Medicine Psychology b. Integrative body-mind-spirit approach c. Mindfulness as a contemporary psychological approach <p>7. Ethical issues in mental health care</p> <ul style="list-style-type: none"> a. Forced admission b. Euthanasia | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Teaching/Learning Methodology</p> | <p>Empowerment and recovery are core values and principles in contemporary mental health care. In this subject, apart from learning of related concepts and knowledge about persons with mental illness, students’ self reflection on their emotions, resilience in facing life difficulties, practice experiences and feelings in facing clients as well as relatives and friends are regarded as starting point for consolidating their understanding, communication and intervention with clients with mental problems. The course covers contemporary ideas about mental health treatment and mental health care. Social worker’s role in mental health care will be reviewed.</p> <p>Finally, as a doctoral level practice course, students are required to articulate both international and local scenes; integrate practice and theories; interpret both subjective and objective paradigm; symphonize controversies, dilemmas and argument; as well as evolve personalized practice competence in working with people in recovery from mental illness.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> | <table border="1"> <thead> <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> </thead> <tbody> <tr> <td>1. Reflective paper</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Seminar Presentation</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Term Paper</td> <td>50%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | a | b | c | d | e | 1. Reflective paper | 25% | √ | √ | √ | √ | √ | 2. Seminar Presentation | 25% | √ | √ | √ | √ | √ | 3. Term Paper | 50% | √ | √ | √ | √ | √ | Total | 100% | | | | | |
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| | <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Because of all these students can reach the level of an advanced practitioner in social work practice.</p> | |
| Student Study Effort Expected | Class contact: | |
| | ▪ Lecture | 21 Hrs. |
| | ▪ Seminar | 18 Hrs. |
| | Other student study effort: | |
| | ▪ | |
| | ▪ Reading of reference & Reflective Note | 60 Hrs. |
| | Total student study effort | 99 Hrs. |
| Reading List and References | <p>Barlow, D.H., & Farchione, T. J. (2018). Applications of the unified protocol for transdiagnostic treatment of emotional disorder. New York: Oxford.</p> <p>Beresford, P. (2000). Service users' knowledges and social work theory: conflict or collaboration? <i>British Journal of Social Work</i>, 30, 489-503.</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>Davidson, L., Harding, C., & Spaniol, L. J. (2005-2006). <i>Recovery from severe mental illnesses: research evidence and implications for practice, vol. 1 and 2</i>. Boston, MA: Center for Psychiatric Rehabilitation, Boston University.</p> <p>Davis, L. J. (ed.) (2017). <i>The Disability Studies Reader, 5th ed.</i> New York: Routledge.</p> <p>Germer, C.K., Siegel, R.D., & Fulton, P.R. (Eds.) (2005). <i>Mindfulness and psychotherapy</i>. New York: Guilford.</p> <p>Gilbert, P. (2017). <i>Depression: The evolution of powerlessness</i>. London: Routledge.</p> <p>Karp, D. A., (1996) <i>Speaking of Sadness: Depression, Disconnection and the Meaning of Illness</i>, Oxford: Oxford University Press.</p> <p>Karp, D.A. (2001). <i>The burden of sympathy: How family cope with mental illness</i>. Oxford University Press.</p> <p>Lee, M.Y., Ng, S.M., Leung, P.P.Y., & Chan, C.L.W. (2009). <i>Integrative body-mind-spirit social work: An empirically based approach to</i></p> | |

assessment and treatment. New York: Oxford University Press.

Rapp, C. A. (2012). *The strengths model: A recovery-oriented approach to mental health services*, 3rd ed. New York: Oxford University Press.

Read, J. & Dillon, J. (eds.) (2013). *Models of madness: psychological, social and biological approaches to psychosis*, 2nd ed. London: Routledge.

Roberts, A. R., & Yeager, K.R. (Eds.) (2006). *Foundations of Evidence-Based Social Work Practice*. New York: Oxford University Press.

Sands, R. G., & Gellis, Z. D. (eds.) (2012). *Clinical Social Work Practice in Behavioral Mental Health: Toward Evidence-Based Practice*, 3rd ed. Boston: Allyn & Bacon.

Segal, Z. V., Williams, J. M. G., and Teasdale, J. D. (2013). *Mindfulness-Based Cognitive Therapy for Depression* (second ed.). New York: Guilford.

Thyer, B. A. & Wodarski, J. S. (eds.) (2007). *Social Work in Mental Health: An Evidence-based Approach*. Hoboken, NJ: John Wiley & Sons.

Yalom, I., and Yalom, M. (2021). *A matter of death and life: Love, loss and what matters in the end*. London: Paktkus.

Local reference:

安 (2011) *心往何處安*, 香港: 青森文化

李光興 (2013) *假如女兒沒有跳下去*, 香港: 一丁文化

洪朝豐, *妙心醫生* (2007) *精神病房私密日記*, 香港: 壹至零

新生精神康復會 (2016) *改變幻聽的世界*, 香港: 經濟日報出版

鄭彩瓊, 周佩玲 (2015) *我找回了*, 香港: 青森文化

許耀斌 (2014) *原來, 在沒有盼望的地方才需要盼望: 記 我思覺失調的哥哥*, 香港: 亮光文化

黃進, 陳楚珩 (2017) *一念無明*