

Subject Description Form

| Subject Code | APSS3960 | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|---|------------------|--|----------------------------|-----------------------|------------------|---------------|-----|----|-----------------------|----|-----|-------------------------------|-----|----|------------------------|-----|----|---------------|-----|----|
| Subject Title | Social Work Practice in Mental Health | | | | | | | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | | | | | | | |
| Level | 3 | | | | | | | | | | | | | | | | | | | | |
| Exclusion | APSS396 Mental Health and Social Work | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Short Quiz</td> <td style="text-align: center;">10%</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;">20%</td> </tr> <tr> <td>3. Participation & Attendance</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>4. Personal Reflection</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>5. Term Paper</td> <td style="text-align: center;">40%</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 • Student must pass all the components if he/she is to pass the subject. | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Short Quiz | 10% | 0% | 2. Group Presentation | 0% | 20% | 3. Participation & Attendance | 10% | 0% | 4. Personal Reflection | 20% | 0% | 5. Term Paper | 40% | 0% |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | | | | | | | |
| 1. Short Quiz | 10% | 0% | | | | | | | | | | | | | | | | | | | |
| 2. Group Presentation | 0% | 20% | | | | | | | | | | | | | | | | | | | |
| 3. Participation & Attendance | 10% | 0% | | | | | | | | | | | | | | | | | | | |
| 4. Personal Reflection | 20% | 0% | | | | | | | | | | | | | | | | | | | |
| 5. Term Paper | 40% | 0% | | | | | | | | | | | | | | | | | | | |
| Objectives | <p>The subject aims at:</p> <ol style="list-style-type: none"> 1. developing students' awareness on mental illness and mental health; 2. developing students' empathetic understanding on the needs of clients with mental problems; and 3. integrating social work orientation and intervention in mental health services. | | | | | | | | | | | | | | | | | | | | |

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| <p>Intended Learning Outcomes</p> <p><i>(Note 1)</i></p> | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. describe basic knowledge and concepts related to mental health and mental disorder; b. identify the needs and problems of clients with mental health problems; c. evaluate the mental health and psychiatric rehabilitation services in Hong Kong; d. describe the basic social work intervention with clients with mental health problems; e. examine the roles, dilemma and contribution of social work professional in mental health fields; and f. be aware of the current issues and future trends in mental health care. |
| <p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p> | <ol style="list-style-type: none"> 1. Self Reflection : Personal Feelings and Attitudes Towards Clients with Mental Problems 2. Social Work Values and Concepts in Mental Health and Mental Disorders <ul style="list-style-type: none"> • Various Perspectives in Mental Health • Various Perspectives in Mental Disorder • Mental Health and Mental Illness • Social Work Values Towards Mental Illness • Normalization and Social Control 3. Understanding Clients with Mental Disorders <ul style="list-style-type: none"> • Clients with Schizophrenia and the Experience of Delusion and Hallucination • Clients with Mood Disorders and Negative Feelings • Clients with Personality Disorders and Problems • Subjective Feelings and Experiences of Clients with Mental Illness 4. Social Work Intervention with Clients with Mental Health Problems <ul style="list-style-type: none"> • Social Work Intervention with Clients with Mental Problems: A Critical Review • Handling Psychiatric Emergencies: Practice with Social Work Orientation • Social Work Critics on Social Skill Training • Group Work Practice in Institutionalized Settings: Critics and Reflection • Informal Community Care with Clients with Mental Problems 5. Mental Health Policy and Services <ul style="list-style-type: none"> • Public Attitudes and Stigmatization • Rights and Legislation • Institutionalization and Community Care: A Historical Sketch |

| | <p style="text-align: center;">of Mental Health Service in Hong Kong</p> <ul style="list-style-type: none"> • Vocational Rehabilitation for Clients with Mental Problems <p>6. Team Work, Dilemma and Roles of Social Work Professionals in Mental Health Services</p> <ul style="list-style-type: none"> • Roles, Identity and Competence • Social Work Struggle and Response to Institutionalized Settings | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p> | <ol style="list-style-type: none"> 1. Lectures 2. Seminars 3. Action Learning Project | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p><i>(Note 4)</i></p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 30%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="6" style="width: 60%;">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 5%;">a</th> <th style="width: 5%;">b</th> <th style="width: 5%;">c</th> <th style="width: 5%;">d</th> <th style="width: 5%;">e</th> <th style="width: 5%;">f</th> </tr> </thead> <tbody> <tr> <td>1. Short Quiz</td> <td style="text-align: center;">10 %</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">√</td> </tr> <tr> <td>2. Group Presentation</td> <td style="text-align: center;">20 %</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> </tr> <tr> <td>3. Participation & Attendance</td> <td style="text-align: center;">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> </tr> <tr> <td>4. Personal Reflection</td> <td style="text-align: center;">20 %</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>5. Term Paper</td> <td style="text-align: center;">40 %</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></td> </tr> <tr> <td>Total</td> <td style="text-align: center;">100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>By using different assessment methods in the course, students' performance and study outcomes could be fairly measured. The short quiz, which is implemented at mid-term, is used to assess students' general understanding on the key concepts. Group presentations in seminars require students to actively work on, as well as to present, a particular topic/concept and thus their learning on it could be assessed. Personal reflection and term paper both serve as the means to assess students' conceptual thinking, level of understanding and the organization of the important concepts learned in the subject.</p> | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | c | d | e | f | 1. Short Quiz | 10 % | √ | | | | | √ | 2. Group Presentation | 20 % | | √ | √ | √ | √ | √ | 3. Participation & Attendance | 10 % | √ | √ | √ | √ | √ | √ | 4. Personal Reflection | 20 % | √ | √ | √ | √ | √ | √ | 5. Term Paper | 40 % | | √ | √ | √ | √ | | Total | 100 % | | | | | | |
| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | e | f | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Short Quiz | 10 % | √ | | | | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Group Presentation | 20 % | | √ | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Participation & Attendance | 10 % | √ | √ | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Personal Reflection | 20 % | √ | √ | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Term Paper | 40 % | | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Student Study Effort Required</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Class contact:</td> <td></td> </tr> <tr> <td>▪ Lecture</td> <td style="text-align: right;">21 Hrs.</td> </tr> </table> | | Class contact: | | ▪ Lecture | 21 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class contact: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <ul style="list-style-type: none"> ▪ Seminar | 18 Hrs. |
| | Other student study effort: | |
| | <ul style="list-style-type: none"> ▪ Academic reading every week | 52 Hrs. |
| | <ul style="list-style-type: none"> ▪ Group discussion and preparing seminar presentation | 12 Hrs. |
| | <ul style="list-style-type: none"> ▪ Written assignment | 20 Hrs. |
| | Total student study effort | 123 Hrs. |
| Medium of Instruction | Chinese supplemented with English | |
| Medium of Assessment | English | |
| Reading List and References | <p><u>Essential</u></p> <p>American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders: DSM-5</i>. Arlington, VA: American Psychiatric Association.</p> <p>King, R., Lloyd, C., & Meehan, T. (2013). <i>Handbook of psychosocial rehabilitation</i>. John Wiley & Sons.</p> <p>Rapp, C. A., & Goscha, R. J. (2012). <i>The strengths model: Case management with people with psychiatric disabilities</i>. New York: Oxford University Press.</p> <p>Saleebey, D. (2013). <i>The strengths perspective in social work practice</i>. Upper Saddle River, N.J.: Pearson Education.</p> <p>Watkins, P. N. (2007). <i>Recovery: A guide for mental health practitioners</i>. Edinburgh: Churchill Livingstone.</p> <p>Yip, K. S. (Ed.). (2008). <i>Strength based perspective in working with clients with mental illness: A Chinese cultural articulation</i>. New York: Nova Science Publishers.</p> <p>Yip, K. S. (2007). <i>Clinical practice for people with schizophrenia: A humanistic and empathetic encounter</i>. New York: Nova Science Publishers.</p> <p>孔繁鐘、孔繁錦 (編譯)(2000)。 <i>DSM-IV 精神疾病診斷準則手冊</i>。台北：合記圖書出版社。</p> <p>葉錦成 (1991)。 <i>精神病觀察：康復的疑惑與解迷</i>。香港：金陵出版社。</p> | |

葉錦成、潘文瑩、陳琦。(主編)(2004)*青少年憂鬱情緒：理解與介入*。香港：香港青年協會。

Supplementary

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders: DSM-IV-TR*. Washington DC.: American Psychiatric Association.

Anthony, W., Cohen, M., & Farkas, M. (2002). *Psychiatric rehabilitation*. Boston, Mass.: Center for Psychiatric Rehabilitation, Sargent College of Health and Rehabilitation Sciences, Boston University.

Aviran, U. (Ed.). (1997). *Social work in mental health: Trends and issues*. New York: Haworth Press.

Chan, L.W.C, & Rhind, N. (Eds.). (1997). *Social work intervention in health care: The Hong Kong scene*. Hong Kong: Hong Kong University Press.

Lieberman, R.P. (2008). *Recovery from disability: Manual of psychiatric rehabilitation*. Washington, DC: American Psychiatric Publishing, Inc.

Mental Health Association of Hong Kong. (1998). *Mental health in Hong Kong, 1996/97*. Hong Kong: Mental Health Association of Hong Kong.

Mueser, K.T., & Tarrier, N. (Eds.). (1998). *Handbook of social functioning in schizophrenia*. Boston: Allyn and Bacon.

Rosenberg, J. & Rosenberg, S. (Eds.). (2013). *Community mental health: Challenges for the 21st century*. New York: Routledge.

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.