

Subject Description Form

Subject Code	APSS5772														
Subject Title	Occupational Mental Health														
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. Seminar Presentation</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Participation in class discussion</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Term 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; 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	Group Assessment	1. Seminar Presentation	30%	0%	2. Participation in class discussion	10%	0%	3. Term Paper	60%	0%
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Objectives	<p>This subject is designed to help human service professionals to appreciate and assess the importance of occupational and organizational impact on mental health. The subject is aimed to provide perspectives which link the societal and the personal explanations of mental health. Occupational factors such as changing work climate stressing on managerialism and accountability will be related to individual health outcomes.</p>														
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. possess awareness and knowledge on stress, burnout and mental problems within an organizational context. Particular attention will be focused on human service organizations; b. acquire practice competence to handle clients' mental problems, interpersonal stress and dynamics within an organizational settings; c. develop knowledge and practice competence to develop and enhance psychological well being and mental health of employees in human service organizations; d. critically assess, analyze and implement mentally healthy organizational culture in managing an organization. 														
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Occupational Mental Health: Related Concepts and Theories 2. Occupational Mental Health within Managerialism, Productivity, Accountability and Competitivity 														

	<p>3. Interpersonal Stress and Dynamics within an Organizational Context</p> <p>4. Professional Burnout and Occupational Stress in Human Service Organization</p> <p>5. Handling Stress, Burnout and Mental Problems within an Organization</p> <p>6. Developing a Mentally Healthy Human Service Organization</p>																																		
Teaching/Learning Methodology	<p>The participation of students in both lectures and seminars are crucial for learning in this subject. Apart from having lectures on related concepts and theories, students are required to undergo a critical self reflection of their experiences and coping in dealing with their stress in their own working organization. They are also required to carry out a case study of the occupational mental health situation within a human service organization. Their findings are shared and presented in seminars with other students in this subject.</p>																																		
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="443 696 1481 1171"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">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> </tr> </thead> <tbody> <tr> <td>1. Seminar Presentation</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Participation in class discussion</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Term Paper</td> <td>60%</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> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessment will be based on seminar presentation chosen by the students and their participation in class. Students are also required to complete a reflective journal and a term paper. In the reflective journal, students are required to undergo a critical self reflection of their experiences and coping in dealing with their stress in their own working organization. In the term paper, they are required to critically examine a related topic on occupational mental health.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Seminar Presentation	30%	√	√	√	√	2. Participation in class discussion	10%	√	√	√	√	3. Term Paper	60%	√	√	√	√	Total	100 %				
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Medium of Instruction	English
Medium of Assessment	English
Reading List and References	<p><u>Essential</u></p> <p>Thomas, J., & Hersen, M. (Eds.). (2002). <i>Handbook of mental health in the workplace</i>. Thousand Oaks, Calif.: Sage Publications.</p> <p><u>Supplementary</u></p> <p>Baruch-Feldman, C., Brondolo, E., Ben-Dayana, D., & Schwartz, J. (2002). Sources of social support and burnout, job satisfaction and productivity. <i>Journal of Occupational Health Psychology, 7</i>(1), 84-91.</p> <p>Cleary, M., Horsfall, J., Deacon, M., & Jackson, D. (2011). Leadership and mental health nursing. <i>Issues in Mental Health Nursing, 32</i>, 632-639.</p> <p>Halbesleben, J.R.B. (2006). Sources of social support and burnout: A meta-analytic test of the conservation of resources model. <i>Journal of Applied Psychology, 91</i>(5), 1134-1145.</p> <p>Hamama, L. (2012). Differences between children's social workers and adults' social workers on sense of burnout, work conditions and organizational social support. <i>British Journal of Social Work, 42</i>, 1333-1353.</p> <p>Hepworth, W., & Towler, A. (2004). The effects of individual differences and charismatic leadership on workplace aggression. <i>Journal of Occupational Health Psychology, 9</i>(2), 176-185.</p> <p>Houkes, I., Janssen, P.P.M., de-Jonge, J., & Bakker, A.B. (2003). Specific determinants of intrinsic work motivation, emotional exhaustion, and turnover intention: A multisample longitudinal study. <i>Journal of Occupational and Organizational Psychology, 76</i>(4), 427-450.</p> <p>Huxley, P., Evans, S., Gately, C., Webber, M., Mears, A., Pajak, S., Kendall, T., Medina, J., & Katona, C. (2005). Stress and pressures in mental health social work: The worker speaks. <i>British Journal of Social Work, 35</i>, 1063-1079.</p> <p>Kim, H., & Stoner, M. (2008). Burnout and turnover intention among social workers: Effects of role stress, job autonomy and social support. <i>Administration in Social Work, 32</i>(3), 5-25.</p> <p>Totterdell, P., & Holman, D. (2003). Emotion, regulation in customer service roles: Testing a model of emotional labor. <i>Journal of Occupational Health Psychology, 8</i>(1), 55-73.</p> <p>Van-Dierendonck, D., Clare, H., Carol, B., & Stride, C. (2004). Leadership behavior and subordinate well being. <i>Journal of Occupational Health Psychology, 9</i>(2), 165-175.</p> <p>White, S. (2004). A psychodynamic perspective of workplace bullying: Containment, boundaries, and a futile search for recognition. <i>British Journal of Guidance & Counselling, 32</i>(3), 269-280.</p>