

**List of Subjects Offered to Exchange/Short-term Non-local Study Students for Semester 1 (Fall) 2025/26**  
**School of Nursing (SN)**

| Subject Code           | Subject Name                                             | Credits | Eligible Student Type<br>[see *] | Limitation<br>[see **] | Eligible Student (Year 1)<br>(Y/N) | Eligible Student (Year 2)<br>(Y/N) | Eligible Student (Year 3)<br>(Y/N) | Eligible Student (Year 4 or above)<br>(Y/N) |
|------------------------|----------------------------------------------------------|---------|----------------------------------|------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------------------------------|
| <a href="#">SN206</a>  | Clinical Microbiology                                    | 3       | Dept                             | 53455                  | Y                                  | Y                                  | Y                                  | Y                                           |
| <a href="#">SN2704</a> | Fundamentals of Mental Health Nursing                    | 3       | Dept                             | 53482                  | Y                                  | Y                                  | Y                                  | Y                                           |
| <a href="#">SN332</a>  | Caring Concepts                                          | 3       | Dept                             | 53455                  | Y                                  | Y                                  | Y                                  | Y                                           |
| <a href="#">SN3704</a> | Mental Health Nursing Therapeutics I                     | 3       | Dept                             | 53482                  | Y                                  | Y                                  | Y                                  | Y                                           |
| <a href="#">SN3713</a> | Mental Health Education and Promotion                    | 3       | Dept                             | 53482                  | Y                                  | Y                                  | Y                                  | Y                                           |
| <a href="#">SN402</a>  | Gerontological Nursing                                   | 3       | Dept                             | 53455                  | Y                                  | Y                                  | Y                                  | Y                                           |
| <a href="#">SN440</a>  | Leadership Roles and Management Functions in Health Care | 3       | Dept                             | 53455                  | Y                                  | Y                                  | Y                                  | Y                                           |
| <a href="#">SN2A05</a> | Fundamentals of Emergency Care and Critical Response     | 3       | All                              | NA                     | Y                                  | Y                                  | Y                                  | Y                                           |

**Remarks:**

\* Eligible Student Type

'ALL' = open to all exchange/short-term non-local study students including those admitted to other departments

'Dept' = open to exchange/short-term non-local study students who are admitted to this department only

\*\* Limitation

'N/A' = open to all exchange/short-term non-local study students

'(programme code and/or stream code)' = only open to exchange/short-term non-local study students who are enrolled in specific discipline/stream/programme

## Subject Description Form

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject Code</b>               | SN206                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Subject Title</b>              | Clinical Microbiology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Credit Value</b>               | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Level</b>                      | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Pre-requisite</b>              | Nil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Objectives</b>                 | <p>This subject contributes to the achievement of Programme Intended Learning Outcomes by providing students with a basic knowledge and understanding of the microorganisms of clinical relevance, their modes of transmission, infections caused, and methods that could be used to prevent or control the spread of disease. Emphasis is placed on the significance for the clinical environment, types of healthcare-associated infections and infection control strategies. The subject addresses PILO 1 and PILO 3 by providing students with the knowledge necessary to identify clients' health needs, facilitate therapeutic communication and appraise contemporary health issues. The subject also develops students' ability to become lifelong learners (PILO 3).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Intended Learning Outcomes</b> | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"><li>a. describe the structure of micro-organisms that infect man and distinguish between gram positive and gram negative pathogens; (PILO1.1,1.2,1.4,1.6 &amp; 1.8)</li><li>b. explain host-parasite relationships; (PILO 1.1, 1.2,1.4,1.6 &amp; 1.8)</li><li>c. describe modes of transmission of infectious agents between individuals and populations, and illustrate how such transmission can be prevented; (PILO 1.1, 1.2,1.4,1.6 &amp; 1.8)</li><li>d. demonstrate an understanding of the modes of action of antimicrobials and the mechanisms of bacterial resistance. (PILO 1.1, 1.3, 1.2, 1.6)</li><li>e. apply knowledge of antimicrobial classes to selection of appropriate antimicrobial for the individual; patient; (PILO 1.1, 1.3, 1.2, 1.6)</li><li>f. explain the etiology, pathogenesis and epidemiology of infection in selected body systems; (PILO 1.1, 1.2,1.4,1.6,1.8 &amp; 3)</li><li>g. describe the principles of disease transmission in the healthcare setting and the wider community and describe methods for prevention or reduction of infectious disease incidence. (PILO1.1, 1.2,1.4,1.6,1.8 &amp; 3)</li></ol> |

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| <p><b>Indicative Syllabus</b></p>            | <ol style="list-style-type: none"> <li>1. Basic microbial cell structures and functions</li> <li>2. Overview of microorganisms that produce infections in man, including emerging infectious diseases</li> <li>3. Source and spread of infections: reservoirs, vehicles, transmissibility, routes of spread of infection</li> <li>4. Host-pathogen interactions: factors predisposing to infection; microbial toxigenic and invasive properties; nature and roles of the body's non-specific and specific host defense mechanisms</li> <li>5. Treatment of infections: antimicrobial chemotherapy; principles of use; mechanisms of action and control of antimicrobial use; antimicrobial stewardship</li> <li>6. Prevention of infection: detection, isolation and management of cases and carriers; control of transmission including principles of sterilization and disinfection as applied to the control of healthcare-associated infections; active and passive immunization</li> <li>7. Etiology, pathogenesis and epidemiology of infection of various body systems <ul style="list-style-type: none"> <li>- skin</li> <li>- nervous system</li> <li>- cardiovascular system</li> <li>- respiratory system</li> <li>- gastrointestinal system</li> <li>- urinary system</li> </ul> </li> <li>8. Healthcare-associated infections: <ul style="list-style-type: none"> <li>- identification of sources</li> <li>- modes of spread of infection in the hospital</li> <li>- measures to prevent and control the spread of infection in the hospital</li> <li>- role of nurses in control and prevention of infection</li> </ul> </li> <li>9. Community infections: <ul style="list-style-type: none"> <li>- mode of spread of infection in the community and methods for control</li> </ul> </li> </ol> |
| <p><b>Teaching/ Learning Methodology</b></p> | <p><u>Lecture</u><br/>Lectures will be used to deliver the theory of clinical microbiology. These will be mainly classroom lectures but on some occasions lectures will be supplemented with pre-class activities which will require the students to do some independent self-study.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                                                               | <p><u>Laboratory</u><br/>The laboratory sessions will be used to reinforce important concepts introduced during lecture time. Students will have the opportunity to practice basic laboratory techniques with an emphasis on aseptic technique and will have the opportunity for deeper reflection of subject content. Pre-lab activities using case studies online assessment will help to better prepare students for coming to the lab sessions.</p> <p><u>Tutorial</u><br/>Face to face tutorials will be used to support lectures and laboratory sessions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                |   |   |   |   |   |                                                             |             |                                                                                |        |  |  |  |  |   |   |   |   |   |   |                 |    |   |   |   |   |  |   |                          |    |   |  |  |   |   |  |       |      |  |  |  |  |  |  |
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| <p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> | <table border="1" data-bbox="553 617 1495 1056"> <thead> <tr> <th data-bbox="553 617 932 806" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="932 617 1097 806" rowspan="2">% weighting</th> <th colspan="6" data-bbox="1097 617 1495 747">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1097 747 1157 806">a</th> <th data-bbox="1157 747 1218 806">b</th> <th data-bbox="1218 747 1278 806">c</th> <th data-bbox="1278 747 1338 806">d</th> <th data-bbox="1338 747 1398 806">e</th> <th data-bbox="1398 747 1495 806">f</th> </tr> </thead> <tbody> <tr> <td data-bbox="553 806 932 867">1. Written test</td> <td data-bbox="932 806 1097 867">75</td> <td data-bbox="1097 806 1157 867">✓</td> <td data-bbox="1157 806 1218 867">✓</td> <td data-bbox="1218 806 1278 867">✓</td> <td data-bbox="1278 806 1338 867">✓</td> <td data-bbox="1338 806 1398 867"></td> <td data-bbox="1398 806 1495 867">✓</td> </tr> <tr> <td data-bbox="553 867 932 982">2. Laboratory assessment</td> <td data-bbox="932 867 1097 982">25</td> <td data-bbox="1097 867 1157 982">✓</td> <td data-bbox="1157 867 1218 982"></td> <td data-bbox="1218 867 1278 982"></td> <td data-bbox="1278 867 1338 982">✓</td> <td data-bbox="1338 867 1398 982">✓</td> <td data-bbox="1398 867 1495 982"></td> </tr> <tr> <td data-bbox="553 982 932 1056">Total</td> <td data-bbox="932 982 1097 1056">100%</td> <td colspan="6" data-bbox="1097 982 1495 1056"></td> </tr> </tbody> </table> <p data-bbox="553 1056 1495 1094">(The subject bears 100% continuous assessment)</p> <p data-bbox="553 1171 695 1203"><u>Written test</u></p> <p data-bbox="553 1230 1523 1297">The written test will assess all of the intended learning outcomes listed (PILO 1.1, 1.2, 1.4, 1.6, 1.8 &amp; 3)</p> <p data-bbox="553 1381 824 1413"><u>Laboratory assessment</u></p> <p data-bbox="553 1440 1523 1612">This will be used to determine students' understanding of the basic properties of microorganisms, the key role that hand hygiene plays in preventing transmission of infection, as well as the importance of performing antimicrobial sensitivity testing in order to allow timely appropriate treatment of the patient's infection. (PILO 1.1, 1.2, 1.4, 1.6, 1.8 &amp; 3)</p> |                                                                                |   |   |   |   |   | Specific assessment methods/tasks                           | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) |        |  |  |  |  | a | b | c | d | e | f | 1. Written test | 75 | ✓ | ✓ | ✓ | ✓ |  | ✓ | 2. Laboratory assessment | 25 | ✓ |  |  | ✓ | ✓ |  | 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. Written test                                                               | 75                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ✓                                                                              | ✓ | ✓ | ✓ |   | ✓ |                                                             |             |                                                                                |        |  |  |  |  |   |   |   |   |   |   |                 |    |   |   |   |   |  |   |                          |    |   |  |  |   |   |  |       |      |  |  |  |  |  |  |
| 2. Laboratory assessment                                                      | 25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ✓                                                                              |   |   | ✓ | ✓ |   |                                                             |             |                                                                                |        |  |  |  |  |   |   |   |   |   |   |                 |    |   |   |   |   |  |   |                          |    |   |  |  |   |   |  |       |      |  |  |  |  |  |  |
| Total                                                                         | 100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                |   |   |   |   |   |                                                             |             |                                                                                |        |  |  |  |  |   |   |   |   |   |   |                 |    |   |   |   |   |  |   |                          |    |   |  |  |   |   |  |       |      |  |  |  |  |  |  |
| <p><b>Student Study Effort Expected</b></p>                                   | <p>Class contact:</p> <table border="1" data-bbox="553 1707 1495 1841"> <tbody> <tr> <td data-bbox="553 1707 1198 1780"> <ul style="list-style-type: none"> <li>▪ Lecture</li> </ul> </td> <td data-bbox="1198 1707 1495 1780" style="text-align: right;">27 Hrs.</td> </tr> <tr> <td data-bbox="553 1780 1198 1841"> <ul style="list-style-type: none"> <li>▪ Laboratory / Case study</li> </ul> </td> <td data-bbox="1198 1780 1495 1841" style="text-align: right;">4 Hrs.</td> </tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                |   |   |   |   |   | <ul style="list-style-type: none"> <li>▪ Lecture</li> </ul> | 27 Hrs.     | <ul style="list-style-type: none"> <li>▪ Laboratory / Case study</li> </ul>    | 4 Hrs. |  |  |  |  |   |   |   |   |   |   |                 |    |   |   |   |   |  |   |                          |    |   |  |  |   |   |  |       |      |  |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>                   | 27 Hrs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                |   |   |   |   |   |                                                             |             |                                                                                |        |  |  |  |  |   |   |   |   |   |   |                 |    |   |   |   |   |  |   |                          |    |   |  |  |   |   |  |       |      |  |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>▪ Laboratory / Case study</li> </ul>   | 4 Hrs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                |   |   |   |   |   |                                                             |             |                                                                                |        |  |  |  |  |   |   |   |   |   |   |                 |    |   |   |   |   |  |   |                          |    |   |  |  |   |   |  |       |      |  |  |  |  |  |  |

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|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|                                    | <ul style="list-style-type: none"> <li>▪ Tutorial</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 8 Hrs.   |
|                                    | Additional activity:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |
|                                    | <ul style="list-style-type: none"> <li>▪ Online lecture / E-learning activity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3 Hrs.   |
|                                    | Other student study effort:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |
|                                    | <ul style="list-style-type: none"> <li>▪ Independent self study</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 24 Hrs.  |
|                                    | <ul style="list-style-type: none"> <li>▪ Preparation for test I and II</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 50 Hrs.  |
|                                    | <ul style="list-style-type: none"> <li>▪ Laboratory report</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 10 Hrs.  |
|                                    | Total student study effort:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 126 Hrs. |
| <b>Reading List and References</b> | <p><b>Recommended reading</b></p> <p>Ryan KJ. 2022. Sherris &amp; Ryan's medical microbiology (8<sup>th</sup> Edition). New York : McGraw Hill.</p> <p>Barry C. 2021. Talaro's Foundations in microbiology (11<sup>th</sup> Edition) New York, NY: McGraw-Hill Education.</p> <p>VanMeter KC. 2022. Microbiology for the healthcare professional. (3<sup>rd</sup> Edition). Mosby.</p> <p>Barer M. 2018. Medical microbiology : a guide to microbial infections : pathogenesis, immunity, laboratory investigation and control (19<sup>th</sup> Edition). Amsterdam, Netherlands : Elsevier.</p> <p>Pommerville JC. 2022. Fundamentals of microbiology. (12<sup>th</sup> Edition). Burlington, Massachusetts : Jones &amp; Bartlett Learning.</p> <p>Kenamer M. 2021. Basic infection control for health care professionals. (3<sup>rd</sup> Edition). Boston, MA : Cengage.</p> <p>Fader RC, Engelkirk PG, Duben-Engelkirk JL. 2019. Burton's microbiology for the health sciences (11<sup>th</sup> edition). Philadelphia : Wolters Kluwer.</p> |          |

Bauman, RW. 2018. *Microbiology: With diseases by body system* (3rd ed.). Boston: Pearson, Fifth edition.

Goering RV. et al. 2019. *Mims' Medical Microbiology* Edinburgh: Elsevier Sixth edition.

Tortora GJ, Funke BR & Case CL. 2016. *Microbiology: An Introduction* (12th ed.). Boston: Pearson.

Cowan MK. 2015. *Microbiology: A Systems Approach* (4th ed.). New York: McGraw-Hill.

Ross S & Furrows S. 2014. *Rapid Infection Control Nursing*. ebrary, Inc. Chichester, West Sussex: Wiley Blackwell.

#### **Websites**

Centre for Disease Control and Prevention: <http://www.cdc.gov/>

Centre for Health Protection: <http://www.chp.gov.hk/epidemiology/>

Association for professionals in infection control and epidemiology: <https://apic.org/>

Hospital Infection Control Society: <https://www.his.org.uk/>

## Subject Description Form

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|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject Code</b>                       | SN2704                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Subject Title</b>                      | Fundamentals of Mental Health Nursing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Credit Value</b>                       | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Level</b>                              | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Pre-requisite</b>                      | Nil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Objectives</b>                         | <p>This subject contributes to the achievement of Programme Intended Learning Outcomes by developing students' professional understanding of mental health nursing (<i>PILO 1.8</i>). The subject enables the students to identify the philosophy of psychiatric-mental health nursing, the various concepts of health care delivery in the primary, secondary and tertiary levels, recognize the various aetiological factors, classification of mental illnesses and their related management (<i>PILO 1.1</i>). It provides students with the relevant concepts of nurse-client relationship in mental health care and the therapeutic community and milieu therapy (<i>PILO 1.4 &amp; 3</i>).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Subject Intended Learning Outcomes</b> | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Review the historical development of psychiatry and mental health nursing (<i>PILO 1.8</i>)</li> <li>b. Identify the philosophy of psychiatric/ mental health nursing (<i>PILO 1.6</i>)</li> <li>c. Describe the scope of practice and core competencies of psychiatric/ mental health nursing (<i>PILO 1.1 &amp; 1.8</i>)</li> <li>d. Compare the various concepts of health care delivery like primary health care, secondary care and tertiary care (<i>PILO 1.8</i>)</li> <li>e. Discuss the concepts of mental health and mental disorders (<i>PILO 1.1 &amp; 1.4</i>)</li> <li>f. Recognize the aetiology, classification, psychopathology and treatment of mental disorders (<i>PILO 1.1 &amp; 1.8</i>)</li> <li>g. Assess the application of nursing process in mental health nursing (<i>PILO 1.6 &amp; 3</i>)</li> <li>h. Analyze the nursing theories for psychiatric/ mental health nursing practice (<i>PILO 1.6 &amp; 1.8</i>)</li> <li>i. Appraise the holistic approach of mental health nursing care (<i>PILO 1.1</i>)</li> <li>j. Describe nurse-client relationship in mental health nursing care (<i>PILO 1.2 &amp; 1.3</i>)</li> <li>k. Identify the concepts of therapeutic community and milieu therapy (<i>PILO 1.1 &amp; 1.3</i>)</li> </ol> |

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Indicative Syllabus</b></p>               | <ol style="list-style-type: none"> <li>1. Historical review of the development of psychiatry and mental health nursing</li> <li>2. Philosophy of psychiatric/ mental health nursing</li> <li>3. Nature of psychiatric nursing, scope of practice and core competencies of psychiatric/ mental health nursing, roles and functions of psychiatric/ mental health nurse</li> <li>4. Concepts of health care delivery (primary health care, secondary care and tertiary care) and the mental health services in Hong Kong</li> <li>5. Concepts of mental health and mental disorders, application of psychological concepts in understanding mental problems/ symptoms, attitudes towards mental illness, and the related aetiology, classification, psychopathology and treatment of mental disorders</li> <li>6. Assessment, planning, implementation and evaluation of client-centered care in mental health nursing with client and family involvement on a holistic approach</li> <li>7. Nursing theories for psychiatric/ mental health nursing practice</li> <li>8. Nurse-client relationship in mental health nursing care, and the concepts of therapeutic community and milieu therapy</li> </ol>      |
| <p><b>Teaching and Learning Methodology</b></p> | <p><u>Lecture</u><br/>Lectures are conducted to provide students with the theoretical knowledge about the historical development and philosophy of psychiatric-mental health nursing, the aetiology and classification of mental illnesses, and their management at different health care level, with the application of milieu therapy. The lectures are supplemented with short videos and case examples to stimulate students' learning interest and promote their understanding about the application of theory into practice.</p> <hr/> <p><u>Tutorial/ Seminar</u><br/>The tutorials/ seminars involve students' learning by tackling relevant mental health problems. Case scenarios and simulated client situations are provided to mimic the "real-life problems". Students will be guided through the learning process to develop critical thinking, problem solving ability, communication and interpersonal skills, and psychiatric nursing skills.</p> <p><u>On-line learning</u><br/>On-line learning involves students' participation in online learning activities, such as discussion forum and online learning exercises for idea sharing and consolidation of their nursing knowledge.</p> |

| 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 | g | h        | i       | j |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1. Seminar                         | 40          |                                                                                | ✓ |   | ✓ | ✓ |   | ✓ |          | ✓       | ✓ |
| 2. Test                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 60                                 | ✓           |                                                                                | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |          |         | ✓ |
| Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 100 %                              |             |                                                                                |   |   |   |   |   |   |          |         |   |
| <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Seminar</u><br/>It is used to assess students' participation, contribution to discussion, fulfillment of responsibility in learning, verbal communication, critical thinking and ability to apply relevant knowledge and skills into problem based scenarios commonly encountered in mental health settings (<i>PILO 1.1, 1.3, 1.4, 1.5, 1.6, 1.8 &amp; 3</i>).</p> <p><u>Test</u><br/>It is used to examine students' ability to recall, comprehend, analyze and apply the theoretical knowledge for mental health nursing care (<i>PILO 1.1, 1.3, 1.4 &amp; 3</i>).</p> |                                    |             |                                                                                |   |   |   |   |   |   |          |         |   |
| Student Study Effort Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Class contact:                     |             |                                                                                |   |   |   |   |   |   |          |         |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ▪ Lecture                          |             |                                                                                |   |   |   |   |   |   |          | 26 Hrs. |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ▪ Tutorial/Seminar                 |             |                                                                                |   |   |   |   |   |   |          | 13 Hrs. |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Additional activity:               |             |                                                                                |   |   |   |   |   |   |          |         |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ▪ On-line activities               |             |                                                                                |   |   |   |   |   |   |          | 3 Hrs   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Other student study effort:        |             |                                                                                |   |   |   |   |   |   |          |         |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ▪ Pre-reading                      |             |                                                                                |   |   |   |   |   |   |          | 14 Hrs. |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ▪ Preparation for tutorial/seminar |             |                                                                                |   |   |   |   |   |   |          | 34 Hrs. |   |
| ▪ Preparation for test                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                    |             |                                                                                |   |   |   |   |   |   | 36 Hrs.  |         |   |
| Total student study effort:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                    |             |                                                                                |   |   |   |   |   |   | 126 Hrs. |         |   |

**Reading List and References**

**Textbooks:**

Varcarolis, E.M. (2022). *Varcarolis's foundations of psychiatric mental health nursing: a clinical approach* (9<sup>th</sup> ed.). St. Louis: Elsevier Saunders.

Videbeck, S.D. (2020). *Psychiatric-mental health nursing*. (8<sup>th</sup> ed.). Philadelphia: Wolters Kluwer.

**Reading List:**

Jones, J.S., Fitzpatrick, J.J., & Rogers, V. L. (2017). *Psychiatric-Mental Health Nursing: An interpersonal approach*, 2<sup>nd</sup> ed. New York: Springer Publishing Company.

Schultz, J. M., & Videbeck, S. L. (2019). *Lippincott's manual of psychiatric nursing care plans* (11<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins.

Townsend, M. C. (2017). *Essentials of psychiatric mental health nursing: Concepts of care in evidence-based practice* (7<sup>th</sup> ed.). Philadelphia: F. A. Davis Company.

Townsend, M. C., & Morgan, K.I. (2018). *Psychiatric mental health nursing: Concepts of care in evidence-based practice* (9<sup>th</sup> ed.). Philadelphia: F. A. Davis Company.

Varcarolis, E. M & Fosbre, C. D. (2021). *Essentials of psychiatric –mental health nursing: a communication approach to evidence-based care*. (4<sup>th</sup> ed.) St. Louis: Elsevier.

**References:**

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5 (TM))*. Washington, DC: American Psychiatric Association.

Balzer-Riley, J. W. (2020). *Communication in nursing* (9<sup>th</sup> ed.). St. Louis: Elsevier.

Doenges, M. E. (2019). *Nursing diagnosis manual: planning, individualizing, and documenting client care* (6<sup>th</sup> ed.). Philadelphia: F.A. Davis Company.

Egan, G., & Reese, R. J. (2019). *The skilled helper: a problem-management and opportunity-developmental approach to helping*, 11<sup>th</sup> ed. Boston: Cengage.

Food & Health Bureau, Hong Kong Special Administrative Region Government. (2017).

*Mental Health Review Report*. Retrieved from [http://www.hpdo.gov.hk/doc/e\\_mhr\\_full\\_report.pdf](http://www.hpdo.gov.hk/doc/e_mhr_full_report.pdf)

Hong Kong Government (1994). *Mental Health Ordinance, Chapter 136*. Hong Kong: The Government Printer.

Mohr, W. K. (2013). *Psychiatric-mental health nursing: evidence-based concepts, skills and practices* (8<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins.

Neeb, K. (2014). *Neeb's fundamentals of mental health nursing* (4<sup>th</sup> ed.). Philadelphia: F.A. Davis.

Smith, M. C. & Gullett, D. L. (2020). *Nursing theories and nursing practice*, 5<sup>th</sup>ed.

The Nursing Council of Hong Kong (2021). *A reference guide to the syllabus of subjects and requirements for the preparation of registered nurse (psychiatric) in the Hong Kong Special Administrative region*. Hong Kong: The Nursing Council of Hong Kong.

Townsend, M. C. (2015). *Psychiatric nursing: assessment, care plans, and medications* (9th ed.). Philadelphia: F.A. Davis Company.

Townsend, M. C. (2011). *Nursing diagnoses in psychiatric nursing: care plans and psychotropic medications* (8th ed.). Philadelphia, PA: F.A. Davis Company.

Townsend, M.C., & Morgan, K.I. (2018). *Pocket guide to psychiatric nursing* (10<sup>th</sup> ed.) Philadelphia: F.A. Davis Company.

Womble, D. M. (2020). *Introductory mental health nursing*, 4<sup>th</sup> ed. Philadelphia: Lippincott Williams & Wilkins.

#### Journals

*Archives of Psychiatric Nursing*

*Australian and New Zealand Journal of Psychiatry*

*Hong Kong Journal of Mental Health.*

*Hong Kong Journal of Psychiatry*

*Hospital and Community Psychiatry*

*International Journal of Mental Health Nursing*

*Issues in Mental Health Nursing*

*Journal of Psychosocial Nursing and Mental Health Services*

*Journal of Psychiatric and Mental health Nursing*

#### Useful web sites

Baptist Oi Kwan Social Service

<http://www.bokss.org.hk>

Hong Kong Association for the Promotion of Mental Health

<http://www.smilecentre.com.hk>

Internet Mental Health

<http://www.mentalhealth.com>

Mental Health Association of Hong Kong

<http://www.mhahk.org.hk>

## Subject Description Form

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject Code</b>                       | SN332                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Subject Title</b>                      | Caring Concepts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Credit Value</b>                       | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Level</b>                              | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Pre-requisite</b>                      | Nil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Objectives</b>                         | Achievement of Programme Intended Learning Outcomes by developing students' understanding of the various theories and concepts of caring in their formulation of caring practice ( <i>PILO 1</i> ). The subject focuses on the integration of knowledge, skills and values required for the promotion of caring practice in nursing science ( <i>PILO 2</i> ). It also facilitates students to acquire the skills in critical and creative thinking, cultural appreciation, and communication as well as interpersonal skills ( <i>PILO 3</i> ).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Subject Intended Learning Outcomes</b> | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Describe the evolution of nursing theories and paradigms in caring, (<i>PILO 1.8</i>)</li> <li>b. Provide reasons why caring concepts and theories are important for nursing, their inherent issues prevalent in practice and implication, (<i>PILO 1.5, 1.8, 2.1, 3b, 3f, 3i</i>)</li> <li>c. Integrate the philosophical underpinnings of caring from nursing literature and findings from the empirical studies into an understanding of caring in nursing practice, (<i>PILO 1.1, 1.2, 1.3, 2.1</i>.)</li> <li>d. Apply the essential principles of effective therapeutic caring process, (<i>PILO 1.3, 3i</i>)</li> <li>e. Appreciate the aesthetic nature of caring knowledge and its effects on the nurse-person relationships as human beings, (<i>PILO 1.3, 3b</i>)</li> <li>f. Formulate a personal meaning of caring from the practical experience and the ethical, professional, aesthetic, empirical knowledge of caring. (<i>PILO 1.3, 1.5, 1.6, 1.8 &amp; 3b, 3f, 3i</i>)</li> </ol> |
| <b>Indicative Syllabus</b>                | <ol style="list-style-type: none"> <li>1. Introduction to nursing as a discipline of knowledge and a professional practice grounded in caring</li> <li>2. Philosophy and theories of caring in practice (Watson, Roach, Leininger, Boykin &amp; Schoenhofer, Newman, Benner, others)</li> <li>3. An ethic of care and caring as the ethical ground of nursing: implications for practice</li> <li>4. Structuring professional knowledge of nursing as a dynamic, complex, creative, transactional, transcultural caring process that facilitates choice making for health and well being for the clients and families</li> <li>5. Therapeutic caring practice, therapeutic communication and use of self</li> <li>6. Caring and Technology</li> <li>7. Various caring issues in contemporary healthcare systems</li> </ol>                                                                                                                                                                                                                                                                                     |

|                                                                        | 8. Impact of caring: caring the carers<br>9. Caring at the end of life<br>10. Caring of self and others in times of crisis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                |   |   |   |         |   |                                   |             |                                                                                |  |  |  |  |  |   |   |   |   |   |   |                    |    |   |   |   |   |  |  |                                |    |  |   |   |  |   |   |       |      |  |  |  |  |  |  |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---|---|---|---------|---|-----------------------------------|-------------|--------------------------------------------------------------------------------|--|--|--|--|--|---|---|---|---|---|---|--------------------|----|---|---|---|---|--|--|--------------------------------|----|--|---|---|--|---|---|-------|------|--|--|--|--|--|--|
| <b>Teaching &amp; Learning Methodology</b>                             | <u>Lecture</u><br>It is conducted to provide students the theoretical knowledge of caring science with an awareness of values and assumptions that shape their practice and the corresponding nursing care in the context of a complex health care system. The lectures are complemented with the use of poems and case examples to promote students' understanding of caring concepts as knowledge, skills, attitudes and values.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                |   |   |   |         |   |                                   |             |                                                                                |  |  |  |  |  |   |   |   |   |   |   |                    |    |   |   |   |   |  |  |                                |    |  |   |   |  |   |   |       |      |  |  |  |  |  |  |
| <b>Assessment Methods in Alignment with Intended Learning Outcomes</b> | <table border="1" data-bbox="542 663 1508 1066"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">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> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Narrative paper</td> <td>40</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Aesthetic/ Artistic project</td> <td>60</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p data-bbox="542 1104 1508 1268"> <u>Individual narrative paper</u><br/>           Building on their appreciation of their values and beliefs in caring through film and/or literature review, students are facilitated through their reflective stories of caring experience to better comprehend the application/integration of caring theories and concepts. (PILO 1.1, 1.2, 1.3, 1.5, 1.8, 2.1, 3a, 3b, 3f &amp; 3i)         </p> <p data-bbox="542 1306 1508 1570"> <u>Group project on the artistic creation of caring expression</u><br/>           Students were to develop their own portfolio of caring stories from clinical experience. Then the sharing of vicarious learning through listening to peer sharing of their caring stories within a group. Students' exchange of their experiential/personal meanings of caring along with the empirical, ethical and esthetic knowing is translated into an artistic creation that represent the whole meaning of caring for individuals in the group as well as the group as a whole. (PILO 1.1, 1.2, 1.3 1.5, 1.6, 1.8. 2.1, 3b, 3c, 3f, 3h &amp; 3i)         </p> |                                                                                |   |   |   |         |   | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) |  |  |  |  |  | a | b | c | d | e | f | 1. Narrative paper | 40 | ✓ | ✓ | ✓ | ✓ |  |  | 2. Aesthetic/ Artistic project | 60 |  | ✓ | ✓ |  | ✓ | ✓ | 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. Narrative paper                                                     | 40                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ✓                                                                              | ✓ | ✓ | ✓ |         |   |                                   |             |                                                                                |  |  |  |  |  |   |   |   |   |   |   |                    |    |   |   |   |   |  |  |                                |    |  |   |   |  |   |   |       |      |  |  |  |  |  |  |
| 2. Aesthetic/ Artistic project                                         | 60                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                | ✓ | ✓ |   | ✓       | ✓ |                                   |             |                                                                                |  |  |  |  |  |   |   |   |   |   |   |                    |    |   |   |   |   |  |  |                                |    |  |   |   |  |   |   |       |      |  |  |  |  |  |  |
| Total                                                                  | 100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                |   |   |   |         |   |                                   |             |                                                                                |  |  |  |  |  |   |   |   |   |   |   |                    |    |   |   |   |   |  |  |                                |    |  |   |   |  |   |   |       |      |  |  |  |  |  |  |
| <b>Student Study Effort Expected</b>                                   | Class contact:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                |   |   |   |         |   |                                   |             |                                                                                |  |  |  |  |  |   |   |   |   |   |   |                    |    |   |   |   |   |  |  |                                |    |  |   |   |  |   |   |       |      |  |  |  |  |  |  |
|                                                                        | <ul style="list-style-type: none"> <li>▪ F-t-f Lecture with online teaching session</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                |   |   |   | 26 Hrs. |   |                                   |             |                                                                                |  |  |  |  |  |   |   |   |   |   |   |                    |    |   |   |   |   |  |  |                                |    |  |   |   |  |   |   |       |      |  |  |  |  |  |  |
|                                                                        | <ul style="list-style-type: none"> <li>▪ Tutorial/Virtual seminar</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                |   |   |   | 10 Hrs. |   |                                   |             |                                                                                |  |  |  |  |  |   |   |   |   |   |   |                    |    |   |   |   |   |  |  |                                |    |  |   |   |  |   |   |       |      |  |  |  |  |  |  |
|                                                                        | Additional activity:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                |   |   |   |         |   |                                   |             |                                                                                |  |  |  |  |  |   |   |   |   |   |   |                    |    |   |   |   |   |  |  |                                |    |  |   |   |  |   |   |       |      |  |  |  |  |  |  |

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|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                                    | <ul style="list-style-type: none"> <li>▪ Cooperative learning activities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 6 Hrs   |
|                                    | Other student study effort:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |
|                                    | <ul style="list-style-type: none"> <li>▪ Pre-reading and preparation for assignments and final project</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 65 Hrs. |
|                                    | Total student study effort:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |
|                                    | 107 Hrs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |
| <b>Reading List and References</b> | <p><b>Textbook:</b></p> <p>George, J. B. (2011). Nursing theories: The base for professional nursing practice. Upper Saddle River: Prentice Hall.</p> <p><b>Reading List:</b></p> <p>Beaird, G., Nye, C. &amp; Thacker, L. R. (2017). The use of video recording and standardized patient feedback to improve communication performance in undergraduate nursing students. <i>Clinical simulation in nursing</i>, 13, 176-185.</p> <p>Benner, P., Sutphen, M., Leonard, V. &amp; Day, L. (2010). Educating nurses: a call for radical transformation. San Francisco: Jossey-Bass.</p> <p>Boykin, A., &amp; Scholenhofer, S. O. (2001). Nursing as caring: A model for transforming Practice. Sudbury: Jones &amp; Bartlett.</p> <p>Chochinov H. (2002). Dignity conserving care – a new model for palliative care, healing the patient feel valued, <i>JAMA</i>, 287(17), 2253-2260.</p> <p>Clarke P, Watson J &amp; Brewer B. (2009). From theory to practice: Caring science according to Watson and Brewer, <i>Nursing Science Quarterly</i>, 22:339-345.</p> <p>Costello, M. (2020). Expressions of Compassion during COVID- 19 Pandemic <i>International journal of caring sciences</i>, 13. 1788-1793.</p> <p>Cronin J.A. &amp; Finn S. (2017). Implementing and evaluating the COMFORT communicaiton in palliative care curriculum for oncology nurses. <i>Journal of Hospice &amp; Palliative Nursing</i>, 19, 2, 140-146.</p> <p>Currie, K., Bennerman, S., Howatson, V., Macleod, F., Mayne, W. &amp; Organ, C. (2015). ‘stepping in’ or ‘stepping back’: How first year nursing students begin to learn about person-centred care. <i>Nurse Education Today</i>, 35, 239-244.</p> <p>Dewar, B. &amp; Cook, F. (2014). Developing compassion through a relationship centred appreciative leadership programme. <i>Nurse Education Today</i>, 34, 1258-1264.</p> <p>Englander, M. (2019). The practice of phenomenological empathy training. <i>Journal of Phenomenological Psychology</i> 50, 42-59.</p> |         |

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#### **Useful Websites**

Coronavirus and the palliative care response

<https://www.eapcnet.eu/publications/coronavirus-and-the-palliative-care-response/>

Jean Watson's website

<http://www.watsoncaringscience.org>

[https://www.watsoncaringscience.org/files/PDF/CCEP/Evaluating\\_Changes\\_in\\_Caring\\_Behaviors\\_of\\_Caritas.7-2.pdf](https://www.watsoncaringscience.org/files/PDF/CCEP/Evaluating_Changes_in_Caring_Behaviors_of_Caritas.7-2.pdf)

International Association for Human Caring

<http://www.humancaring.org>

Transcultural Nursing Society

<http://www.tcms.org>

American Holistic Nurses Association

<http://www.ahna.org>

## Subject Description Form

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject Code</b>               | SN3704                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Subject Title</b>              | Mental Health Nursing Therapeutics I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Credit Value</b>               | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Level</b>                      | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Pre-requisite</b>              | Nil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Objectives</b>                 | <p>This subject contributes to the achievement of Programme Intended Learning Outcomes by developing students' professional competence to practice in mental health care settings (<i>PILO 1.1</i>). The subject enables the students to acquire the nursing knowledge and skills to perform comprehensive mental health assessment, plan, implement and evaluate psychiatric nursing interventions (<i>PILO 1.2 &amp; 1.3</i>). It provides students the opportunity to identify the application of information technology in psychiatric nursing and mental health services (<i>PILO 1.9</i>). The learning process of the subject can also strengthen students' communication and interpersonal skills, and their problem solving ability (<i>PILO 1.8, 3.1a &amp; 3.1i</i>).</p>                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Intended Learning Outcomes</b> | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Recognize the continuum of mental health-mental illness and common mental health problems which occur in various health care settings. (<i>PILO 1.2</i>)</li> <li>b. Develop knowledge and skill of nursing assessment and intervention in mental health nursing adopting a holistic focus. (<i>PILO 1.2, 1.3, 3.1a &amp; 3.1i</i>)</li> <li>c. Identify the principles and practice of psychiatric/ mental health nursing in respective mental health problems. (<i>PILO 1.1 &amp; 1.3</i>)</li> <li>d. Recognize the roles of the nurse as a therapeutic agent when working with clients and their families with mental health problems. (<i>PILO 1.1, 1.2, 1.3, 1.8, 3.1a &amp; 3.1i</i>)</li> <li>e. Describe psychopharmacological treatment and nurses' role. (<i>PILO 1.3</i>)</li> <li>f. Recognize the moral, ethical and legal issues in psychiatric/ mental health nursing practice. (<i>PILO 1.1</i>)</li> <li>g. Identify the application of information technology in psychiatric nursing and mental health services. (<i>PILO 1.9</i>)</li> </ol> |
| <b>Indicative Syllabus</b>        | <ol style="list-style-type: none"> <li>1. Admission of a patient</li> <li>2. Holistic mental health nursing assessment and nursing documentation</li> <li>3. Common assessment tools for respective mental health problems</li> <li>4. Care of clients with mood disorders</li> <li>5. Care of clients with anxiety disorders</li> <li>6. Care of clients with schizophrenia, delusional and related psychotic disorders</li> <li>7. Care of elderly with various mental disorders</li> <li>8. Psychopharmacology and psychiatric treatments e.g-electroconvulsive therapy and patient/ family education</li> <li>9. 9.Prevention and management of clients with suicidal behaviour</li> <li>10. 10.Prevention and management of clients with aggressive behaviour</li> <li>11. 11.Legal and ethical aspects related to mental health nursing e.g. Mental Health Ordinance, confidentiality, privacy, patients' right, advocacy, professional accountability</li> <li>12. 12.Application of information technology in psychiatric nursing and mental health services</li> </ol>                                                                                             |

| <b>Teaching/Learning Methodology</b>                                   | <p><u>Lecture</u><br/>Lectures are conducted to provide students with the theoretical knowledge about various mental health problems, assessment, nursing interventions, treatment, legal &amp; ethical issues of care, and application of information technology in psychiatric nursing. The lectures are supplemented with short videos and case examples to stimulate students' learning interest and promote their understanding about the application of theory into practice.</p> <p><u>Tutorial/ Seminar</u><br/>The tutorials/ seminars involve students' learning by tackling relevant mental health problems. Case scenarios and simulated client situations are provided to mimic the "real-life problems". Students will be guided through the learning process to develop critical thinking, problem solving ability, communication and interpersonal skills, and psychiatric nursing skills.</p> <p><u>On-line activities</u><br/>On-line activities involve students' learning by completing some online learning exercises to help them consolidate their nursing knowledge.</p>                                                         |                                                                                |   |   |   |   |                       |         |  |                                   |             |                                                                                |  |  |  |  |  |  |   |   |   |   |   |   |   |                       |    |   |   |   |   |   |   |  |         |    |   |   |   |   |   |   |   |       |     |  |  |  |  |  |  |  |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---|---|---|---|-----------------------|---------|--|-----------------------------------|-------------|--------------------------------------------------------------------------------|--|--|--|--|--|--|---|---|---|---|---|---|---|-----------------------|----|---|---|---|---|---|---|--|---------|----|---|---|---|---|---|---|---|-------|-----|--|--|--|--|--|--|--|
| <b>Assessment Methods in Alignment with Intended Learning Outcomes</b> | <table border="1" data-bbox="459 739 1433 1108"> <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 (Please tick as appropriate)</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. Written assignment</td> <td>30</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Test</td> <td>70</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100</td> <td colspan="7"></td> </tr> </tbody> </table> <p><u>Written assignment</u><br/>It is used to assess student's ability to apply and integrate relevant knowledge and concepts to intervene various mental health problems in a comprehensive way (<i>PILO 1.1, 1.2, 1.3</i>)</p> <p><u>Test</u><br/>It is used to examine students' ability to recall, comprehend, analyze and apply the theoretical knowledge for mental health nursing care. (<i>PILO 1.1, 1.2, 1.3 &amp; 1.9</i>)</p> |                                                                                |   |   |   |   |                       |         |  | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) |  |  |  |  |  |  | a | b | c | d | e | f | g | 1. Written assignment | 30 | ✓ | ✓ | ✓ | ✓ | √ | √ |  | 2. Test | 70 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Total | 100 |  |  |  |  |  |  |  |
| Specific assessment methods/tasks                                      | % weighting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Intended subject learning outcomes to be assessed (Please tick as appropriate) |   |   |   |   |                       |         |  |                                   |             |                                                                                |  |  |  |  |  |  |   |   |   |   |   |   |   |                       |    |   |   |   |   |   |   |  |         |    |   |   |   |   |   |   |   |       |     |  |  |  |  |  |  |  |
|                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | a                                                                              | b | c | d | e | f                     | g       |  |                                   |             |                                                                                |  |  |  |  |  |  |   |   |   |   |   |   |   |                       |    |   |   |   |   |   |   |  |         |    |   |   |   |   |   |   |   |       |     |  |  |  |  |  |  |  |
| 1. Written assignment                                                  | 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ✓                                                                              | ✓ | ✓ | ✓ | √ | √                     |         |  |                                   |             |                                                                                |  |  |  |  |  |  |   |   |   |   |   |   |   |                       |    |   |   |   |   |   |   |  |         |    |   |   |   |   |   |   |   |       |     |  |  |  |  |  |  |  |
| 2. Test                                                                | 70                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ✓                                                                              | ✓ | ✓ | ✓ | ✓ | ✓                     | ✓       |  |                                   |             |                                                                                |  |  |  |  |  |  |   |   |   |   |   |   |   |                       |    |   |   |   |   |   |   |  |         |    |   |   |   |   |   |   |   |       |     |  |  |  |  |  |  |  |
| Total                                                                  | 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                |   |   |   |   |                       |         |  |                                   |             |                                                                                |  |  |  |  |  |  |   |   |   |   |   |   |   |                       |    |   |   |   |   |   |   |  |         |    |   |   |   |   |   |   |   |       |     |  |  |  |  |  |  |  |
| <b>Student Study Effort Expected</b>                                   | Total theoretical input hours (A+B)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                |   |   |   |   |                       | 42 Hrs. |  |                                   |             |                                                                                |  |  |  |  |  |  |   |   |   |   |   |   |   |                       |    |   |   |   |   |   |   |  |         |    |   |   |   |   |   |   |   |       |     |  |  |  |  |  |  |  |
| A. Class contact:                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                |   |   |   |   |                       |         |  |                                   |             |                                                                                |  |  |  |  |  |  |   |   |   |   |   |   |   |                       |    |   |   |   |   |   |   |  |         |    |   |   |   |   |   |   |   |       |     |  |  |  |  |  |  |  |
| ▪ Lecture                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                |   |   |   |   | <del>26</del> 27 Hrs. |         |  |                                   |             |                                                                                |  |  |  |  |  |  |   |   |   |   |   |   |   |                       |    |   |   |   |   |   |   |  |         |    |   |   |   |   |   |   |   |       |     |  |  |  |  |  |  |  |
| ▪ Tutorial / Seminar                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                |   |   |   |   | <del>13</del> 12 Hrs. |         |  |                                   |             |                                                                                |  |  |  |  |  |  |   |   |   |   |   |   |   |                       |    |   |   |   |   |   |   |  |         |    |   |   |   |   |   |   |   |       |     |  |  |  |  |  |  |  |
| B. Additional activity:                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                |   |   |   |   |                       |         |  |                                   |             |                                                                                |  |  |  |  |  |  |   |   |   |   |   |   |   |                       |    |   |   |   |   |   |   |  |         |    |   |   |   |   |   |   |   |       |     |  |  |  |  |  |  |  |
| ▪ On-line activities                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                |   |   |   |   | 3 Hrs.                |         |  |                                   |             |                                                                                |  |  |  |  |  |  |   |   |   |   |   |   |   |                       |    |   |   |   |   |   |   |  |         |    |   |   |   |   |   |   |   |       |     |  |  |  |  |  |  |  |
| C. Student study effort:                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                |   |   |   |   |                       |         |  |                                   |             |                                                                                |  |  |  |  |  |  |   |   |   |   |   |   |   |                       |    |   |   |   |   |   |   |  |         |    |   |   |   |   |   |   |   |       |     |  |  |  |  |  |  |  |
| ▪ Pre-reading                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                |   |   |   |   | 13 Hrs.               |         |  |                                   |             |                                                                                |  |  |  |  |  |  |   |   |   |   |   |   |   |                       |    |   |   |   |   |   |   |  |         |    |   |   |   |   |   |   |   |       |     |  |  |  |  |  |  |  |
| ▪ Preparation for tutorial/ seminar                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                |   |   |   |   | 13 Hrs.               |         |  |                                   |             |                                                                                |  |  |  |  |  |  |   |   |   |   |   |   |   |                       |    |   |   |   |   |   |   |  |         |    |   |   |   |   |   |   |   |       |     |  |  |  |  |  |  |  |
| ▪ Preparation for written assignment                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                |   |   |   |   | 20 Hrs.               |         |  |                                   |             |                                                                                |  |  |  |  |  |  |   |   |   |   |   |   |   |                       |    |   |   |   |   |   |   |  |         |    |   |   |   |   |   |   |   |       |     |  |  |  |  |  |  |  |
| ▪ Preparation for test                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                |   |   |   |   | 36 Hrs.               |         |  |                                   |             |                                                                                |  |  |  |  |  |  |   |   |   |   |   |   |   |                       |    |   |   |   |   |   |   |  |         |    |   |   |   |   |   |   |   |       |     |  |  |  |  |  |  |  |

|              | Total student study effort (A+B+C)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 124 Hrs. |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Reading List | <p style="text-align: center;"><u>Principles and Concepts of Mental Health Nursing</u></p> <p>Required Reading List:</p> <p>Hong Kong Government (1994). <i>Mental Health Ordinance, Chapter 136</i>. Hong Kong: The Government Printer</p> <p>Mohr, W. K. (2013). <i>Psychiatric-mental health nursing: evidence-based concepts, skills and practices</i> (8th ed.) Philadelphia: Lippincott Williams &amp; Wilkins.</p> <p>Townsend, M., &amp; Morgan, K. (2017). <i>Essentials of psychiatric mental health nursing: Concepts of care in evidence-based practice</i> (7th ed.). Philadelphia, PA: F.A. Davis Company.</p> <p>Varcarolis, E. (2013). <i>Essentials of psychiatric mental health nursing: A communication approach to evidence-based care</i> (2nd ed.). St. Louis, Mo.: Elsevier/Saunders.</p> <p>Recommended Reading List:</p> <p>American Psychiatric Association (2013). <i>Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5 (TM))</i>. Washington, DC: American Psychiatric Association.</p> <p>Boyd, M.A. (2015). <i>Psychiatric Nursing: Contemporary practice</i> (5th ed. enhanced update). Philadelphia: Lippincott Williams &amp; Wilkins.</p> <p>Fortinash, K. M. &amp; Holoday-Worret, P.A. (2012). <i>Psychiatric mental health nursing</i> (5th ed.). St. Louis: Mosby.</p> <p>Halter, M. (2018). <i>Varcarolis' foundations of psychiatric mental health nursing : A clinical approach</i> (8th ed.). St. Louis, Missouri: Elsevier.</p> <p>Neeb, K. (2014). <i>Neeb's fundamentals of mental health nursing</i> (4th ed.). Philadelphia: F.A. Davis.</p> <p>Kneisl, C.R. &amp; Trigoboff, E. (2013). <i>Contemporary psychiatric-mental health nursing</i> (3th ed.). Boston: Pearson Education, Inc.</p> <p>Stuart, G. W. (2013). <i>Principles &amp; practice of psychiatric nursing</i> (10th ed.) St Louis: Mosby Elsevier.</p> <p>Videbeck, S.D. (2014). <i>Psychiatric mental health nursing</i> (6th ed.). Philadelphia: Lippincott.</p> <p>Womble, D. M. (2015). <i>Introductory mental health nursing</i> (3rd ed.). Sydney: Wolters Kluwer.</p> <p style="text-align: center;"><u>Care Planning in Psychiatric Mental Health Nursing</u></p> <p>Required Reading List:</p> <p>Townsend, M.C. (2011). <i>Nursing diagnoses in psychiatric nursing: care plans and psychotropic medications</i>. Philadelphia: F.A. Davis Company.</p> <p>Townsend, M., &amp; Ebrary, Inc. (2015). <i>Psychiatric nursing: Assessment, care plans, and medications</i> (Ninth ed.). Philadelphia, PA: F.A. Davis Company.</p> <p>Schultz, J. M. &amp; Videbeck, S. D. (2013). <i>Lippincott's manual of psychiatric nursing care plans</i> (9th ed.). Philadelphia: Lippincott Williams &amp; Wilkins.</p> <p>Recommended Reading List:</p> <p>Doenges, M., Moorhouse, M., &amp; Murr, A. (2016). <i>Nursing diagnosis manual: Planning, individualizing, and documenting client care</i> (Fifth ed.). Philadelphia, PA: F.A. Davis</p> |          |

Company.

Eby, L., & Brown, N. J. (2009). *Mental Health Nursing Care* (2nd ed.). New Jersey: Pearson & Prentice Hall.

#### Dementia Care Nursing

Required Reading List:

Barker, S., & Board, M. (2017). *Dementia care in nursing* (First ed.). Thousand Oaks, CA: Sage Publications.

Miller, C., & Ebrary, Inc. (2012). *Fast facts for dementia care what nurses need to know in a nutshell*. New York: Springer Pub.

Storlie, T. (2015). *Person-centered communication with older adults: The professional provider's guide*. Amsterdam, [Netherlands]: Academic Press.

Recommended Reading List:

Adams, T. (Eds.). (2008). *Dementia care nursing: promoting well-being in people with dementia and their families*. Basingstoke: Palgrave Macmillan.

Brooker, D. (2007). *Person-centred dementia care: making services better*. Philadelphia: Jessica Kingsley Publishers.

#### Psychopharmacology

Required Reading List:

Leahy, L., Kohler, C., & American Psychiatric Publishing. (2013). *Manual of clinical psychopharmacology for nurses* (1st ed.). Arlington, Va.: American Psychiatric Pub.

Schatzberg, A.F. & Nemeroff, C.B. (2013). *Essentials of clinical psychopharmacology* (3rd ed.). Arlington: American Psychiatric Publishing.

Schatzberg, A.F. & DeBattista, C. (2015). *Manual of clinical psychopharmacology*. Washington: American Psychiatric Publishing.

Recommended Reading List:

Mutsatsa, S. (2017). *Medicines management in mental health nursing* (Second ed.). London: Learning Matters, an imprint of Sage Publications.

Stahl, S.M. (2006). *Essential psychopharmacology: the prescriber's guide*. New York: Cambridge University Press.

#### Communication and Counseling Skills

Required Reading List:

Egan, G. (2014). *The skilled helper: a problem-management approach to helping* (10th ed.). Belmont: Brooks/Cole.

Walker, S. (2014). *Engagement and therapeutic communication in mental health nursing*. Thousand Oaks, California: London: SAGE; Learning Matters.

Recommended Reading List:

Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). California: Brooks/Cole.

Corey, G. (2015). *Group techniques* (4th ed.). Stamford: Brooks/Cole.

Corey, G. (2013). *Case approach to counseling and psychotherapy* (8th ed.). Belmont: Thomson Higher Education.

Corey, M., Corey, Gerald, & Corey, Cindy. (2018). *Groups: Process and practice* (Tenth ed.). Boston, MA: Cengage Learning.

Corey, G. & Corey, M. (2016). *Becoming a helper* (7th ed.). Boston: Cengage Learning.

Ivey, A., Zalaquett, M., & Zalaquett, Carlos P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (Ninth ed.). Boston, MA: Cengage Learning.

林孟平. (2013). 輔導與心理治療 (增訂版, 第1版). 香港: 商務印書館(香港)有限公司.

Recommended Journals:

Archives of Psychiatric Nursing

Australian and New Zealand Journal of Psychiatry

Hong Kong Journal of Mental Health. Hong Kong Journal of Psychiatry.

Journal of Psychosocial Nursing and Mental Health Services

Journal of Psychiatric and Mental health Nursing

Useful Websites:

Hong Kong Alzheimer's Disease Association <http://www.hkada.org.hk/tc/>

Internet Mental Health <http://www.mentalhealth.com>

Mental Health Association of Hong Kong <http://www.mhahk.org.hk>

Mental Health Net <http://www.mentalhelp.net>

New Life Psychiatric Rehabilitation Association <http://www.nlpra.org.hk>

Royal College of Psychiatrists <http://www.rcpsych.ac.uk>

The Royal Australian and New Zealand College of Psychiatrists <http://www.ranzcp.org>

## Subject Description Form

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject Code</b>                  | SN3713                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Subject Title</b>                 | Mental Health Education and Promotion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Credit Value</b>                  | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Level</b>                         | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Pre-requisite</b>                 | Nil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Objectives</b>                    | <p>The subject contributes to the achievement of 53482 Programme Intended Learning Outcomes by developing students' professional competence and ethical manner to practice in mental health care settings (<i>PILO 1.1</i>).</p> <p>The subject enables the students to acquire the nursing knowledge and skills to perform comprehensive and focused assessment of individuals and community (<i>PILO 1.2</i>).</p> <p>It strengthens students the opportunities to provide mental health education and promotion to individuals, groups and the community (<i>PILO 1.7</i>).</p> <p>The learning process of the subject can also guide the students in communicating effectively with clients and their families, nursing colleagues and the multi-disciplinary team; to act as advocates for clientele with special health needs; developing innovative mental health projects to improve quality care to clients and developing their interpersonal skills and problem solving ability (<i>PILO 1.8, 1.12, 1.13, 3.1a &amp; 3.1i</i>).</p>                                                                                                                                                                                                                                                                                    |
| <b>Intended Learning Outcomes</b>    | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Recognize the concepts of health, mental health, health education and health promotion. (<i>PILO 1.7</i>)</li> <li>b. Describe theories of health education. (<i>PILO 1.1, 1.2, 1.7&amp;1.8</i>)</li> <li>c. Explain the various aims of health education. (<i>PILO 1.7 &amp; 1.8</i>)</li> <li>d. Identify health education needs using a variety of methods. (<i>PILO 1.7 &amp; 1.8</i>)</li> <li>e. Discuss the range of health education and health promotion approaches and their advantages and disadvantages. (<i>PILO 1.2, 1.7, 1.8, 3.1a &amp; 3.1b</i>)</li> <li>f. Explore and apply health education methods appropriately. (<i>PILO 1.2, 1.7 1.8, 1.12&amp;1.13</i>)</li> <li>g. Identify psychoeducation for clients, family and the community. (<i>PILO 1.2, 1.7 &amp; 1.8</i>)</li> <li>h. Examine the contemporary issues and trends in mental health promotion. (<i>PILO 1.7 &amp; 1.8</i>)</li> </ol>                                                                                                                                                                                                                                                                                               |
| <b>Indicative Syllabus</b>           | <ol style="list-style-type: none"> <li>1. Concepts of health and mental health. Examples: models of health, public health, mental health, personal health, family health, community health</li> <li>2. Definitions of health, mental health, health education and health promotion</li> <li>3. Theories of health education, compared and contrasted. Examples: preventive models of health education, education models of health education, social changes models of health education</li> <li>4. Sociological theory related to health, illness and disease, locus of control, lay beliefs about health and illness prevention; the Health Belief Model; holistic health</li> <li>5. Exploration of a variety of health education methods. Examples: mass media approaches, small group work techniques, individual counselling, community development approaches, public policy making, peer evaluation, role modelling</li> <li>6. Health education on individuals, group and community basis</li> <li>7. Psychoeducation for clients, family and the community</li> <li>8. Health promotion across the lifespan</li> <li>9. Promotion of mental health in the community</li> <li>10. Prevention of suicide, substance abuse, violence, and child and elderly abuse</li> <li>11. Mental health services and policy</li> </ol> |
| <b>Teaching/Learning Methodology</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                                                        | Specific assessment methods/tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) |   |   |   |   |          |         |   |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------|---|---|---|---|----------|---------|---|
|                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             | a                                                                              | b | c | d | e | f        | g       | h |
|                                                                        | 1. Seminar work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 40          | ✓                                                                              | ✓ | ✓ | ✓ | ✓ | ✓        | ✓       | ✓ |
|                                                                        | 2. Test                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 60          | ✓                                                                              | ✓ | ✓ | ✓ | ✓ | ✓        | ✓       | ✓ |
|                                                                        | Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 100%        |                                                                                |   |   |   |   |          |         |   |
| <b>Assessment Methods in Alignment with Intended Learning Outcomes</b> | <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Seminar work</u><br/>It is used to facilitate and assess students' contribution to discussion, fulfillment of responsibility in learning, developing critical and creative thinking, communication and interpersonal skills and ability to apply relevant knowledge and skills in providing mental health education and promotion to individuals, groups and the community. (PILO 1.2, 1.7, 1.8, 3.1b &amp; 3.1i)</p> <p><u>Test</u><br/>It is used to examine students' ability to recall, comprehend, analyze and apply the theoretical knowledge for mental health education and promotion. (PILO 1.1, 1.2, 1.7 &amp; 1.8)</p> |             |                                                                                |   |   |   |   |          |         |   |
| <b>Student Study Effort Required</b>                                   | Total theoretical input hours (A+B)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |                                                                                |   |   |   |   |          | 42 Hrs. |   |
|                                                                        | A. Class contact:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |             |                                                                                |   |   |   |   |          |         |   |
|                                                                        | ▪ Lecture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |                                                                                |   |   |   |   |          | 26 Hrs. |   |
|                                                                        | ▪ Tutorial / Seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |                                                                                |   |   |   |   |          | 13 Hrs. |   |
|                                                                        | B. Additional activity:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |                                                                                |   |   |   |   |          |         |   |
|                                                                        | ▪ Supervised practical session                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |                                                                                |   |   |   |   |          | 3 Hrs.  |   |
|                                                                        | C. Student study effort:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |                                                                                |   |   |   |   |          |         |   |
|                                                                        | ▪ Pre-reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |                                                                                |   |   |   |   |          | 24 Hrs. |   |
|                                                                        | ▪ Preparation for tutorial/ seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |                                                                                |   |   |   |   |          | 19 Hrs. |   |
|                                                                        | ▪ Preparation for test                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |             |                                                                                |   |   |   |   |          | 20 Hrs. |   |
| Total student study effort (A+B+C)                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             |                                                                                |   |   |   |   | 105 Hrs. |         |   |
| <b>Reading List and References</b>                                     | <p><b>Textbooks:</b><br/>Bartholomew, L. K., Gottlieb, N. H., Kok, G., Parcel, G. S., Low, M. D., &amp; McGovern, J. P. (2006). <i>Planning health promotion programs: An intervention mapping approach</i>. San Francisco: Jossey-Bass.</p> <p><b>Reading List:</b><br/>Cottrell, R. R., Girvan, J. T., &amp; McKenzie, J. F. (2009). <i>Principles and foundations of health promotion and education</i> (4th ed.). California: Benjamin-Cummings.<br/>Egger, G., Spark, R., Lawson, J., &amp; Donovan, R. (1999). <i>Health promotion strategies and methods</i>. Sydney: McGraw-Hill.</p> <p>Ewles, L., &amp; Simnett, I. (2003). <i>Promoting health: A practical guide</i> (5th ed.). Edinburgh: Bailliere Tindall.</p>                            |             |                                                                                |   |   |   |   |          |         |   |

**References:**

- Bandura, A. (2004). Health promotion by social cognitive means. *Health Education and Behavior, 31*(2), 143-164.
- Chan, Z. C. Y. (2010). *Health issues in Chinese contexts* (Vol. 5). New York: Nova Science Publishers.
- Chan, Z. C. Y. (2010). A first step: A call for distinguishing between health information giving and health education. In A. Fortier, & S. Turcotte (Eds.), *Health education: Challenges, issues and impact* (pp. 263-265). New York: Nova Science Publishers.
- Francesc, C., & Vieta, F. (2006). *Psychoeducation manual for bipolar disorder*. Cambridge: Cambridge University Press.
- Freund, P., & McGuire, M. (1999). *Health, illness and the social body: A critical sociology* (3rd ed.). Upper Saddle River: Prentice Hall.
- Green, L., & Kreuter, M. (2005). *Health program planning: An educational and ecological approach* (4th ed.). New York: McGraw-Hill.
- Jenkins, R., & Ustun, T. B. (Eds.). (1998). *Preventing mental illness: Mental health promotion in primary care*. New York: J. Wiley.
- Manoj, S., & Romas, J. A. (2008). *Theoretical foundations of health education and health promotion*. Sudbury: Jones and Bartlett.
- McKenzie, J. F., & Smeltzer, J. L. (2001). *Planning, implementing and evaluating health promotion programs: A primer* (3rd ed.). Boston: Allyn and Bacon.
- McMurray, A. (2003). *Community health and wellness: a sociological approach* (2nd ed.). Sydney: Mosby.
- Naidoo, J., & Wills, J. (2000). *Health promotion: Foundations for practice*. London: Bailliere Tindall.
- Nutbeam, D. (2004). *Theory in a nutshell: A guide to health promotion theory* (2nd ed.). Sydney: McGraw-Hill.
- Pender, N. J., Murdaugh, C. L., & Parsons, M. A. (2002). *Health promotion in nursing practice* (4th ed.). Upper Saddle River: Prentice Hall.
- Perkins, E., Simnett, I., & Wright, L. (1999). *Evidence-based health promotion*. England: John Wiley & Sons.
- Pike, S. (1995). *Health promotion for all*. Edinburgh: Churchill Livingstone.
- Raeburn, J. (1998). *People centred health promotion*. New York: John Wiley.
- Talbot, L., & Vervinder, G. (2005). *Promoting health: The primary care approach* (3rd ed.). Sydney: Harcourt Saunders.
- Tones, K., & Tilford, S. (1994). *Health education: Effectiveness, efficiency and equity* (2nd ed.). London: Chapman & Hall.
- Trent, D. R. (Ed.). (1992). *Promotion of mental health*. Hong Kong: Avebury.
- Tudor, K. (1996). *Mental health promotion: Paradigms and practice*. London: Routledge.
- Yip, K. S. (2008). *Strength based perspective in working with clients with mental illness: A Chinese cultural articulation*. Hong Kong: Nova Science.
- Whitehead, D. (2010). Settings based health promotion. In D. Whitehead, & F. Irvine

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|  | <p>(Eds.), <i>Health promotion and health education in nursing: A framework for practice</i>. New York: Palgrave Macmillan.</p> <p>World Health Organization. (1986). <i>Ottawa Charter for Health Promotion</i>. Copenhagen: World Health Organization.</p> <p>World Health Organization. (2001). <i>Evaluation in health promotion: Principles and perspectives</i>. Copenhagen: World Health Organization.</p> <p>World Health Organization. (2011). What is a health promoting school? Retrieved from <a href="http://www.who.int/school_youth_health/gshi/hps/en/index.html">http://www.who.int/school_youth_health/gshi/hps/en/index.html</a></p> <p>Young, L., &amp; Hayes, V. (2002). <i>Transforming health promotion practice: Concept, issues and applications</i>. Philadelphia: F.A. Davis.</p> |
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## Subject Description Form

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|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject Code</b>                       | SN402                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Subject Title</b>                      | Gerontological Nursing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Credit Value</b>                       | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Level</b>                              | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Pre-requisite</b>                      | Nil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Objectives</b>                         | Achievement of Programme Intended Learning Outcomes. It enables development of students' professional knowledge and skills to identify older people's health needs, plan and implement holistic nursing care to older people and their caregivers in various settings (PILO 1 & 2). It emphasizes critical analysis and problem solving of gerontology issues with application of evidence-based nursing interventions (PILO 2 & 3).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Subject Intended Learning Outcomes</b> | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Demonstrate the scope and practice of gerontological nursing, as well as the role of the registered nurse (nurse generalist) in gerontological nursing, (<i>PILO 1.1-1.8</i>)</li> <li>b. Examine the changing demographics and the impacts of an aging population on the health service, and recognise the importance of primary health care in facing these impacts, (<i>PILO 1.1-1.8 &amp; 2.1</i>)</li> <li>c. Develop a knowledge base of biological, psychological and sociological aspects of aging for understanding older persons as individuals, members of family systems, and as a population group with particular health needs, (<i>PILO 1.1, 1.2, 1.3 &amp; 1.4</i>)</li> <li>d. Develop positive attitudes towards older persons in the society as well as developing/actualizing own advocacy roles in practice, (<i>PILO 1.3, 1.5, 1.7, 3.1a-3.1k</i>)</li> <li>e. Analyze contemporary health issues related to older persons and aging, with an understanding of the importance of intersectoral collaboration in service integration and delivery, (<i>PILO 1.8 &amp; 2.1</i>)</li> <li>f. Apply the problem-solving approach in diverse care settings, (<i>PILO 1.1, 2.1 &amp; 3.1a-3.1k</i>)</li> <li>g. Employ models and theories of nursing, as well as principles and philosophy of primary health care, in guiding the provision of care for older persons who are well or experiencing health alterations, (<i>PILO 1.6, 1.7 &amp; 2.1</i>)</li> <li>h. Discuss evidenced-based practice grounded in research for older persons, (<i>PILO 1.6 &amp; 2.1</i>)</li> <li>i. Analyse the multiple roles of a nurse in pursuing professional development. (<i>PILO 2.1 &amp; 3.1a-3.1k</i>)</li> </ol> |
| <b>Indicative Syllabus</b>                | <ol style="list-style-type: none"> <li>1. Scope and practice of gerontological nursing, roles of the registered nurse</li> <li>2. Changing demographics and its impact on the health service sector</li> <li>3. Theories and perspectives on aging</li> <li>4. Biological, psychological, and sociological aspects of aging</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

5. Healthy aging: Older persons' participation in healthcare activities
6. Common health alterations in the older persons and evidence-based nursing management: for example, continence, mobility, and impaired cognition
7. Contemporary issues related to older persons and aging: such as myths and stereotypes, politics and social policies, retirement and economics, iatrogenesis and bioethics, technology and health care, and care options for the frail older persons
8. Intergenerational relationships and family caregiving
9. Aging in place: Transitional care, service interface and social support
10. Death and dying and the older persons
11. Nursing models and theories, and the use of the nursing process as applied to gerontological nursing
12. Interdisciplinary approach to client-centred care in diverse care settings

**Teaching & Learning Methodology**

Lecture  
It is used to provide students with the theories, concepts and knowledge about gerontological nursing to stimulate students towards further study. Lectures are supplemented with for example short videos and case examples to enhance students' interest in learning and promote application of knowledge to practice.

Case-based Tutorials  
It involves student learning by tackling cases. It guides students towards self-directed learning to manage the cases. Through sharing of knowledge, experiences and practice among students and teachers, students are expected to critically analyze and adequately manage the gerontology issues in the cases. It is a way of guided inquiry and discovery of learning.

| 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 | g | h | i |
|                                                                 | 1. Case-based tutorial presentation and discussion | 45          | ✓                                                                              | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                                                                 | 2. Participation in online learning activity       | 10          | ✓                                                                              | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                                                                 | 3. Final Test                                      | 45          | ✓                                                                              | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                                                                 | Total                                              | 100%        |                                                                                |   |   |   |   |   |   |   |   |

Case-based tutorial presentation (Group presentation and discussion)  
It is used to assess students' abilities in critical analysis of the scenarios, development of holistic care to older people and their family members; application of relevant gerontology knowledge to scenarios, presentation skills, team work, fulfilment of responsibility in learning and contribution to discussion. Besides CBL, students also need to address a pre-identified contemporary issues related to gerontology, Students are expected to explore, analyze and discuss the

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                                      | <p>issues during the tutorial. This learning process should also reflect a superior level of learning relevant to gerontological nursing.<br/>(<i>PILO 1.1-1.8, 2, 3.1a, b, h, i &amp; j</i>)</p> <p><u>Final Test</u><br/>It is used as a summative assessment to evaluate students' ability to recall, comprehend, analyze and apply the theoretical knowledge on gerontological nursing which they have learnt. (<i>PILO 1.1-1.8 &amp; 2.1</i>)</p>                                                                                                                                                                                                                                                                                                                                       |         |
| <b>Student Study Effort Expected</b> | Class contact:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |
|                                      | <ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 13 Hrs. |
|                                      | <ul style="list-style-type: none"> <li>▪ Tutorial</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 26 Hrs. |
|                                      | Additional activity:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
|                                      | <ul style="list-style-type: none"> <li>• Self-directed learning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3 Hrs   |
|                                      | Other student study effort:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
|                                      | <ul style="list-style-type: none"> <li>▪ Prescribed reading</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 13 hrs. |
|                                      | <ul style="list-style-type: none"> <li>▪ Group discussion on case-based tutorial presentation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 16 hrs  |
|                                      | <ul style="list-style-type: none"> <li>▪ Preparation for tutorials</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 24 hrs. |
|                                      | <ul style="list-style-type: none"> <li>▪ Preparation of test</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 40 hrs. |
| Total student study effort:          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 135 Hrs |
| <b>Reading List and References</b>   | <p><b>Textbook:</b></p> <p>Miller CA (2012). <i>Nursing for Wellness in Older Adults</i>. Philadelphia: Wolters Kluwer/Lippincott Williams &amp; Wilkins, c2012. 6th ed.</p> <p><b>Reading List:</b></p> <p>Bamia C, Halkjaer J, Lagiou P, Trichopoulos D, et al (2010). <i>Weight change in later life and risk of death amongst the elderly: the European Prospective Investigation into Cancer and Nutrition-Elderly Network on Ageing and Health study</i>. Journal of Internal Medicine. 268(2):133-144.</p> <p>Bradway C (2010). <i>Concept analysis of health-related quality of life in nursing home residents with urinary incontinence</i>. Urologic Nursing. 30(2):119.</p> <p>Bartl R (2009). <i>Osteoporosis: Diagnosis, Prevention, Therapy</i>, Berlin; London: Springer,</p> |         |

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- Olazarán J, Reisberg B, Clare L, Cruz I, Peña-Casanova J, Del Ser T, Woods B, et al. (2010). *Nonpharmacological therapies in Alzheimer's disease: a systematic review of efficacy*. *Dementia Geriatric & Cognitive Disorder*, 30(2):161-178.
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Thuroff J, Abrams P, Anderson KE, Artibani W, Chartier-Kastler E, et al. (2006). *Management of urinary incontinence in frail/disabled older people. In: Guidelines on urinary incontinence.* European Association of Urology. Retrieved at [http://www.uroweb.org/fileadmin/user\\_upload/Guidelines/16%20Urinary%20Incontinence.pdf](http://www.uroweb.org/fileadmin/user_upload/Guidelines/16%20Urinary%20Incontinence.pdf) on Dec 11, 2011.

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## Subject Description Form

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject Code</b>               | SN440                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Subject Title</b>              | Leadership Roles and Management Functions in Health Care<br>(With English Language component)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Credit Value</b>               | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Level</b>                      | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Pre-requisite</b>              | Nil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Objectives</b>                 | <p>In this subject, students study the basic concepts of organizations and organizational theory with an emphasis on Hong Kong health care system and integrated care networks. Nurses' leadership roles and management functions through applying caring, clinical reasoning and communication skills within the theoretical framework are explained. Students will develop the skills in making decisions, solving problems, communicating with a variety of individuals and groups, resolving conflicts, delegating work, collaborating in teams, and promoting quality management in the health care context. Students will also develop the advanced English language skills for effective communication in clinical settings.</p>                                                                                                                                                                                                                                                                                                       |
| <b>Intended Learning Outcomes</b> | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"><li>a. Apply the learnt concepts and theories in healthcare management to describe and analyse the local healthcare system (PILO 1.7)</li><li>b. Employ evidence-based management strategies (PILO 1.7) to evaluate and propose solutions to health care issues (PILO 1.8)</li><li>c. Describe the roles of various healthcare professionals within the system and the performance indicators of respective ranks (PILO 1.7)</li><li>d. Apply discipline knowledge to evaluate nurses' performance in clinical settings (PILO 1.2 and 1.7)</li><li>e. Develop the attributes as future leaders and/or managers in the clinical environment (PILO 1.7).</li><li>f. Present their analysis of health care and management issues clearly, appropriately, and persuasively in both written and spoken English for different target audience</li><li>g. Apply the principles of quality and risk management in health care (PILO 1.7)</li></ol> |

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Indicative Syllabus</b></p>            | <ul style="list-style-type: none"> <li>a. The healthcare system</li> <li>b. Healthcare reform</li> <li>c. Care delivery models</li> <li>d. Management and leadership theories</li> <li>e. Effective communication skills for health care leaders and managers: <ul style="list-style-type: none"> <li>• Understanding the target audience and purpose of communication</li> <li>• Selecting relevant information and appropriate strategies</li> <li>• Choosing language and vocabulary appropriate to the context</li> <li>• Employing strategies to engage audience in oral presentation and meetings</li> <li>• Creating a professional image in written communication</li> <li>• Leadership and supervision</li> <li>• Motivating staff in the workplace</li> <li>• Managing conflict</li> <li>• Monitoring and improving standards and performance in healthcare practice</li> <li>• Creating a growth productive working environment through discipline</li> </ul> </li> <li>f. Change management</li> <li>g. Quality management, risk management and patient safety</li> <li>h. Contemporary issues in health care <ul style="list-style-type: none"> <li>• The impact of healthcare reform on healthcare professionals</li> <li>• Power and politic within the healthcare area</li> <li>• Developing community partnerships</li> <li>• Consumerism in health care</li> </ul> </li> </ul>                                                                                                                                         |
| <p><b>Teaching /Learning Methodology</b></p> | <p><u>Lecture</u><br/> Information in relation to management roles and leadership functions in nursing, as well as quality improvement and patient safety will be introduced in the lectures of the subject. Large class teaching, on-line materials are available for all lectures. Contemporary issues related to Hong Kong health care reform and health care system will be discussed as appropriate. Journal articles or newspaper clipping will be used as reference with a view to increase students' interest and facilitating their application of their professional knowledge to everyday situations.</p> <p><u>Seminar</u><br/> Videos, case scenario or journal articles will be used as input `in the seminars. Students will be guided through small group discussion and sharing to develop deeper understanding of management roles and leadership function in nursing.</p> <p>Seminars focusing on English communication skills</p> <ul style="list-style-type: none"> <li>• The seminars are conducted by the academic staff of the English Language Centre (ELC)</li> <li>• Nine contact hours within three weeks of the semester are allocated to teaching and learning activities on this intended learning outcome</li> <li>• Seminar activities include teacher input, consultation on students' writing, as well as individual and group practice work involving evaluating texts, mini-presentations, discussions and the role play</li> <li>• Learning materials developed by the ELC will be used</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                             |  |             |   |                                                                                |   |   |          |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--|-------------|---|--------------------------------------------------------------------------------|---|---|----------|---|
| <b>Assessment Methods in Alignment with Intended Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Specific assessment methods/tasks           |  | % Weighting |   | Intended subject learning outcomes to be assessed (Please tick as appropriate) |   |   |          |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                             |  | a           | b | c                                                                              | d | e | f        | g |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Seminar assignment                          |  | 50          | ✓ | ✓                                                                              | ✓ | ✓ | ✓        | ✓ |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ELC written assignment                      |  | 30          |   |                                                                                |   |   | ✓        |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Online activities                           |  | 20          | ✓ | ✓                                                                              | ✓ | ✓ | ✓        | ✓ |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Total                                       |  | 100%        |   |                                                                                |   |   |          |   |
| <p><u>Seminar assignment</u><br/>Video style presentation and reflective paper writing will be used to assess students' communication skills, critical thinking, and analytical ability to apply management and leadership theories in health care. Students should demonstrate the ability to lead seminar discussion seminars that address aspects of leadership and management problems of case scenario provided. Through seminar presentation, students will develop practice skills in relation to their own area of interests. (PILO 1.7 &amp; 3)</p> <p><u>ELC assessment</u><br/>Students are required to write a report on a provided medical accident/ incident. The report will be evaluated using criteria set by ELC. Clarity, appropriacy and accuracy are key elements we look for in this assignment.</p> <p><u>On-line activities</u><br/>Students are required to complete the online learning activities each week. The objectives of this assignment are to engage and enhance their understanding of the concepts and theories taught in class and connection to their healthcare practice.</p> |                                             |  |             |   |                                                                                |   |   |          |   |
| <b>Student Study Effort Expected</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Class contact:                              |  |             |   |                                                                                |   |   |          |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ▪ Lecture                                   |  |             |   |                                                                                |   |   | 26 Hrs.  |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ▪ Seminar                                   |  |             |   |                                                                                |   |   | 13 Hrs.  |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Other student study effort:                 |  |             |   |                                                                                |   |   |          |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ▪ Prescribed reading and on-line activities |  |             |   |                                                                                |   |   | 26 Hrs.  |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ▪ Preparation of seminar and paper          |  |             |   |                                                                                |   |   | 20 Hrs.  |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ▪ Preparation of ELC assessment             |  |             |   |                                                                                |   |   | 20 Hrs.  |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Total student study effort                  |  |             |   |                                                                                |   |   | 105 Hrs. |   |

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>Textbook and References</b></p> | <p><b>Textbooks:</b></p> <p>Marquis, B. L., &amp; Huston, C. J. (2020). <i>Leadership roles and management functions in nursing: Theory and application</i> (10th ed.). Philadelphia: Wolters Kluwer Health</p> <p>Murray, E. J. (2017). <i>Nursing leadership and management for patient safety and quality care</i>. Philadelphia: F.A. Davis Company.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                       | <p><b>Other References:</b></p> <p>Balzer-Riley, J. W. (2016). <i>Communication in nursing</i> (8th ed.). St. Louis, MO: Mosby/Elsevier.</p> <p>Food and Health Bureau: Report of the Strategic Review on Healthcare Manpower Planning and Professional Development. (2018, April 30). Retrieved August 31, 2018, from <a href="https://www.fhb.gov.hk/en/press_and_publications/otherinfo/180500_sr/srreport.html">https://www.fhb.gov.hk/en/press_and_publications/otherinfo/180500_sr/srreport.html</a></p> <p>Fottler, M.D., Malvey, D. &amp; Slovensky, D.L. (2016). <i>Handbook of Healthcare Management</i>. Cheltenham, UK: Edward Elgar Publishing.</p> <p>Health and Medical Development Advisory Committee. (2005). <i>Building a healthy tomorrow. Discussion paper on the future service delivery model for our health care system</i>. Hong Kong: Government Logistics Department, Government of the Hong Kong Special Administrative Region.</p> <p>Health and Welfare Bureau. (2001). <i>Life long investment in health. Consultative document on health care reform</i>. Hong Kong: Printing Department, Government of Hong Kong Special Administrative Region. Retrieved from <a href="http://www.info.gov.hk/hwb/">http://www.info.gov.hk/hwb/</a></p> <p>Health and Medical Development Advisory Committee. (2005). <i>Building a healthy tomorrow. Discussion paper on the future service delivery model for our health care system</i>. Hong Kong: Government Logistics Department, Hong Kong Special Administrative Region Government.</p> <p>Hong Kong Yearbook. (2018, July 17). Retrieved September 3, 2018, from <a href="https://www.yearbook.gov.hk/2017/en/Journals">https://www.yearbook.gov.hk/2017/en/Journals</a></p> <p>Leung, G. M., &amp; Bacon-Shone, J. (eds.). (2006). <i>Hong Kong's health system: reflections, perspectives and visions</i>. Hong Kong: Hong Kong University Press.</p> <p>Mok, E., &amp; AuYeung, B. (2002). Relationship between organizational climate and empowerment of nurses in Hong Kong. <i>Journal of Nursing Management</i>, 10, 129- 137.</p> <p>Mok, E. (2001). Hong Kong health care system and its challenges. <i>Journal of Nursing Administration</i>, 31(11), 520-523.</p> |

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Porter-O'Grady, T. & Malloch, Lk (2016). Leadership in Nursing Practice, changing the landscape of health care. (2nd ed.). Burlington: Jones & Bartlett Learning.

Public Consultation on Voluntary Health Insurance Scheme (2014). Food and Health Bureau, Government of the Hong Kong Administration Region.

Sullivan, E. J. (2012) *Effective leadership and management in nursing*. (8th ed.) Pearson: Boston.

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**Websites:**

World Health Organization (WHO) <http://www.who.int/home/reports>  
Department of Health <http://www.dh.gov.hk/>

Department of Health: <http://www.dh.gov.hk/>

Hospital Authority Hong Kong <http://www.ha.org.hk/>

Food and Health Bureau Voluntary Health Insurance Scheme  
<http://www.vhis.gov.hk/en/home/index.html>

# The Hong Kong Polytechnic University

## Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

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|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject Code</b>                                                 | SN2A05                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Subject Title</b>                                                | Fundamentals of Emergency Care and Critical Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Credit Value</b>                                                 | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Level</b>                                                        | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Pre-requisite/<br/>Co-requisite/<br/>Exclusion</b>               | Nil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Objectives</b>                                                   | <ol style="list-style-type: none"> <li>1. To enhance students' understanding of the concept of emergency care and critical responses.</li> <li>2. To develop students' ability to strengthen life-saving skills towards emergency and critical situations.</li> <li>3. To develop students' ability to recognise, understand and provide initial support to individuals who are experiencing signs and symptoms of mental illness.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Intended Learning Outcomes</b><br><i>(Note 1)</i>                | <p>Upon completion of the subject, students will be able:</p> <ol style="list-style-type: none"> <li>a. Understand the principles of emergency response management.</li> <li>b. Gain an enhanced first-aid awareness for oneself and others</li> <li>c. Demonstrate basic life-saving skills in emergency situations.</li> <li>d. Apply first aid management in commonly seen injuries and emergencies (e.g. cardiopulmonary resuscitation (CPR)).</li> <li>e. Develop a plan for emergency care and critical response for their family and the community to address specific needs.</li> <li>f. Understand the fundamentals of mental health and principles of mental health first aid</li> <li>g. Develop an action plan for mental first aid (ALGEE) as necessary to help someone with mental health symptoms or at risk of mental health crisis</li> <li>h. Demonstrate mental health first aid skills to assist someone experiencing a mental health crisis.</li> <li>i. Develop a sense of caring for others and being ready to help.</li> </ol> |
| <b>Subject Synopsis/<br/>Indicative Syllabus</b><br><i>(Note 2)</i> | <ol style="list-style-type: none"> <li><b>I. Apply social responsibility theory to emergency response</b> <ul style="list-style-type: none"> <li>• Social responsibility on mass causality event</li> <li>• Risk assessment of emergency</li> <li>• Accountability, ethics and moral requirements of being a rescuer</li> <li>• Local and international response system</li> </ul> </li> <li><b>II. Demonstrate effective life-saving skills in emergency situations:</b> <ul style="list-style-type: none"> <li>• Principles &amp; Practice of First Aid</li> <li>• Anatomy and pathophysiology of the cardiovascular, and respiratory systems</li> <li>• Management of sudden cardiac arrest</li> </ul> </li> </ol>                                                                                                                                                                                                                                                                                                                                  |

|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                          | <ul style="list-style-type: none"> <li>• Management of airway obstruction in adults and infants</li> <li>• Management of wounds and injuries</li> <li>• Fire safety</li> <li>• Emergency escape and evacuate</li> </ul> <p><b>III. Demonstrate the Mental Health First Aid Action Plan (ALGEE) to mental health crises:</b></p> <ul style="list-style-type: none"> <li>• Common mental health problems and related crises</li> <li>• Mental health first aid action plans</li> <li>• Intervening and managing various mental health crises before professional help</li> <li>• Identify the resources available in the local community</li> </ul> <p><b>IV. Develop a group report for an individual/ community-based emergency and critical responses to sudden or unanticipated events on physical injuries or mental health crises.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Teaching/Learning Methodology</b><br/>(Note 3)</p> | <p><b>Lectures</b></p> <p>To provide theoretical knowledge of first aid, fundamentals of mental health and main classifications of mental disorders, mental first aid and basic essential skills. The lectures are supplemented with short videos to promote their understanding of applying principles into practice. The following topics lecture will be used:</p> <ul style="list-style-type: none"> <li>• Application of emergency response framework</li> <li>• Anatomy and pathophysiology of the cardiovascular, and respiratory systems</li> <li>• Social responsibility therapy</li> <li>• Accountability, ethics and moral standard in an emergency situation</li> <li>• Principle of basic life support and mental health first aid action plan</li> <li>• Fire safety</li> <li>• Common mental health crises</li> </ul> <p><b>Laboratory /seminars</b></p> <p>Laboratory work aims to give students time for hands-on practice with the knowledge and skills that have been conceptually presented in lectures. Students are expected to perform the mental health skill satisfactorily to obtain a certificate of mental health first aid course.</p> <p>Role play in laboratory sessions can enhance students’ motivation in their learning of knowledge and skills. These sessions will be used to assess and facilitate students’ ability to engage in active learning and problem-solving from simple to complex course contents in different situations of emergency and critical responses.</p> <p>Some laboratory sessions will be conducted in collaboration with the <i>Fire and Ambulance Service Academy of the Hong Kong Fire Services Department (FSD)</i>.</p> <p>Videos, case scenario or journal articles would adopt in the seminars. Students will be guided through small group discussion and sharing to develop deeper understanding of aetiology and signs and symptoms of mental health disorders.</p> |

**Assessment Methods in Alignment with Intended Learning Outcomes**

(Note 4)

| Specific assessment methods/tasks                        | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) |   |   |   |   |   |   |   |   |
|----------------------------------------------------------|-------------|--------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|
|                                                          |             | a                                                                              | b | c | d | e | f | g | h | i |
| 1. Continuous assessment:<br>• First Aid and MHFA skills | 30          |                                                                                | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. Group poster project                                  | 30          | ✓                                                                              | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3. Reflective report                                     | 40          | ✓                                                                              | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Total                                                    | 100 %       |                                                                                |   |   |   |   |   |   |   |   |

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

**Continuous assessment:** allow students to demonstrate their mastery of the contents and skills through consolidating their newly acquired knowledge and skills in simulated authentic scenarios.

**Group poster presentations** enable students to integrate the concepts learned in this subject to design response plans for emergency events and for individuals with physical and/or mental health crisis in the community.

The presentation requires students to analyse local and/or international emergency events and demonstrate the application of the subject contents to develop the emergency response program.

**Reflective report** testify to the student’s reflection on their learning experience and the breadth and depth of their learning. The report can assess students’ understanding of the academic contents of the subject and the ability to apply their knowledge to specific emergency and/or critical situations with a sense of caring for self and others.

**Student Study Effort Expected**

|                                         |          |
|-----------------------------------------|----------|
| Class contact:                          |          |
| ▪ Lectures                              | 24 Hrs.  |
| ▪ Laboratory                            | 15 Hrs.  |
| Other student study efforts:            |          |
| ▪ Pre-reading                           | 30 Hrs.  |
| ▪ Laboratory and assessment preparation | 45 Hrs.  |
| Total student study effort              | 114 Hrs. |

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Reading List and References</b></p> | <p><b>Core Reading list:</b></p> <p>Cao, J., Zhu, L., Han, H., &amp; Zhu, X. (2017). Modern Emergency Management. In <i>Illumina TPD EconLit - unstructured</i> (pp. xii–290). Springer Singapore Pte. Limited. <a href="https://doi.org/10.1007/978-981-10-5720-5">https://doi.org/10.1007/978-981-10-5720-5</a></p> <p>El-Den, S., Moles, R., Choong, H. J., &amp; O'Reilly, C. (2020). Mental Health First Aid training and assessment among university students: a systematic review. <i>Journal of the American Pharmacists Association</i>, 60(5), e81-e95.</p> <p>First aid manual : the authorised manual of St. John Ambulance, St. Andrew's First Aid and the British Red Cross. (Rev. 9th ed.). (2011). Dorling Kindersley.</p> <p>Kelly, C. M., Jorm, A. F., &amp; Kitchener, B. A. (2010). Development of mental health first aid guidelines on how a member of the public can support a person affected by a traumatic event: a Delphi study. <i>BMC Psychiatry</i>, 10(1), 1-15.</p> <p>Rossi, A. S. (2001). <i>Caring and doing for others : social responsibility in the domains of family, work, and community</i>. University of Chicago Press.</p> <p><b>Reference list:</b></p> <p>Candlin, S. (2008). <i>Therapeutic communication: A lifespan approach</i>. Pearson Education Australia.</p> <p>Egan, G. (2013). <i>The skilled helper: A problem-management and opportunity-development approach to helping</i>. Cengage Learning.</p> <p>Food &amp; Health Bureau, Hong Kong Special Administrative Region Government (2017). Mental Health Review Report. Assessed via <a href="https://www.healthbureau.gov.hk/download/press_and_publications/otherinfo/18050_0_mhr/e_mhr_full_report.pdf">https://www.healthbureau.gov.hk/download/press_and_publications/otherinfo/18050_0_mhr/e_mhr_full_report.pdf</a></p> <p>Heidenreich, P. A., Bozkurt, B., Aguilar, D., et al... (2022). 2022 AHA/ACC/HFSA Guideline for the Management of Heart Failure: A Report of the American College of Cardiology/American Heart Association Joint Committee on Clinical Practice Guidelines. <i>Circulation (New York, N.Y.)</i>, 145(18), E895–E1032. <a href="https://doi.org/10.1161/CIR.0000000000001063">https://doi.org/10.1161/CIR.0000000000001063</a></p> <p>The Mental Health Association of Hong Kong (2022). <a href="https://www.mhahk.org.hk/">https://www.mhahk.org.hk/</a>.</p> <p>Morgan, A. J., Ross, A., &amp; Reavley, N. J. (2018). Systematic review and meta-analysis of Mental Health First Aid training: Effects on knowledge, stigma, and helping behaviour. <i>PLoS one</i>, 13(5), e0197102.</p> <p>New Economics Foundation (2022). Five ways to wellbeing. <a href="https://neweconomics.org/2008/10/five-ways-to-wellbeing">https://neweconomics.org/2008/10/five-ways-to-wellbeing</a></p> <p>Wong, D. F., Lau, Y., Kwok, S., Wong, P., &amp; Tori, C. (2017). Evaluating the effectiveness of mental health first aid program for Chinese people in Hong Kong. <i>Research on Social Work Practice</i>, 27(1), 59-67.</p> <p>World Health Organization (2017). <i>Emergency response framework (ERF)</i>. (2th Ed.). Geneva: World Health Organization.</p> <p>World Health Organisation. Mental Health. <a href="https://www.who.int/health-topics/mental-health#tab=tab_1">https://www.who.int/health-topics/mental-health#tab=tab_1</a></p> |
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. 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, overcrowding 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 is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020