Subject Description Form

Subject Code	APSS531
Subject Title	Mental Health Practice
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	Nil

Assessment Methods

100% Continuous Assessment	Individual Assessment	Group Assessment
1. Seminar Presentation	0 %	30 %
2. Reflection on mental health issues	10 %	
2. Term Paper	60 %	0 %

- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject; and
- Student must pass all the components if he/she is to pass the subject.

Objectives

The subject embraces a multidimensional perspective in understanding and articulating psychosocial interventions with adult clients with various types of mental illness, particular attention will be focused on working with clients with schizophrenia and depression. Students are equipped with macro as well as micro orientation in building up their practice competence in working with clients with mental illness.

Intended Learning Outcomes

Upon completion of the subject, students will be able to:

a.   acquire the international trends and contemporary issues in mental health practice;

b.   recognize, articulate and evaluate the values, role, skills and intervention, in professional mental health practice, either in the clinical team or community;

c.   understand psycho-social implications of mental illness and apply the relevant research findings in practical use;

d.   acquire relevant knowledge about the recent development in multidisciplinary work and managerial trend in the mental health sessions;

e.   develop practice competence, to develop skills and explore alternatives or innovative strategies in dealing with people with mental health problems;

	f. have a critical understanding on the ideologies on mental health practice.

Subject Synopsis/ Indicative Syllabus	1. Critical Review of Concepts in Mental Health and Psychiatric Rehabilitation
	       Concepts of mental health & mental disorder
	       Concepts of psychiatric rehabilitation
	       Implications to psychiatric rehabilitation in Hong Kong
	
	2. The International Trends of Mental Health Practice & Services
	       From myth to institutional care
	       From institutional care to de-institutionalization
	       From de-institutionalization to community care
	       Managed Care and Evidence Based Practice
	
	3. Social Control vs Psychosocial Integration: The Dilemma & Struggle of Humanistic Professional Practice in Psychiatric Setting
	       The value dilemma : patient vs person vs client
	       The identity crisis : social control agent vs humanizing agent
	       The role ambiguity : role institutionalization of professional practice
	                                 role in multidisciplinary team work
	       The struggle in practice : institutionalized specialized training vs normalized generic community integration
	
	4. Recovery model and holistic mental health care
	       Symptom diagnosis vs holistic assessment
	       Skills and behavioural assessment
	       Problem assessment and need assessment
	       Strengths based approach in assessment and mental health practice
	       Recovery model and its application in local context
	       User involvement and co-production
	       Strengths Based Assessment
	       Strengths Based Client Work Transaction
	       Developing Clients and Environmental Strengths for Recovery
	
	5. Family Caregiving and Family Intervention with Clients with Mental Illness
	       Expressed emotions
	       Implications to mental health practice in Asian populations
	
	6. Critical Review of Psychosocial Interventions with Clients with Mental Illness
	
	       Third wave in psychotherapies for emotional disorders
	       Handling emergencies
	       Suicide and its management
	       Therapeutic community and group milieu
	       Psychoeducation and community education
	
	7. Applications in social work knowledge and special populations
	
	       Adolescent mental health: anxiety, depression, and suicide
	       Students with special educational needs
	       Mental health of older adults: depression and dementia
	       Trauma sensitive care
	       Multidisciplinary collaboration in mental health care

			Intended subject learning outcomes to be assessed (Please tick as appropriate)					
Teaching/ Learning Methodology		By means of a reflective approach in teaching, students are required to articulate a multi-dimensional perspective in Mental Health practice. Seminars in form of mini-surveys are used to make students aware of various contextual constraints in actual practice. Apart from lectures and seminars, reading materials are also allocated for students to enhance their knowledge in up-front research & literature in Mental Health practice. Also, students are encouraged to bring forth their own cases from their professional practice for discussion and illustration so that they can integrate what they have learnt in this subject in actual application.						

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
1. Seminar Presentation	30%	√	√	√	√	√	√
2. Reflection of mental health issues	10%	√	√	√	√	√	√
3. Term Paper	60%	√	√	√	√	√	√
Total	100 %						

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

Assessment will be based on:

(1)   student will form groups and give a seminar presentation on a topic suggested by instructor, or chosen by the students with instructor's approval.

(2)   Individual are required to write a 50 to 100 words of reflections about their new learning and comments on each topic of the lecture.

(3)   In the term paper, students are required to examine, discuss and analyze related issues in mental health practice.

Student Study Effort Expected

Class contact:	
▪ Lecture	27 Hrs.
▪ Seminar and Tutorial	12 Hrs.
Other student study effort:	
▪ Reading	52 Hrs.
▪ Group discussion outside class	24 Hrs.
Total student study effort	115 Hrs.

Reading List and References	<u>**Essential**</u> American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5*. American Psychiatric Association. Barlow, D.H., et al. (2018). *Unified protocol for transdiagnostic treatment of emotional disorders, therapist guide (2nd ed.)*. Oxford University Press. Bentall, R. P., de Sousa, P., Varese, F., Wickham, S., Sitko, K., Haarmans, M., & Read, J. (2014). From adversity to psychosis: pathways and mechanisms from specific adversities to specific symptoms. *Social psychiatry and psychiatric epidemiology*, *49*, 1011-1022. Corcoran, J. & Walsh, J.M. (2011). *Mental health in social work: A casebook on diagnosis and strengths based assessments*. (2nd ed.). Pearson. Davidson, L, Tondora, J. & Lawless, M.S. et al (2009*). Practical guide to recovery-oriented practice: Tools for transforming mental health care*. Oxford University Press. Harrison, P., Cowen, P., Burns, T., & Fazel, M. (2017). *Shorter Oxford Textbook of Psychiatry, 7th ed.* Oxford University Press. Hinrichsen, G. A. (2020). *Assessment and treatment of older adults: A guide for mental health professionals*. American Psychological Association. Ogden, T., & Hagen, K. A. (2018). *Adolescent mental health: Prevention and intervention*. Routledge. Saleebey, D. (Ed.). (2013). *The strengths perspective in social work practice.* Pearson Education. Yalom, I.D., & Yalom, M. (2022). *A matter of death and life: Love, loss and what matters in the end*. Piatkus. <u>**Supplementary**</u> Barlow, D.H. (Ed.) (2021). *Clinical handbook of psychological disorders: A step-by-step treatment manual, 6th edition*. Guilford. Beresford, P. & Carr, S. (2012). *Social care, service users and user involvement.* Jessica Kingsley. Bhugra, D., & McKenzie, K. (2010). Expressed emotion across cultures. In Bhattacharya, R., Cross, S., & Bhugra, D. (Eds.). *Clinical topics in cultural psychiatry (pp.52-67)*. The Royal College of Psychiatrists. Franci, A.P. (Ed). (2014). *Social work in mental health: Contexts and theories for Practice*. SAGE Inc. Friedman, M.J., Schnurr, P.P., & Keane, T.M. (2021). *Handbook of PTSD: Science and Practice*. Guilford. Gould, N. (2010). *Mental Health Social Work in Context*. Routledge. Kim, S. Y., De Vries, R. G., & Peteet, J. R. (2016). Euthanasia and assisted suicide of patients with psychiatric disorders in the Netherlands 2011 to 2014. *JAMA Psychiatry, 73*(4), 362-368. Lefley, H.P. (2009). *Family psychoeducation for serious mental illness*. Oxford University Press. Miller, D. N. (2021). *Child and adolescent suicidal behavior: School-based prevention, assessment, and intervention*. Guilford Publications. Oliver, K., Kothari, A., & Mays, N. (2019). The dark side of coproduction: do the costs outweigh the benefits for health research?. *Health Research Policy and Systems*, *17*(1), 1-10. Palmer, V. J., Weavell, W., Callander, R., Piper, D., Richard, L., Maher, L., ... & Robert, G. (2019). The Participatory Zeitgeist: an explanatory theoretical model of change in an era of coproduction and codesign in healthcare improvement. *Medical humanities*, *45*(3), 247-257. Proot, C. & Yorke, M. (2021). *Challenges and choices for patient, carer and professional at the end of life: Living with uncertainty*. Routledge. Woods, A., Jones, N., Alderson-Day, B., Collard, F., & Fernyhough, C. (2015). Experiences of hearing voices: analysis of a novel phenomenological survey.

Lancet Psychiatry, 2, 323-331.

Yip, K.S. (Ed.). (2008). *Strength-based perspective in working with clients with mental illness: A Chinese cultural articulation.* New York: Nova Science Publishers.

傅正斯 (2013) 抗病誌: 苦困抑鬱病二十年, 天地圖書

鵝王 (2016) 有關抑鬱這回事, 亮光文化

新生精神康復會(2016) 改變幻聽的世界, 經濟日報出版

趙文滔 等 (2021) 一起陪孩子找幸福：給專業助人者的系統合作完全手冊, 張老師文化