

## Subject Description Form

<b>Subject Code</b>	APSS5390									
<b>Subject Title</b>	Practicum in Mental Health Care									
<b>Credit Value</b>	3									
<b>Level</b>	5									
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<p>APSS5620 Individual and Group Counseling Skills Workshop*, and one of the following courses in matching with student's selected approach for practice:            APSS513 Advanced Practice Method: Brief Therapy            APSS5115 Social Constructionism and Collaborative Dialogic Approach            APSS5626 Mindfulness-based Programme in Mental Health and Social Care            APSS5760 Evolution in Family Therapy: Structural &amp; Systemic Approaches            APSS5779 Narrative Therapy            APSS537 Use of Creative Arts in Mental Health Care</p> <p>* For students who have completed a one semester skill building workshop in any social work or counseling degree programme, they can apply to waive the requirement of APSS5620 to programme leader.            * Students should receive B+ or above in APSS5620, and the elective course of the concerned approach he/she select for practicum. For example, if he/she choose to have a practicum in brief therapy, he/she should receive B+ or above in APSS513.</p>									
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Agency and coordinator evaluation</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>2. Performance in supervision</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>3. Documentation</td> <td style="text-align: center;">40%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject; and</li> <li>Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul>		100% Continuous Assessment	Individual Assessment	1. Agency and coordinator evaluation	20%	2. Performance in supervision	40%	3. Documentation	40%
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<b>Objectives</b>	<p>Through exposure to real life situations and handling of assignments in agency settings, students are expected to develop competence in applying one clinical approach in mental health care. This subject also facilitates the integration of theory and practice and the development of professional qualities of the students.</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>Apply the knowledge gained from the coursework to work with the real life individual, family cases, or therapeutic group.</li> <li>Utilize supervisory feedback to further develop their practice competence.</li> <li>Develop and maintain an appropriate use of self in the clinical context.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>The following activities aim to enhance student’s competence in realizing the education outcomes of the practicum training:</p> <ol style="list-style-type: none"> <li><b>Learning Experiences</b> The students will start the practicum in accordance to their plans endorsed by the clinical supervisor and agency staff of the practicum setting.</li> <li><b>Clinical Supervision</b> The student will be provided with group and individual supervision by a clinical supervisor on a weekly /bi-weekly basis.</li> <li><b>Practicum Evaluation</b> Practicum evaluation is an on-going process and is carried out continuously. The evaluation is a comprehensive appraisal of the student’s performance on the job, competence in integrating theory and practice with individual, family cases, or therapeutic group in the special social, cultural, and community contexts.</li> </ol>

<b>Teaching/Learning Methodology</b>	<p>By means of group learning, supervision, live-case consultation and observation, students are assisted by their supervisors to try to practice professional values, knowledge, and skills in a designated service setting. Through induction and workshops, guided observations, reflection exercises, and group supervision sessions, students are enabled to apply their selected approach into practice, and make personal and contextual reflection.</p>
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<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1"> <thead> <tr> <th data-bbox="435 1359 703 1435" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="711 1359 874 1435" rowspan="2">% weighting</th> <th colspan="3" data-bbox="882 1359 1461 1435">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="882 1447 1066 1469">a</th> <th data-bbox="1074 1447 1273 1469">b</th> <th data-bbox="1281 1447 1461 1469">c</th> </tr> </thead> <tbody> <tr> <td data-bbox="435 1469 703 1574">1. Agency and coordinator evaluation</td> <td data-bbox="711 1469 874 1574">20%</td> <td data-bbox="882 1469 1066 1574">v</td> <td data-bbox="1074 1469 1273 1574">v</td> <td data-bbox="1281 1469 1461 1574">v</td> </tr> <tr> <td data-bbox="435 1574 703 1641">2. Performance in supervision</td> <td data-bbox="711 1574 874 1641">40%</td> <td data-bbox="882 1574 1066 1641">v</td> <td data-bbox="1074 1574 1273 1641">v</td> <td data-bbox="1281 1574 1461 1641">v</td> </tr> <tr> <td data-bbox="435 1641 703 1682">3. Documentation</td> <td data-bbox="711 1641 874 1682">40%</td> <td data-bbox="882 1641 1066 1682">v</td> <td data-bbox="1074 1641 1273 1682">v</td> <td data-bbox="1281 1641 1461 1682"></td> </tr> <tr> <td data-bbox="435 1682 703 1722"><b>Total</b></td> <td data-bbox="711 1682 874 1722"><b>100%</b></td> <td data-bbox="882 1682 1066 1722"></td> <td data-bbox="1074 1682 1273 1722"></td> <td data-bbox="1281 1682 1461 1722"></td> </tr> </tbody> </table>				Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1. Agency and coordinator evaluation	20%	v	v	v	2. Performance in supervision	40%	v	v	v	3. Documentation	40%	v	v		<b>Total</b>	<b>100%</b>			
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<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Evaluation is a continuous, on-going and interactive process involving active participation of both the student and the clinical supervisor. During supervisory sessions, student’s performance is discussed. At the mid-placement evaluation, the supervisor will conduct a verbal informal session to provide a thorough feedback to students. A formal evaluation session will be held at the end of the practicum. In sum, the following assessment methods are used to align with the learning outcomes:</p>																																
<p>Ongoing assessments of students’ performance through supervision, live-case consultation and observation. Students will be given a grade in accordance with the</p>																																

	<p>following assessment criteria:</p> <ul style="list-style-type: none"> <li>• Performance in Supervision: Preparation before supervision and participation during supervision.</li> <li>• Case or group planning and proposal: Showing perceptual competencies (determine who the client is; integrate client feedback, assessment, contextual information, and diagnosis with treatment goal and plan; distinguish differences between content and process issues and their impact on therapy, etc.). Conceptual competencies (apply selected approach into assessment and diagnosis; understand principles of human development, family development and processes; know which models, modalities, and/ or techniques are most effective for the presenting problem, etc.) Executive competencies (apply models; diagnose and assess client problems systemically and contextually, etc.) Therapist’s utilization of self (self-awareness; creativity; openness, etc.)</li> <li>• Documentation: Concreteness, Preciseness, On time, Confidentiality</li> </ul>	
<p><b>Student Study Effort Expected</b></p>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>	6 Hrs.
	<ul style="list-style-type: none"> <li>▪ Group learning, observation and clinical supervision</li> </ul>	33 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Direct client contact hours</li> </ul>	30 Hrs.
	<ul style="list-style-type: none"> <li>▪ Planning for case, family cases or group programme, and preparation for supervision</li> </ul>	40 Hrs.
	<ul style="list-style-type: none"> <li>▪ Documentation</li> </ul>	20 Hrs.
	Total student study effort	
<p><b>Reading List and References</b></p>	<p>Corey, G. (2013). The art of integrative counseling (3rd ed.). Belmont, Calif.: Brooks/Cole-Cengage Learning.</p> <p>Corey, G. (2016). Theory &amp; practice of group counseling (Ninth ed.). Boston, MA: Cengage Learning.</p> <p>Corey, G. (2013). Case approach to counseling and psychotherapy (8th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.</p> <p>Cormier, L., &amp; Hackney, H. (2012). Counseling strategies and interventions (8th ed., Merrill counseling series). Boston: Pearson.</p> <p>Egan, G., &amp; Reese, R. (2019). The skilled helper: A problem-management and opportunity-development approach to helping (Eleventh ed.). Boston, MA: Cengage.</p> <p>More references will be provided by supervisors.</p>	