

Course Outline

Part I

Programme Title	: 4-year & 5-year FT Undergraduate Programmes/ PT BEd Programmes
Programme QF Level	: 5
Course Title	: Mental Health Issues in the Contemporary Society 現代社會的精神健康問題
Course Code	: GEG2048
Department	: Psychology
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI/ CMI
Course Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The World Health Organization estimated that, by 2020, depression would be the most prevalent cause of disability in both developed and developing countries. This says very much about how common mental health problems are in our societies, and their increasing threats to our lives. In Hong Kong, the prevalence of mental disorders has been increasing for adult and children population. It is therefore important for students, and the society's future teachers of youngsters, to be equipped with basic knowledge of the common mental disorders. Because mental disorders are so common, meaning that many people around us are not immune to them, it is important to be able to recognize their particular characteristics, and to use our knowledge about these sufferers to guide the way we relate to them. Such is fundamental to a harmonious and inclusive society.

We would be more able to cultivate compassion for people with mental disorders if we recognize that mental disorders are not objective entities. While some disorders might be more biologically-based, no disorder is entirely biological in nature. Mental disorders, or abnormal behaviors in general, are defined in a complex cultural and sociopolitical context which receives input from, while not entirely determined by, biological evidence. For instance, the kinds of male and female behaviors considered abnormal would probably be different, simply because of the way people have been socialized, their relative positions in the society, and gender-specific norms. Moreover, the environment, of which our sociopolitical system is a part, is often the source of mental problems. Even certain religious beliefs have been shown to be a distal cause of certain mental disorders (namely, sexual disorders). At the same time, not everyone exposed to the same environment become mentally ill. Therefore, mental disorders are often a product of the dynamic interaction between the person and his/her environment. In order to cultivate such a mindset, students are expected to read a broad range of mental disorders in order to understand how personal and environmental factors play out in different conditions, and why disorders are not evenly distributed along the lines of gender and socioeconomic class.

This course aims to provide students with an overview of contemporary mental health issues from childhood to late adulthood. It will cover (a) how views of abnormality have changed over time in East and West, from a historical perspective, (b) the defining characteristics of major childhood, adolescent, and adult mental disorders in contemporary society, (c) current approach to classifying mental disorders, and (d) personal (genetic, physiological, personality, etc.) as well as social structural factors that

contribute to mental disorders. In doing so, we will review relevant research evidence as well as major theories for explaining the disorders. We will utilize lectures to cover the most essential facts about the disorders, audiovisual aids to illustrate the most interesting disorders, and online concept check to gauge students' understanding every now and then. Occasionally, case studies will be used to give students a deeper sense of the lives and conditions of people with mental disorders.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO1: Explain mental problems with increased knowledge and awareness;
- CILO2: Identify the characteristics of major mental problems, and distinguish between the symptoms of different mental problems;
- CILO3: Apply the knowledge of the major mental problems to understand the current local situation.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Mental disorders: concept, history, and classification <ul style="list-style-type: none"> - History and contemporary views (evaluated within the Hong Kong/Chinese context) - International and Hong Kong classification standards - Stigma 	CILO ₁₋₃	Lecture, discussions (in-class or online Moodle discussion forum), and online concept check
Stress and physical and mental health <ul style="list-style-type: none"> - What is stress? - Impact of stress on physical health - Impact of stress on mental health - Building stress resilience 	CILO ₁₋₃	Lecture, video, group presentation, and online concept check
Fear/Anxiety <ul style="list-style-type: none"> - Socio-cultural factors - Primary types of problems - Culture-specific anxiety: Koro 	CILO ₁₋₃	Lecture, video, group presentation, and online concept check
Depression <ul style="list-style-type: none"> - Causal factors - Depression in Chinese cultures - Life risk of depression - How to regain life after depression: case studies in Hong Kong 	CILO ₁₋₃	Lecture, video, group presentation, and online concept check

Schizophrenia; Early psychosis <ul style="list-style-type: none"> - Origins of the construct - Clinical subtypes and features - Risk factors and treatment outcomes - Prevention and early intervention in Hong Kong: Early psychosis 	CILO ₁₋₃	Lecture, video, group presentation, and online concept check
Developmental disorders <ul style="list-style-type: none"> - Autism spectrum disorders - Learning disabilities - Mood disorders - Eating disorders; sexual disorders - Planning better programs to help children and adolescents in Hong Kong 	CILO ₁₋₃	Lecture, video, group presentation, and online concept check
Dementia <ul style="list-style-type: none"> - Causal factors - Risk factors - Dementia caregiving - Assessment and treatment approaches for dementia - Hong Kong as an aging society 	CILO ₁₋₃	Lecture, video, group presentation, and online concept check.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Individual written assignment Students will individually write an essay of 1,350 words for EMI class or 2,160 Chinese characters for CMI class. Each student will apply the theories/ models learnt in the course and make a reflection on him/ herself (or the persons that s/he personally knows). S/he will analyse and evaluate his/ her (or that person's) mental health/ psychological issues (such as procrastination/ perfectionism; not only confined to mental disorders), focusing on the manifestation, etiology, and suggested strategies (including self-help and professional ways).	45%	CILO ₁₋₃
b. Individual reflection paper Students will be given some mental-health related articles/ newspaper. They will be required to write a 750-word (for EMI class) or 1,200-character (for CMI class) reflection on the chosen article to show their understanding of the course content in the local	25%	CILO ₁₋₃

contemporary issues.		
c. Group oral presentation Students will be divided into several groups. Each group will give a 30-minute (inclusive of Q-and-A) oral presentation regarding a case study of a person with psychological disorder, focusing on the diagnosis, symptoms, etiology, and treatments of the disorder.	30%	CILO ₁₋₃

5. Required Text(s)

Durand, V. M., Barlow, D. H., & Hofmann, S. G. (2019). *Essentials of abnormal psychology* (8th ed.). Belmont, CA: Wadsworth, Cengage Learning.

Hooley, J. M., Butcher, J. N., & Nock, M. K., & Mineka, S. 著，游恒山譯 (2018)：《變態心理學》(第 4 版)，台北市，五南出版社。

6. Recommended Readings

Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2017). *Abnormal psychology: An integrative approach* (8th ed.). Belmont, CA: Wadsworth Publishing.

Brown, T. A., & Barlow, D. H. (2017). *Casebook in abnormal psychology* (5th ed.). Boston, MA: Cengage Learning.

Butcher, J. N., Mineka, S., & Hooley, J. M. (2010). *Abnormal psychology: Core concepts* (2nd ed.). Boston: Pearson.

Comer, R. J. 著，林美吟譯(2012)：《變態心理學》(第二版)，台北市，心理出版社。

Kring, A. M., Johnson, S. L., Davison, G., & Neale, J. (2012). *Abnormal psychology* (12th ed.). Hoboken, NJ: Wiley.

Mash, E. J., & Wolfe, D. A. (2019). *Abnormal child psychology* (7th ed.). Boston, MA: Cengage Learning.

Nevid, J. S., Rathus, S. A., & Greene, B. (2017). *Abnormal psychology in a changing world* (10th ed.). Upper Saddle River, NJ: Prentice-Hall.

Nolen-Hoeksema, S. (2020). *Abnormal psychology* (8th ed.). Boston: McGraw-Hill.

Oltmanns, T. F., & Martin, M. T. (2018). *Case studies in abnormal psychology* (11th ed.). Hoboken, NJ: Wiley.

Sue, D., Sue, D., Sue, D., & Sue, S. (2016). *Understanding abnormal behavior* (11th ed.). Stamford, CT: Cengage Learning.

林家興(2015)：《心理疾病的認識與治療》(第二版)，台北市，心理出版社。

葉重新(2012)：《變態心理學》，台北市，心理出版社。

7. Related Web Resources

American Psychiatric Association. (2014). *DSM-5 Development*. Retrieved from <http://www.dsm5.org/>

American Psychiatric Association. (2015). *APA Style*. Retrieved from <http://www.apastyle.org/>

8. Related Journals

Archives of Sexual Behaviors

American Journal of Geriatric Psychiatry

American Journal of Psychiatry

British Journal of Psychiatry

Depression and Anxiety

International Journal of Eating Disorders

Journal of Abnormal Psychology

Journal of Affective Disorders

Journal of Attention Disorders

Journal of the American Academy of Child and Adolescent Psychiatry

Psychotherapy and Psychosomatics

Research in Autism Spectrum Disorders

Schizophrenia Bulletin

Schizophrenia Research

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil