

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2024/25**

Part I Course Overview

Course Title:	Assessment and Interventions in Mental Health Counselling
Course Code:	SS5110
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires.
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course aims to:

1. learn the major concepts, and assessment and treatment methods in mental health counselling.
2. equip with mental health assessment and intervention skills.
3. critically reflect on the legal and ethical issues such as Mental Health Ordinance and individual rights and social control.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe and critically examine relevant intervention models in mental health counselling	20%	√	√	√
2.	Apply selected intervention models in assessing clients with mental health problems	20%	√	√	√
3.	Apply selected intervention models in facilitating changes in clients with mental health problems	20%	√	√	√
4.	Demonstrate initial assessment skills in conceptualizing the issues faced by clients with mental health problems	20%	√	√	√
5.	Reflect critically relevant mental health legal and ethical issues	20%	√	√	√
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
LTA1: Lectures	Lectures will be delivered to help students understand the intervention theories and models in mental health counselling. Lectures will also facilitate students to critically examine the various intervention models, and to learn the assessment and intervention processes of selected models.	√	√	√		√		
LTA2: Video-viewing	Videos will be played to facilitate students to learn the skills (i.e. selected models) in assessment and intervention.	√						
LTA3: Role play	Students will be given the opportunity to practice the skills in front of the classmates.		√	√	√			
LTA4: Tutorials and group presentation	There will be small class tutorials and chances for students to present certain intervention models and processes in the classes.		√	√	√	√		
LTA5: Student consultation	Scheduled student group consultation is arranged to facilitate more teacher-student and student-student interaction and discussion, more in-depth learning and understanding of knowledge.		√	√	√	√		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 100 %							
<p>AT1: MCQ Quiz on Mental Health Literacy</p> <p>The required quiz will drive students to read and build a basic foundation on which AT2 and AT3 may develop. It includes nature of mental health issues, recognition of symptoms and general knowledge of assessment and treatment.</p>	√	√	√	√		20%	
<p>AT2: Group presentation and skills demonstration</p> <p>Students will be broken into groups and each group will have to present an assessment model in mental health counselling, and demonstrate through appropriate means how the assessment model is to be enacted.</p>		√	√	√	√	30%	
<p>AT3: Term paper</p> <p>Students have to write an individual paper of around 2500 words to examine an issue relating to mental health counselling. The paper should include: (1) applying a theory or concept (2) discussing and reflecting on the practice implications of the theory or concept for the situation or target group, (3) reflecting on ethical issues that may be involved.</p>	√	√	√	√	√	50%	
Examination: 0 % (duration: hours, if applicable)						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Quiz	Basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.	High acquisition of basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.	Significant acquisition of basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.	Moderate acquisition of basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.	Basic acquisition of basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.	Fail to acquire basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.
2. Group presentation and skills demonstration	Ability to apply knowledge & skills for specific groups.	High ability to apply knowledge & skills for specific groups.	Significant ability to apply knowledge & skills for specific groups.	Moderate ability to apply knowledge & skills for specific groups.	Basic ability to apply knowledge & skills for specific groups.	Fail to apply knowledge & skills for specific groups.
3. Term paper	Ability to apply the knowledge & skills in a specific topic in multi-cultural counselling	High ability to apply the knowledge & skills in a specific topic in multi-cultural counselling	Significant ability to apply knowledge & skills in a specific topic in multi-cultural counselling	Moderate ability to apply knowledge & skills in a specific topic in multi-cultural counselling	Basic ability to apply knowledge & skills in a specific topic in multi-cultural counselling.	Fail to apply the knowledge & skills in a specific topic in multi-cultural counselling

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Quiz	Basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.	High acquisition of basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.	Significant acquisition of basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.	Moderate to basic acquisition of basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.	Fail to acquire basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.
2. Group presentation and skills demonstration	Ability to apply knowledge & skills for specific groups.	High ability to apply knowledge & skills for specific groups.	Significant ability to apply knowledge & skills for specific groups.	Moderate to basic ability to apply knowledge & skills for specific groups.	Fail to apply knowledge & skills for specific groups.
3. Term paper	Ability to apply the knowledge & skills in a specific topic in multi-cultural counselling	High ability to apply the knowledge & skills in a specific topic in multi-cultural counselling	Significant ability to apply knowledge & skills in a specific topic in multi-cultural counselling	Moderate to basic ability to apply knowledge & skills in a specific topic in multi-cultural counselling	Fail to apply the knowledge & skills in a specific topic in multi-cultural counselling

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

1.1 Understanding the biological and psychosocial issues of major types of mental illness

Symptoms of mental illnesses, biological, psychological and social factors relevant to different types of mental illness.

1.2 Assessment in mental illness

Different assessment frameworks for different types of mental illness, assessment skills relevant to the types of mental illness, “Do and Don’t” in assessing a particular type of mental illness.

1.3 Intervention in mental illness

Different intervention models for treating different types of mental illness, different intervention strategies in dealing with different mental illness, “Do and Don’t” in intervening in a particular type of mental illness.

1.4 Ethical and legal issues in mental illness

Mental Health Ordinance of Hong Kong, individual rights and the welfare of the community, social control, discrimination, social justice.

1.5 Inter-disciplinary collaboration

Exploration of the roles of social work profession in collaboration with medical and allied health professionals in mental health assessment and intervention.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Corcoran, J., & Walsh, J. (2009). <i>Mental health in social work: A casebook on diagnosis and strengths-based assessment</i> . Pearson Higher Ed.
2.	Wong, D. F. K. Wong (2006). <i>Clinical case management for people with mental illness: A bio-psychosocial vulnerability-stress model</i> . Haworth Press. (Chinese version is available in bookstore)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Barker, P. J. & Baldwin, S. (1991). <i>Ethical issues in mental health</i> . Chapman and Hall.
2.	Ekdawi, M. Y. & Conning A. M. (1994). <i>Psychiatric rehabilitation: A practical guide</i> . Chapman & Hall.
3.	Huxley, P. (1985). <i>Social work practice in mental health</i> . Gower Publishing.
4.	Jacobs, P., Crichton, E., Visotina, M. (1989). <i>Practical approaches to mental health care</i> . MacMillan Company of Australia.
5.	Hong Kong SAR Government (2019). <i>Mental Health Ordinance</i> . Retrieved on 19 th September, 2019 from https://www.elegislation.gov.hk/hk/cap136!en.pdf?FILENAME=Consolidated%20version%20for%20the%20Whole%20Chapter.pdf&DOC_TYPE=Q&PUBLISHED=true
6.	Walsh, J. (2000). <i>Clinical case management with persons having mental illness</i> . Brooks/Cole/Thomson Learning.
7.	American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders: DSM-5</i> . American Psychiatric Association.
8.	http://www.amhca.org (American Mental Health Counselling Association)
9.	http://www.mentalhealth.org.uk (UK Mental Health Association)