

# SS4210: MENTAL HEALTH AND SOCIAL WORK

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**Effective Term**

Semester A 2022/23

## Part I Course Overview

**Course Title**

Mental Health and Social Work

**Subject Code**

SS - Social and Behavioural Sciences

**Course Number**

4210

**Academic Unit**

Social and Behavioural Sciences (SS)

**College/School**

College of Liberal Arts and Social Sciences (CH)

**Course Duration**

One Semester

**Credit Units**

3

**Level**

B1, B2, B3, B4 - Bachelor's Degree

**Medium of Instruction**

Other Languages

**Other Languages for Medium of Instruction**

English, supplemented by Chinese (Cantonese) in live demonstration, skills rehearsal, and role-play

**Medium of Assessment**

English

**Prerequisites**

Nil

**Precursors**

Nil

**Equivalent Courses**

Nil

**Exclusive Courses**

Nil

## Part II Course Details

### Abstract

This course aims to equip students with the knowledge to identify and describe the characteristic symptoms of specific mental disorders, and to nurture their ability to creatively apply mental health and social work related knowledge and skills to design intervention plans to work with people with mental illness and their families, as well as with other parties/professionals, and to critically evaluate social policies and services and related issues in mental health care in Hong Kong and ultimately to generate innovative practice with the new knowledge and discovery gained in the learning process.

### Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify and describe the characteristics and symptoms of specific mental disorders;	25	x	x	x
2	Apply mental health and social work knowledge and skills to creatively design intervention plans to work with people with mental illness, their families, and other related parties and professionals;	25	x	x	x
3	Evaluate the mental health policies and services, and critically examine cultural, ethical and legal issues in mental health care in Hong Kong; and	25	x	x	x
4	Generate innovative mental health care/practice with the new knowledge and discovery gained in the learning process.	25	x	x	x

#### 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 real-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.

**Teaching and Learning Activities (TLAs)**

	<b>TLAs</b>	<b>Brief Description</b>	<b>CILO No.</b>	<b>Hours/week (if applicable)</b>
1	Lecture and in-class case discussion and skills demonstration	The characteristic symptoms, diagnostic criteria, major theories of specific mental disorders, the development of mental health services, and legal, cultural and ethical issues in mental health care in Hong Kong will be introduced and discussed. Approaches, skills and techniques for working with people with specific mental disorders and their families, as well as for working with other parties will also be introduced, role-played and discussed.	1, 2, 3, 4	
2	Field visit	Students need to visit a mental health service unit to understand and critically evaluate current mental health policy and services as well as related intervention approaches for people with mental health problems.	1, 2, 3, 4	
3	Tutorials and group project presentation	Students in each tutorial group will be divided into small groups. Each small group will be assigned a specific topic to study as their group project. All small groups of students will take turns to present their discoveries and learning from their group projects concerning particular mental health issues and related interventions and lead class discussions to enhance mutual learning.	1, 2, 3, 4	

4	Student Consultation	Scheduled student group consultation will be arranged to facilitate more teacher-student and student-student interaction and discussion, more in-depth learning and understanding of knowledge and skills.	1, 2, 3, 4	
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**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Individual term paper	1, 2, 3, 4	50	
2	Field visit report	1, 2, 3, 4	20	
3	Group project and presentation	1, 2, 3, 4	30	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

1. Individual term paper

**Criterion**

- 1.1. Ability to identify and describe the characteristic symptoms of the related mental disorder of the case.
- 1.2. Apply relevant mental health and social work knowledge in the analyses of the case situation.
- 1.3. Ability to creatively design interventions for working with related parties in the case with the use of appropriate mental health and social work knowledge and skills.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

**Assessment Task**

2. Field visit report

**Criterion**

- 2.1. Ability to describe the mental health care services related to the field visit.
- 2.2. Ability to evaluate the mental health care policies and services, and the intervention approaches relating to the facilities/services visited.
- 2.3. Ability to generate insights into and reflections on mental health care from different aspects, e.g., policies and services, intervention approaches and related skills, social, cultural, ethical and/or legal perspectives.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

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**Assessment Task**

- 3. Group project and presentation

**Criterion**

- 3.1. Ability to explain and apply theories/concepts to inform the project study with accuracy and innovation.
- 3.2. Ability to collect relevant data and present the findings and analyses with the support of relevant theories/concepts.
- 3.3. Ability to offer critiques on social, cultural, ethical, or legal issues regarding the topic of the group project and to articulate the insights into mental health care services, intervention approaches and related skills derived from the group project.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

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## Part III Other Information

### Keyword Syllabus

Characteristic symptoms of schizophrenia, depressive disorders, bipolar disorder and anxiety disorders, mental health care services in Hong Kong, mental health ordinance, community care, case management, and multi-disciplinary teamwork, strengths perspective and recovery model for working with people with mental illness and their families, and cultural and ethical issues in mental health care

### Reading List

#### Compulsory Readings

	Title
1	American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed.). American Psychiatric Association. (Note: course content related chapters only)
2	Eack, S. M., Anderson, C. M., & Greeno, C. G. (2013). <i>Mental health case management: A practical guide</i> . Sage.
3	Francis, A. (2014). Strengths-based assessments and recovery in mental health: Reflections from practice. <i>International Journal of Social Work and Human Services Practice</i> , 2(6), 264-271.
4	Hong Kong SAR Government. (2016). <i>Service framework of personalized care for adults with severe mental illness in Hong Kong</i> . <a href="http://www.poh.org.hk/upload/publication_42/513.pdf">http://www.poh.org.hk/upload/publication_42/513.pdf</a>
5	Hong Kong SAR Government. (2017). <i>Mental health service plan for adults 2010-2015</i> . <a href="http://www.hpdo.gov.hk/doc/e_mhr_full_report.pdf">http://www.hpdo.gov.hk/doc/e_mhr_full_report.pdf</a>
6	Hong Kong SAR Government. (2017). <i>Mental health review report</i> . <a href="https://www.fhb.gov.hk/download/press_and_publications/otherinfo/180500_mhr/e_mhr_full_report.pdf">https://www.fhb.gov.hk/download/press_and_publications/otherinfo/180500_mhr/e_mhr_full_report.pdf</a>
7	Hong Kong SAR Government. (2020). <i>Work report of the Advisory Committee on Mental Health (1 December 2017 – 30 November 2019)</i> . <a href="https://www.fhb.gov.hk/download/committees/acmh/work_report_of_ACMH_201_2019_e.pdf">https://www.fhb.gov.hk/download/committees/acmh/work_report_of_ACMH_201_2019_e.pdf</a>
8	Mendenhall, A. N., & Carney, M. M. (Eds.). (2020). <i>Rooted in strengths: Celebrating the strengths perspective in social work</i> . The University of Kansas Libraries.
9	Rapp, C. A., & Goscha, R. J. (2012). <i>The strengths model: A recovery-oriented approach to mental health services</i> (3rd ed.). Oxford University Press.
10	Rapp, C. A., & Goscha, R. J. (2014). Three decades of strengths: Reflections of the past and challenges of the future. In A. Francis, V. Pulla, M. Clark, S. Mariscal & I. Ponnuswami (Eds.), <i>Advancing social work in mental health through strengths based practice</i> (pp. 31-38). Primrose Publications.

#### Additional Readings

	Title
1	Cooke, A. (Ed.). (2017). <i>Understanding psychosis and schizophrenia</i> . British Psychological Society.
2	Equal Opportunities Commission. (2016). <i>Study on the challenges encountered in the siting of integrated community centres for mental wellness and other social welfare facilities in Hong Kong</i> . <a href="https://www.eoc.org.hk/eoc/upload/ResearchReport/2016761533251523232.pdf">https://www.eoc.org.hk/eoc/upload/ResearchReport/2016761533251523232.pdf</a>
3	Leung, L. C. (2019). The challenges male carers face in Hong Kong: Implications for practice and policy. <i>Australian Social Work</i> , 74(4), 407-419. <a href="https://doi.org/10.1080/0312407X.2019.1660388">https://doi.org/10.1080/0312407X.2019.1660388</a>
4	Lo, L. L. H., Suen, Y. N., Chan, S. K. W., Sum, M. Y., Charlton, C., Hui, C. L. M., Lee, E. H. M., Chang, W. C., & Chen, E. Y. H. (2021). Sociodemographic correlates of public stigma about mental illness: A population study on Hong Kong's Chinese population. <i>BMC Psychiatry</i> , 21(1), 1-8. <a href="https://doi.org/10.1186/s12888-021-03301-3">https://doi.org/10.1186/s12888-021-03301-3</a>
5	Nolen-Hoeksema, S. (2014). <i>Abnormal psychology</i> (6th ed.). McGraw-Hill.
6	Padesky, C. A., & Mooney, K. A. (2012). Strengths-based cognitive-behavioural therapy: A four-step model to build resilience. <i>Clinical Psychology &amp; Psychotherapy</i> , 19(4), 283-290. <a href="https://doi.org/10.1002/cpp.1795">https://doi.org/10.1002/cpp.1795</a>
7	Pratt, C. W., Gill, K. J., Barrett, N. M., & Roberts, M. M. (Eds.). (2007). <i>Psychiatric rehabilitation</i> (2nd ed.). Elsevier/Academic Press.

8	Saleebey, D. (2013). <i>The strengths perspective in social work practice</i> (6th ed.). Pearson.
9	Slade, M. (2013). <i>100 ways to support recovery: A guide for mental health professionals</i> (2nd ed.). Rethink.
10	Song, L. Y. (2021). Correlates of community rehabilitation service utilization among persons with psychiatric disabilities. <i>International Journal of Social Psychiatry</i> (2021, July 29). <a href="https://doi.org/10.1177/00207640211036170">https://doi.org/10.1177/00207640211036170</a>
11	Victor, P. P., Teismann, T., & Willutzki, U. (2017). A pilot evaluation of a strengths-based CBT intervention module with college students. <i>Behavioural and Cognitive Psychotherapy</i> , 45(4), 427– 431. doi: 10.1017/S1352465816000552.
12	Yip, K. S. (Ed.). (2008). <i>Strength-based perspective in working with clients with mental illness: A Chinese cultural articulation</i> . Nova Science.
13	Yip, K. S. (Ed.). (2012). <i>Recovery and resilience of children, adolescents, adults, and elderly with mental problems: Application and interventions</i> . Nova Science.
14	宋麗玉、施教裕編。(2009)。《優勢觀點—社會工作理論與實務》。台灣: 洪葉文化。
15	宋麗玉、施教裕、徐淑婷(2015)。《優勢觀點與精神障礙者之復元 -- 駱駝進帳 與螺旋上升》。台灣: 洪葉文化事業有限公司。
16	宋麗玉編。(2018)。《優勢觀點與社會工作實務—邁向復元之路》。台北: 洪葉文化事業有限公司。
17	宋麗玉、徐淑婷。(2020)。《優勢取向之家庭處遇：精神障礙者與家庭照顧者之雙向復元》。台灣: 洪葉文化事業有限公司。