

SS5837: COMMUNITY MENTAL HEALTH: THEORY AND PRACTICE

Effective Term

Semester A 2026/27

Part I Course Overview

Course Title

Community Mental Health: Theory and Practice

Subject Code

SS - Social and Behavioural Sciences

Course Number

5837

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

P5, P6 - Postgraduate Degree

Medium of Instruction

Other Languages

Other Languages for 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

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course is designed to provide students with an understanding of various theoretical perspectives related to evidence-based practices in community mental health. Various intervention approaches in working with adults with mental illness and their families will be discussed, such as recovery-oriented services, strengths-based approach, anti-stigma program, and family psychoeducation, etc. Local policies, legislation and services related to mental illness are also critically examined. In addition, this course provides students with experiential learning activities to enhance learning and application of intervention approaches and skills. In particular, the group presentation, agency visit, and insightful sharing of the local community mental health practitioner allow students to critically evaluate intervention approaches in working with adults with mental illness and their families.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain the characteristics and needs of adults with mental disorders and their families from various theoretical perspectives.	20	x	x	
2	Apply selected psychosocial intervention modals in working adults with mental disorders and their families.	30	x	x	x
3	Demonstrate assessment and intervention skills in working with adults with mental disorders and their families.	30	x	x	
4	Critically reflect the rehabilitation policies and services for people with mental disorders and their families in local context.	20	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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Major theoretical concepts and intervention models in relation to evidence-based practices in community mental health will be presented to students.	1, 2, 4	

2	Experiential learning	Experiential learning activities such as agency visit (if feasible) and developing a wellness tool box, etc., are arranged to facilitate students' learning.	2, 4	
3	Case Study	Clinical case studies of various mental disorders in adults will be discussed in class to facilitate students' learning of skills for assessing and working with adults with mental health problems.	1, 2, 3	
4	Group presentation	Students will be divided into groups and work on a topic in relation to adults with mental health problems and to do a presentation of their work.	2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks	Allow Use of GenAI?
1	Reflective learning paper	1, 2, 4	35	When developing the wellness toolbox, students are allowed using AI to do graphic design, including picture, animation, etc.	Yes
2	Group Project	1, 2, 3	40	In the group presentation, students are allowed using AI to: (1) conduct preliminary analyses or literature review; (2) do graphic design of PowerPoint slides, including picture, animation, etc.	Yes
3	Quiz	1, 2, 4	25	-	No

Continuous Assessment (%)

100

Additional Information for ATs**Assessment Details**

AM1: Reflective learning paper (35%)

Students are required to develop their own wellness toolbox based on the Wellness Recovery Action Plan (WRAP) protocol. They must then write a reflective paper on the development process, critically reviewing the contributions and limitations of how this toolbox can facilitate recovery among persons in recovery.

AM2: Group Project (Video Group Presentation and Group Paper) (40%)

Students will form groups to conduct a case study on an individual diagnosed with a mental illness. Each group is responsible for applying the strengths model to complete a strength-based assessment, formulating an intervention plan, and critically evaluating its contributions and limitations. Groups must record a video presentation of their ideas and subsequently submit a group paper to concretize and summarize their presentation.

AM3: Quiz (25%)

Students are required to take a quiz to reinforce their understanding of the theoretical frameworks and intervention approaches taught in class. The quiz will cover key concepts from the lectures.

Assessment Rubrics (AR)

Assessment Task

1. Reflective learning paper (Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Application of the WRAP protocol; critical review of contributions and limitations; reflective depth and professional vision; structure and academic writing standards

Excellent

(A+, A, A-) Excellent organisation and quality of material & Excellent analysis

Good

(B+, B, B-) Good organisation and quality of material & Good analysis

Fair

(C+, C, C-) Adequate organisation and quality of material & Adequate analysis

Marginal

(D) Marginal organisation and quality of material & Marginal analysis

Failure

(F) Poor organisation and quality of material & Poor analysis

Assessment Task

2. Group Project (Video Group Presentation and Group Paper) (Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Strength-based assessment and model application; intervention plan formulation; rigorous critique (contributions and limitations); modality integration and team synergy (video and paper).

Excellent

(A+, A, A-) Excellent understanding of the chosen mental disorder of the case study;

Excellent application of concepts & findings to a case study;

Excellent intervention skill(s);

Excellent critical analysis;

Excellent integration & team synergy

Good

(B+, B, B-) Good understanding of the chosen mental disorder of the case study;

Good application of concepts & findings to a case study;

Good intervention skill(s);

Good critical analysis;

Good integration & team synergy

Fair

(C+, C, C-) Adequate understanding of the chosen mental disorder of the case study;

Adequate application of concepts & findings to a case study;

Adequate intervention skill(s);

Adequate critical analysis;

Adequate integration & team synergy

Marginal

(D) Marginal understanding of the chosen mental disorder of the case study;

Marginal application of concepts & findings to a case study;

Marginal intervention skill(s);

Marginal critical analysis;

Marginal integration & team synergy

Failure

(F) Poor understanding of the chosen mental disorder of the case study;

Poor application of concepts & findings to a case study;

Poor intervention skill(s);

Poor critical analysis;

Poor integration & team synergy

3. Quiz (Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to acquire a good knowledge of concepts

Excellent

(A+, A, A-) Demonstrate an excellent ability in acquiring a good knowledge of concepts

Good

(B+, B, B-) Showing a good ability in acquiring a good knowledge of concepts

Fair

(C+, C, C-) General ability in acquiring a good knowledge of concepts

Marginal

(D) Limited evidence of acquiring a good knowledge of concepts

Failure

(F) Little evidence of acquiring a good knowledge of concepts

Assessment Task

1. Reflective learning paper (Applicable to students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Application of the WRAP protocol; critical review of contributions and limitations; reflective depth and professional vision; structure and academic writing standards

Excellent

(A+, A, A-) Excellent organisation and quality of material & Excellent analysis

Good

(B+, B) Good organisation and quality of material & Good analysis

Marginal

(B-, C+, C) Adequate organisation and quality of material & Adequate analysis

Failure

(F) Poor organisation and quality of material & Poor analysis

Assessment Task

2. Group Project (Video Group Presentation and Group Paper) (Applicable to students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Strength-based assessment and model application; intervention plan formulation; rigorous critique (contributions and limitations); modality integration and team synergy (video and paper).

Excellent

(A+, A, A-) Excellent understanding of the chosen mental disorder of the case study;
Excellent application of concepts & findings to a case study;
Excellent intervention skill(s);
Excellent critical analysis;

Excellent integration & team synergy

Good

(B+, B) Good understanding of the chosen mental disorder of the case study;
Good application of concepts & findings to a case study;
Good intervention skill(s);
Good critical analysis;
Good integration & team synergy

Marginal

(B-, C+, C) Adequate understanding of the chosen mental disorder of the case study;
Adequate application of concepts & findings to a case study;
Adequate intervention skill(s);
Adequate critical analysis;
Adequate integration & team synergy

Failure

(F) Poor understanding of the chosen mental disorder of the case study;
Poor application of concepts & findings to a case study;
Poor intervention skill(s);
Poor critical analysis;
Poor integration & team synergy

Assessment Task

3. Quiz (Applicable to students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Ability to acquire a good knowledge of concepts.

Excellent

(A+, A, A-) Demonstrate an excellent ability in acquiring a good knowledge of concepts

Good

(B+, B) Showing a good ability in acquiring a good knowledge of concepts

Marginal

(B-, C+, C) General ability in acquiring a good knowledge of concepts

Failure

(F) Little evidence of acquiring a good knowledge of concepts

Part III Other Information

Keyword Syllabus

1.1 Theoretical framework.

Theoretical models, such as medical model, recovery model, and strengths model, and their applications in the identification, assessment and intervention for adults with mental illness.

1.2 Intervention approaches

Introducing various intervention approaches in working with adults with mental health problems such as: recovery-oriented approaches, strength-based intervention, Wellness Recovery Action Plan, positive psychological intervention, family psychoeducation, and anti-stigma program, etc..

1.3 Prevention of mental illness and promotion for mental health

Mental health promotion approaches in adults with mental health problems, such as mental health library, JC TourHeart+, etc.

1.4 Issues related to mental health problems

Mental health policy, social stigma and self-stigma.

Reading List**Compulsory Readings**

Title	
1	Carpiniello, B., Vita, A., & Claudio Menciacci, C. (eds.) (2022). Recovery and major mental disorders. Springer.
2	Cheshire and Wirral Partnership NHS Foundation Trust. (n.d.). Wellness Recovery Action Plan WRAP: My personal workbook [Workbook]. https://webstore.cwp.nhs.uk/publications/WRAP.pdf
3	Rapp, C. A., & Goscha, R. J. (2012). The strengths model#: a recovery-oriented approach to mental health services (3rd ed.). Oxford University Press.

Additional Readings

Title	
1	Alavi, N., & Omrani, M. (2019). Online cognitive behavioral therapy an e-mental health approach to depression and anxiety. Springer International Publishing.
2	American Psychiatric Association (2022). Diagnostic and statistical manual of mental disorders, Text Revision, DSM-5-TR. American Psychiatric Association.
3	Antony, M. M., & Barlow, D. H. (Eds.) (2020). Handbook of assessment and treatment planning for psychological disorders (3rd ed.). Guilford Press
4	Butcher, J. N., & Hooley, J. M. (eds.) (2018). APA handbook of psychopathology: Psychopathology: Understanding, assessing, and treating adult mental disorders. American Psychological Association.
5	Chen, S. (2023). Social work, mental health, and public policy in diverse contexts: Chinese and cross-cultural perspectives. Springer.
6	Chien, W. T. (2010). Stress of family members in caring for a relative with schizophrenia. Nova Science Publisher
7	Corrigan, P. W., Roe, D., & Tsang, H. W. H. (2011). Challenging the stigma of mental illness lessons for therapists and advocates. John Wiley & Sons.
8	Duvall, J., & Laura Béres, L. (2011). Innovations in narrative therapy: Connecting practice, training, and research. W.W. Norton
9	Food and Health Bureau, HKSAR. (2019). Mental health review report. HKSAR.
10	Golightley, M., & Goemans, R. (2020). Social work and mental health (7th ed.). Sage Publishing Ltd.
11	Gould, N. (2016). Mental health social work in Context (2nd ed.). Routledge
12	Newton, J. (2013). Preventing mental illness in practice. Taylor & Francis.
13	Rapp, C. A., & Goscha, R. J. (2012). The strengths model: A recovery-oriented approach to mental health services (3rd ed.). Oxford University Press.
14	Wells, A., & Fisher, P. L. (2016). Treating Depression: MCT, CBT, and Third-Wave Therapies. USA: Wiley-Blackwell