

SS5838: MENTAL HEALTH CRISIS INTERVENTION AND RESOLUTION

Effective Term

Semester A 2026/27

Part I Course Overview

Course Title

Mental Health Crisis Intervention and Resolution

Subject Code

SS - Social and Behavioural Sciences

Course Number

5838

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 enable students to recognize, assess and work with people who are experiencing a mental health crisis such as self-harm, suicide risk, aggression risk, relapse and trauma, etc. Various intervention approaches for working with people in mental health crisis will be discussed, such as crisis intervention, trauma-focused intervention, cognitive behavioural therapy, and critical incident stress debriefing. Issues of local policy, legislation and services related to mental health crises will also be discussed. In addition, this course provides students with experiential learning activities, including simulation exercises related to mental health crises, to enhance understanding and application of intervention approaches and skills in assessing and working with people experiencing a mental health crisis.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the signs and symptoms of people experiencing a mental health crisis	30	x	x	
2	Apply selected theoretical models in assessing the needs of people experiencing a mental health crisis and formulating immediate and short-term intervention plan	30	x	x	
3	Demonstrate assessment and intervention skills in working with people experiencing a mental health crisis	20	x	x	x
4	Reflect critically on the local legislation, and services related to mental health crises 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	Introducing clinical features of people experiencing a mental health crisis, skills in assessing and working with them through lectures, and issues related mental health crisis in local context	1, 2, 4	

2	Simulation exercises	Simulation exercises and role play are arranged to facilitate students' learning in assessing and working with people experiencing a mental health crisis	1, 2, 3	
3	Group presentation	Students are divided into groups and work on a topic in relation a mental health crisis and to do a presentation of their work to the class	1, 2, 3, 4	
4	Case Study	Videos of clinical case studies will be discussed in class to facilitate students' learning of skills in assessing and working with people experiencing a mental health crisis	1, 2, 3	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?	
1	Group Presentation	1, 2, 3	30	In the group presentation, students are allowed using AI to: (1) conduct proof editing; (2) conduct preliminary analyses or literature review; (3) do graphic design of PowerPoint slides, including picture, animation, etc.	Yes
2	Practice skills learning exercise	1, 2, 3	20	-	No
3	Term paper	1, 2, 4	50	-	No

Continuous Assessment (%)

100

Additional Information for ATs**AM1. Group Presentation (30%)**

Students are required to divide up into several groups. Each group is required to design a training program for the public (such as teachers, parents, peers, or helping professionals) to support people who are in a mental health crisis. Each

group should make a presentation on the theoretical approach, program contents and skills demonstration on the training program.

AM2: Practice skills learning exercise (20%)

Each student is required to complete a learning module on a mental health counselling approach selected by the course leader. The learning module aims to equip students with assessment and intervention skills for working with people in mental health crises.

AM3: Term Paper (50%)

Each student is required to submit a term paper of approximately 2,500 words on an intervention approach learnt in this course for people experiencing a mental health crisis. This paper should critically comment on the objective, content, intervention skills, contributions and limitations of the chosen intervention approach.

Assessment Rubrics (AR)

Assessment Task

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

Criterion

Application of key concepts and knowledge in a chosen mental health crisis.
Application of selected training program for the public to support people who are in a mental health crisis.

Excellent

(A+, A, A-) Excellent understanding of issues relation to mental health crisis;
Excellent application of concepts, knowledge & skills

Good

(B+, B, B-) Good understanding of issues relation to mental health crisis;
Good application of concepts, knowledge & skills

Fair

(C+, C, C-) Adequate understanding of issues relation to mental health crisis;
Adequate application of concepts, knowledge & skills

Marginal

(D) Marginal understanding of issues relation to mental health crisis;
Marginal application of concepts, knowledge & skills

Failure

(F) Poor understanding of issues relation to mental health crisis;
Poor application of concepts, knowledge & skills

Assessment Task

2. Practice skills learning exercise (Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Completion of a learning module and related worksheets for a mental health counseling intervention selected by the course leader.

Excellent

(A+, A, A-) Strong evidence of achievement of the criteria.

Good

(B+, B, B-) Good evidence of achievement of the criteria.

Fair

(C+, C, C-) Fair evidence of achievement of the criteria.

Marginal

(D) Limited evidence of achievement of the criteria.

Failure

(F) Insufficient evidence of achievement of the criteria.

Assessment Task

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

Criterion

Demonstrate an ability in applying theoretical concepts to assess and work with mental health crisis. In the analysis and application, there is strong evidence of original and reflective thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

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

1. Group presentation (Applicable to students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Application of key concepts and knowledge in a chosen mental health crisis.
Application of selected training program for the public to support people who are in a mental health crisis.

Excellent

(A+, A, A-) Excellent understanding of issues relation to mental health crisis;
Excellent application of concepts, knowledge & skills

Good

(B+, B) Good understanding of issues relation to mental health crisis;
Good application of concepts, knowledge & skills

Marginal

(B-, C+, C) Adequate understanding of issues relation to mental health crisis;
Adequate application of concepts, knowledge & skills

Failure

(F) Poor understanding of issues relation to mental health crisis;
Poor application of concepts, knowledge & skills

Assessment Task

2. Practice skills learning exercise (Applicable to students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Completion of a learning module and related worksheets for a mental health counseling intervention selected by the course leader.

Excellent

(A+, A, A-) Strong evidence of achievement of the criteria.

Good

(B+, B) Good evidence of achievement of the criteria.

Marginal

(B-, C+, C) Fair to limited evidence of achievement of the criteria.

Failure

(F) Insufficient/poor evidence of achievement of the criteria.

Assessment Task

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

Criterion

Demonstrate an ability in applying theoretical concepts to assess and work with mental health crisis. In the analysis and application, there is strong evidence of original and reflective thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

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

Part III Other Information

Keyword Syllabus

1.1 Theoretical framework.

Recognizing the signs and symptoms of people experiencing a mental health crisis, such as self-harm, risk of suicide, risk of aggression, relapse, and trauma; theoretical models in assessing their needs and formulating suitable intervention plan; and intervention models assessing and working with these individuals.

1.2 Intervention approaches

Introducing selected intervention models in assessing and working with people experiencing a mental health crisis such as: crisis intervention, acceptance & commitment therapy, trauma-focused intervention, and critical incident stress debriefing, etc.

1.3 Issues related to mental health crisis

Local policies, legislation, and services related to mental health crisis will also be examined

Reading List

Compulsory Readings

Title	
1	Berk, M. (ed.) (2019). Evidence-based treatment approaches for suicidal adolescent: Translating science into practice. American Psychiatric Association.

Additional Readings

Title	
1	Allen, B., & Kronenberg, M. (Eds.) (2014). Treating traumatized children: A casebook of evidence-based therapies. Guilford Press.
2	Duffey, T., & Haberstroh, S. (eds.) (2020). Introduction to crisis and trauma counseling. American Counseling Association.
3	Hillman, J. L. (2002). Crisis intervention and trauma counseling: New approaches to evidence-based practice. Kluwer Academic/Plenum Publishers.
4	Khwaja, M., & Beer, D. (2013). Prevention and management of violence guidance for mental healthcare professionals. The Royal College of Psychiatrists.
5	Kumar, U. (ed.). (2018). Handbook of suicidal behaviour. Springer Singapore.
6	Monson, C. M., & Shnaider, P. (2014). Treating PTSD with cognitive-behavioral therapies interventions that work. American Psychological Association.
7	Myers, D., & Wee, D. F. (2005). Disaster mental health services: A primer for practitioners. Brunner-Routledge.
8	Roberts, A. R. (2002). Assessment, crisis intervention and trauma treatment: The integrative ACT intervention model. Oxford University Press.
9	Sharp, C., & Tackett, J. L. (Eds.) (2014). Handbook of borderline personality disorder in children and adolescents. Springer.
10	Zurita Ona, P. (2020). Acceptance & commitment therapy for borderline personality disorder: A flexible treatment plan for clients with emotion dysregulation. New Harbinger Publications.