

SS5839: NEURODIVERSITY, STUDENTS WITH SPECIAL EDUCATIONAL AND EMOTIONAL NEEDS

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Neurodiversity, Students with Special Educational and Emotional Needs

Subject Code

SS - Social and Behavioural Sciences

Course Number

5839

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 advanced knowledge and skills to work with students with special educational and emotional needs in Hong Kong, particularly in the areas of autism, attention deficit hyperactivity disorder, dyslexia, and behavioural and emotional problems. Various intervention approaches in working with children and adolescents with mental health problems and their families will be discussed, including: narrative therapy, positive psychological intervention, positive parenting program, cognitive behavioural therapy, etc. In addition, this course provides students with experiential learning activities to enhance learning and application of intervention approaches and skills. In particular, by working with children and adolescents on their life stories, students will learn how to help children and adolescents develop strengths and hope for their lives.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Differentiate clinical features of mental illness in children and adolescents	30	x	x	
2	Apply selected intervention modalities in working with children and adolescents and their parents with mental health problems	30	x	x	
3	Demonstrate assessment and intervention skills in working with children and adolescents and their parents with mental health problems	20	x	x	x
4	Critically reflect on the policy issues, education and social services related to the promotion of mental health and prevention of mental illness for children and adolescents 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	Introduction to basic perspectives and topics related to mental disorders in children and adolescents and teaching skills for working with them through lectures.	1, 2, 4	
2	Group presentation	Students are divided into groups and work on a topic related to children or adolescents with mental health problems and present their work to the class.	2, 3, 4	
3	Case Study	Videos of clinical case studies of various child and adolescent mental health disorders will be discussed in class so that students can learn the skills to assess and work with children and adolescents with mental health problems.	1, 2, 4	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Quiz	1, 2, 3	20	-	No
2	Presentation & Role Play	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
3	Term paper	1, 2, 4	50	-	No

Continuous Assessment (%)

100

Additional Information for ATs

Assessment Details

AM1: Quiz (20%)

Students are required to take a quiz for consolidating their knowledge of students with special educational and emotional needs, such as diagnostic criteria, clinical features, and management strategies.

AM2: Presentation & Role Play (30%)

The students are asked to divide into groups. Each group is responsible for a case presentation about a mental health problem in children and adolescents. Using a role play, students demonstrate their understanding, application and intervention skills of an intervention approach to work with a child or adolescent with a mental health problem.

AM3: Term Paper (50%)

Each student is required to submit a term paper of approximately 2,500 words on the critical evaluation of an intervention approach learnt in this course working with a child or adolescent with a mental health problem.

Assessment Rubrics (AR)

Assessment Task

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

Criterion

Application of key concepts, knowledge and skills for a case study
Demonstrate intervention skill(s) in working with a case study

Excellent

(A+, A, A-) Excellent understanding of the key concepts and knowledge of the intervention approach;

Excellent application of concepts & knowledge for a case study;

Excellent intervention skill(s)

Good

(B+, B, B-) Good understanding of the key concepts and knowledge of the intervention approach;

Good application of concepts & knowledge for a case study;

Good intervention skill(s)

Fair

(C+, C, C-) Adequate understanding of the key concepts and knowledge of the intervention approach;

Adequate application of concepts & knowledge for a case study;

Adequate intervention skill(s)

Marginal

(D) Marginal understanding of the key concepts and knowledge of the intervention approach;

Marginal application of concepts & knowledge for a case study;

Marginal intervention skill(s)

Failure

(F) Poor understanding of the key concepts and knowledge of the intervention approach;

Poor application of concepts & knowledge for a case study;

Poor intervention skill(s)

Assessment Task

2. Presentation & Role Play (Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Application of key concepts in understanding the clinical features of a case study

Application of selected intervention approach in assessing and formulating intervention plan a case study

Demonstrate intervention skill(s) in working with a case study

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)

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)

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)

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)

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)

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 problems

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. “Tree of life” project (Applicable to students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Application of key concepts, knowledge and skills for a case study
Demonstrate intervention skill(s) in working with a case study

Excellent

(A+, A, A-) Excellent understanding of the key concepts and knowledge of the intervention approach;

Excellent application of concepts & knowledge for a case study;

Excellent intervention skill(s)

Good

(B+, B) Good understanding of the key concepts and knowledge of the intervention approach;

Good application of concepts & knowledge for a case study;

Good intervention skill(s)

Marginal

(B-, C+, C) Adequate understanding of the key concepts and knowledge of the intervention approach;

Adequate application of concepts & knowledge for a case study;

Adequate intervention skill(s)

Failure

(F) Poor understanding of the key concepts and knowledge of the intervention approach;

Poor application of concepts & knowledge for a case study;

Poor intervention skill(s)

Assessment Task

2. Presentation & Role Play (Applicable to students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Application of key concepts in understanding the clinical features of a case study

Application of selected intervention approach in assessing and formulating intervention plan a case study

Demonstrate intervention skill(s) in working with a case study

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)

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)

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)

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)

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 problems

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.

Symptoms and needs of children and adolescents with mental health problems; biological, psychological and social factors in relation to mental health problems in children and adolescents; conceptual models and their relevance to identification, assessment and intervention.

1.2 Intervention approaches

Introducing various intervention approaches in assessing and working with children and adolescents with mental health problems such as: narrative therapy, applied behavioural analysis, theory of mind, positive psychological intervention, positive parenting program, etc.

1.3 Promotion for mental health in children and adolescents

Mental health promotion approaches in children and adolescents, such as positive psychological intervention.

1.4 Issues related to mental health problems in children and adolescents

Internet addiction, psychosis, suicide, depressive moods, anxiety, stress management, etc.

Reading List

Compulsory Readings

Title	
1	Melnik, B., & Lusk, P. (2022). A practical guide to child and adolescent mental health screening, evidence-based assessment, intervention, and health promotion (Third edition). Springer.
2	Butcher, J. M., & Kendall, P. C. (2018). APA handbook of psychopathology. Vol. 2, Child and adolescent psychopathology. American Psychological Association.

Additional Readings

Title	
1	American Psychiatric Association (2022). Diagnostic and statistical manual of mental disorders, Text Revision, DSM-5-TR. American Psychiatric Association.
2	Food and Health Bureau, HKSAR. (2019). Mental health review report. HKSAR
3	Kyser, B. M. (ed.) (2021). Attention-deficit hyperactivity disorder: Diagnosis, prevalence and treatment. Nova Science Publishers.
4	Glazzard, J., & Stones, S. (2021). Dyslexia. IntechOpen.
5	Graham, P., & Reynolds, S. (Eds). (2013). Cognitive behaviour therapy for children and families. (3rd ed.) Cambridge University Press

6	Leaf, J. B., Cihon, J. H., Ferguson, J. L., & Weiss, M. J. (2022). Handbook of applied behavior analysis interventions for autism: Integrating research into practice. Springer International Publishing.
7	Proctor, C., & Linley, P. A. (2013). Research, applications, and interventions for children and adolescents: A positive psychology perspective. Springer.
8	Sanders, M. R., & Mazzucchelli, T. G. (2018). The power of positive parenting: transforming the lives of children, parents, and communities using the triple P system. Oxford University Press
9	White, M., & Morgan, A. (2006). Narrative therapy with children and their families. Dulwich Centre Publications.