

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: Mental Health and Social Work

Course Code: SS4210

Course Duration: One Semester

Credit Units: 3

Level: B4

Proposed Area:
(for GE courses only)

Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. 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.

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.	Identify and describe the characteristics and symptoms of specific mental disorders;	25%	✓	✓	
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%	✓	✓	✓
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%	✓	✓	✓
4.	Generate innovative mental health care/practice with the new knowledge and discovery gained in the learning process.	25%	✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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. Teaching and Learning Activities (TLAs)

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

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lecture	The characteristic symptoms, diagnostic criteria, and 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 and techniques for working with people with mental illness and their families, as well as for working with other actors will also be introduced and discussed.	✓	✓	✓	✓	
Field visit	Students need to visit a mental health service unit to understand current mental health and rehabilitation services for people with mental health problems.			✓	✓	
Group project presentation and class discussion	Students will be divided into small groups to take turns to present their discovery and learning from group projects and to lead class discussions on specific topics for enhancing mutual learning.		✓	✓	✓	

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		
Continuous Assessment: <u>100</u> %						
Individual term paper	✓	✓		✓	50%	
Field visit report			✓	✓	20%	
Group project and presentation		✓	✓	✓	30%	
Examination: _____ % (duration: _____, if applicable)						

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Individual term paper	<p>1.1. Ability to identify and describe the characteristic symptoms of the related mental disorder of the case.</p> <p>1.2. Apply relevant mental health and social work knowledge in the analyses of the case situation.</p> <p>1.3. Ability to creatively design interventions for working with related parties in the case with use of appropriate mental health and social work knowledge and skills.</p>	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Field visit report	<p>2.1. Ability to describe the mental health care services related to the field visit.</p> <p>2.2. Ability to evaluate the mental health care policies and services relating to the facilities/services visited.</p> <p>2.3. Ability to generate insights into and reflections on mental health care from different aspects, e.g., policies and services, social, cultural, ethical and legal perspective.</p>	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Group project and presentation	<p>3.1. Ability to explain and apply theories/concepts to inform the project study with accuracy and innovation.</p> <p>3.2. Ability to collect relevant data and present the findings and analyses with the support of relevant theories/concepts.</p> <p>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 derived from the group project.</p>	High	Significant	Moderate	Basic	Not even reaching marginal levels

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.)

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

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.	American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i> (5 th edition). (DSM-5). Washington, D. C.: 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> . Thousand Oaks: SAGE Publications.
3.	Rapp, C. A., & Goscha, R. J. (2012). <i>The strengths model: a recovery-oriented approach to mental health services</i> (3 rd edition). New York: Oxford University Press.

2.2 Additional Readings

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

1.	Cooke, A. (Ed.). (2014). <i>Understanding Psychosis and Schizophrenia</i> . U.K.: British Psychological Society.
2.	Nolen-Hoeksema, S. (2011). <i>Abnormal psychology</i> (5 th ed.). New York: McGraw-Hill.
3.	Pratt, C. W. et al. (Eds.). (2007). <i>Psychiatric rehabilitation</i> (2 nd ed.). London: Academic.
4.	Saleebey, D. (2013). <i>The strengths perspective in social work practice</i> (6 th ed.). Upper Saddle River, NJ: Pearson.
6.	Yip, K. S. (Ed.). (2008). <i>Strength-based perspective in working with clients with mental illness: A Chinese cultural articulation</i> . New York: Nova Science Publishers, Inc.
7	Yip, K. S. (Ed.). (2012). <i>Recovery and resilience of children, adolescents, adults, and elderly with mental problems: application and interventions</i> . New York: Nova Science Publishers, Inc.
8.	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。