

SS4210: MENTAL HEALTH AND SOCIAL WORK

Effective Term

Semester A 2025/26

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	Describe the characteristics and symptoms of and apply diagnostic criteria for justifying 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	Discuss and critically evaluate the mental health policies and services, mental health-related cultural, ethical and legal issues in Hong Kong; and	25	x	x	x
4	Design innovative mental health care/practice by applying 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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Students will engage in formal lectures to gain knowledge about characteristic symptoms, diagnostic criteria, major theories of specific mental disorders, the development of mental health services, mental health-related legal, cultural and ethical issues, intervention approaches, skills and techniques for working with people with specific mental disorders, their families and other parties.	1, 2, 3, 4
2	Field visit	Students will visit a mental health service unit to gain knowledge about and critically evaluate current mental health policies and services as well as the service delivery approaches.	1, 2, 3, 4
3	Tutorial	Students will engage in tutorial activities to study and discuss mental health-related topics to consolidate their knowledge about specific mental disorders and related mental health practices.	1, 2, 3, 4

4	Group Project	Students will participate in groups to consolidate their learning as they produce their presentations, integrating theories, practice approaches, and skills. They will also actively engage as audience members during peers' presentations to expand and deepen their own knowledge and engage in critical discussion on peers' presentations to identify strengths and weaknesses and increase their knowledge and skills.	1, 2, 3, 4	
5	Student Consultation	Students will engage in group consultations to facilitate more teacher-student and student-student interaction and discussions, and more in-depth learning and understanding of knowledge and skills.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Individual term paper	1, 2, 3, 4	50	-	No
2	Field visit report	1, 2, 3, 4	20	-	No
3	Group project and presentation	1, 2, 3, 4	30	Students are allowed to use GenAI tools to: - (1) brainstorm and generate initial ideas (2) conduct preliminary analyses (3) conduct proof editing The course outline will provide more details on the scope of using GenAI tools.	Yes

Continuous Assessment (%)

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

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

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. (2022). <i>Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR)</i> . American Psychiatric Association.
2	Chang, C. W., & Chen, F. P. (2021). Relationships of family emotional support and negative family interactions with the quality of life among Chinese people with mental illness and the mediating effect of internalized stigma. <i>Psychiatric Quarterly</i> , 92(1), 375–387. https://doi.org/10.1007/s11126-020-09811-9 .
3	Corcoran, J. (2020). <i>Mental health in social work: A casebook on diagnosis and strengths- based assessment (3rd ed.)</i> . Pearson Education, Inc.
4	Hong Kong SAR Government. (2020). <i>Work report of the Advisory Committee on Mental Health (1 December 2017 – 30 November 2019)</i> . https://www.fhb.gov.hk/download/committees/acmh/work_report_of_ACMH_201_2019_e.pdf
5	Kam, P. K. (2021). From the Strengths Perspective to an Empowerment-Participation-Strengths Model in Social Work Practice. <i>British Journal of Social Work</i> , 51(4), 1425–1444.
6	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.
7	Morrison, J. (2023). <i>DSM-5-TR Made Easy: The clinician's guide to diagnosis</i> . Guilford Publication.

8	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.
9	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.
10	Saleebey, D. (2013). <i>The strengths perspective in social work practice</i> (6th ed.). Pearson.

Additional Readings

	Title
1	Cooke, A. (Ed.). (2017). <i>Understanding psychosis and schizophrenia</i> . British Psychological Society.
2	Labour and Welfare Bureau, Social Welfare Department. (2023). <i>Carer Support for Persons in Mental Recovery</i> . (Paper No. 11/2023).
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. https://doi.org/10.1080/0312407X.2019.1660388
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. https://doi.org/10.1186/s12888-021-03301-3
5	Padesky, C. A., & Mooney, K. A. (2012). Strengths-based cognitive-behavioural therapy: A four-step model to build resilience. <i>Clinical Psychology & Psychotherapy</i> , 19(4), 283-290. https://doi.org/10.1002/cpp.1795
6	Slade, M. (2013). <i>100 ways to support recovery: A guide for mental health professionals</i> (2nd ed.). Rethink.
7	Song, L. Y. (2019). A Validation Study on the Recovery-Promoting Relationship Scale (RPRS) in a Chinese Population. <i>Psychiatric Rehabilitation Journal</i> , 42(2), 190-196. (https://doi.org/10.1037/prj0000343)
8	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). https://doi.org/10.1177/00207640211036170
9	Song, L. Y. & Hsu, S. T. (2023). Exploring the experiences of personal recovery among mental health consumers and their caregivers receiving strength-based family interventions. <i>International Journal of Mental Health Promotion</i> . (3 July 2023). (DOI:10.32604/ijmhp.2023.019349)
10	Sutton, J. (2022). <i>How to perform strengths-based therapy and counseling</i> . PositivePsychology.com.
11	Tse, S., Fung, E., Lo, W. K. I., Wong, S., Chan, S. K., Wan, E., Tsoi, W. S. E., & Yuen, W. Y. W. (2020). The strengths model in Hong Kong. In A. N. Mendenhall & M. M. Carney (Eds.), <i>Rooted in strengths: Celebrating the strengths perspective in social work</i> (pp. 223-240). The University of Kansas Libraries.
12	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.
13	Wan, Deborah. (2020). <i>Community Care on ICCMW Past, Present and Future</i> . <i>Hong Kong Journal of Mental Health</i> , 46(1), 18-26.
14	Yip, K. S. (Ed.). (2008). <i>Strength-based perspective in working with clients with mental illness: A Chinese cultural articulation</i> . Nova Science.
15	Yip, K. S. (Ed.). (2012). <i>Recovery and resilience of children, adolescents, adults, and elderly with mental problems: Application and interventions</i> . Nova Science.
16	陳裕娟。(2023)。運用優勢觀點於實習督導之雙向復元經驗。刊於宋麗玉編《優勢觀點取向督導模式》(頁185 - 202)，台北：洪葉文化事業有限公司。
17	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。
18	宋麗玉。(2024)。《華人文化與家庭處遇模式之交融：優勢為本與邁向復元》。洪葉文化事業有限公司。
19	宋麗玉、施教裕編。(2009/2016)。《優勢觀點—社會工作理論與實務》。台灣：洪葉文化。
20	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。
21	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。

22	鄧啟明。(2023)。優勢觀點與社會工作實務。刊於宋麗玉編《優勢觀點取向督導模式》(頁19 - 40)，台北：洪葉文化事業有限公司。
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