

SS5110: ASSESSMENT AND INTERVENTIONS IN MENTAL HEALTH COUNSELLING

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Assessment and Interventions in Mental Health Counselling

Subject Code

SS - Social and Behavioural Sciences

Course Number

5110

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 aims to:

- learn the major concepts, and assessment and treatment methods in mental health counselling.
- equip with mental health assessment and intervention skills.
- critically reflect on the legal and ethical issues such as Mental Health Ordinance and individual rights and social control.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe and critically examine relevant intervention models in mental health counselling	20	x	x	x
2	Apply selected intervention models in assessing clients with mental health problems	20	x	x	x
3	Apply selected intervention models in facilitating changes in clients with mental health problems	20	x	x	x
4	Demonstrate initial assessment skills in conceptualizing the issues faced by clients with mental health problems	20	x	x	x
5	Reflect critically relevant mental health legal and ethical issues	20	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	LTA1: Lectures	Lectures will be delivered to help students understand the intervention theories and models in mental health counselling. Lectures will also facilitate students to critically examine the various intervention models, and to learn the assessment and intervention processes of selected models.	1, 2, 3, 5	
2	LTA2: Video-viewing	Videos will be played to facilitate students to learn the skills (i.e. selected models) in assessment and intervention.	1	
3	LTA3: Role play	Students will be given the opportunity to practice the skills in front of the classmates.	2, 3, 4	
4	LTA4: Tutorials and group presentation	There will be small class tutorials and chances for students to present certain intervention models and processes in the classes.	2, 3, 4, 5	
5	LTA5: Student consultation	Scheduled student group consultation is arranged to facilitate more teacher-student and student-student interaction and discussion, more in-depth learning and understanding of knowledge.	2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1 AT1: MCQ Quiz on Mental Health Literacy The required quiz will drive students to read and build a basic foundation on which AT2 and AT3 may develop. It includes nature of mental health issues, recognition of symptoms and general knowledge of assessment and treatment.	1, 2, 3, 4	20	
2 AT2: Group presentation and skills demonstration Students will be broken into groups and each group will have to present an assessment model in mental health counselling, and demonstrate through appropriate means how the assessment model is to be enacted.	2, 3, 4, 5	30	
3 AT3: Term paper Students have to write an individual paper of around 2500 words to examine an issue relating to mental health counselling. The paper should include: (1) applying a theory or concept (2) discussing and reflecting on the practice implications of the theory or concept for the situation or target group, (3) reflecting on ethical issues that may be involved.	1, 2, 3, 4, 5	50	

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

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

Criterion

Basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.

Excellent

(A+, A, A-) High acquisition of basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.

Good

(B+, B, B-) Significant acquisition of basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.

Fair

(C+, C, C-) Moderate acquisition of basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.

Marginal

(D) Basic acquisition of basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.

Failure

(F) Fail to acquire basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.

Assessment Task

2. Group presentation and skills demonstration (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to apply knowledge & skills for specific groups.

Excellent

(A+, A, A-) High ability to apply knowledge & skills for specific groups.

Good

(B+, B, B-) Significant ability to apply knowledge & skills for specific groups.

Fair

(C+, C, C-) Moderate ability to apply knowledge & skills for specific groups.

Marginal

(D) Basic ability to apply knowledge & skills for specific groups.

Failure

(F) Fail to apply knowledge & skills for specific groups.

Assessment Task

3. Term paper (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to apply the knowledge & skills in a specific topic in multi-cultural counselling

Excellent

(A+, A, A-) High ability to apply the knowledge & skills in a specific topic in multi-cultural counselling

Good

(B+, B, B-) Significant ability to apply knowledge & skills in a specific topic in multi-cultural counselling

Fair

(C+, C, C-) Moderate ability to apply knowledge & skills in a specific topic in multi-cultural counselling

Marginal

(D) Basic ability to apply knowledge & skills in a specific topic in multi-cultural counselling.

Failure

(F) Fail to apply the knowledge & skills in a specific topic in multi-cultural counselling

Assessment Task

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

Criterion

Basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.

Excellent

(A+, A, A-) High acquisition of basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.

Good

(B+, B) Significant acquisition of basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.

Marginal

(B-, C+, C) Moderate to basic acquisition of basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.

Failure

(F) Fail to acquire basic knowledge on pathology, symptom recognition, major psychoses and common mental disorders, and general knowledge of assessment and treatment.

Assessment Task

2. Group presentation and skills demonstration (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Ability to apply knowledge & skills for specific groups.

Excellent

(A+, A, A-) High ability to apply knowledge & skills for specific groups.

Good

(B+, B) Significant ability to apply knowledge & skills for specific groups.

Marginal

(B-, C+, C) Moderate to basic ability to apply knowledge & skills for specific groups.

Failure

(F) Fail to apply knowledge & skills for specific groups.

Assessment Task

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

Criterion

Ability to apply the knowledge & skills in a specific topic in multi-cultural counselling

Excellent

(A+, A, A-) High ability to apply the knowledge & skills in a specific topic in multi-cultural counselling

Good

(B+, B) Significant ability to apply knowledge & skills in a specific topic in multi-cultural counselling

Marginal

(B-, C+, C) Moderate to basic ability to apply knowledge & skills in a specific topic in multi-cultural counselling

Failure

(F) Fail to apply the knowledge & skills in a specific topic in multi-cultural counselling

Part III Other Information**Keyword Syllabus**

1.1 Understanding the biological and psychosocial issues of major types of mental illness

Symptoms of mental illnesses, biological, psychological and social factors relevant to different types of mental illness.

1.2 Assessment in mental illness

Different assessment frameworks for different types of mental illness, assessment skills relevant to the types of mental illness, “Do and Don’t” in assessing a particular type of mental illness.

1.3 Intervention in mental illness

Different intervention models for treating different types of mental illness, different intervention strategies in dealing with different mental illness, “Do and Don’t” in intervening in a particular type of mental illness.

1.4 Ethical and legal issues in mental illness

Mental Health Ordinance of Hong Kong, individual rights and the welfare of the community, social control, discrimination, social justice.

1.5 Inter-disciplinary collaboration

Exploration of the roles of social work profession in collaboration with medical and allied health professionals in mental health assessment and intervention.

Reading List**Compulsory Readings**

Title	
1	Corcoran, J., & Walsh, J. (2009). Mental health in social work: A casebook on diagnosis and strengths-based assessment. Pearson Higher Ed.
2	Wong, D. F. K. Wong (2006). Clinical case management for people with mental illness: A bio-psychosocial vulnerability-stress model. Haworth Press. (Chinese version is available in bookstore)

Additional Readings

Title	
1	Barker, P. J. & Baldwin, S. (1991). Ethical issues in mental health. Chapman and Hall.
2	Ekdawi M. Y. & Conning A. M. (1994). Psychiatric rehabilitation: A practical guide. Chapman & Hall.
3	Huxley, P. (1985). Social work practice in mental health. Gower Publishing.

4	Jacobs, P., Crichton, E., Visotina M. (1989). Practical approaches to mental health care. MacMillan Company of Australia.
5	Hong Kong SAR Government (2019). Mental Health Ordinance. Retrieved on 19th September 2019 from https://www.elegislation.gov.hk/hk/cap136!en.pdf?FILENAME=Consolidated%20version%20for%20the%20Whole%20Chapter.pdf&DOC_TYPE=Q&PUBLISHED=true
6	Walsh, J. (2000). Clinical case management with persons having mental illness. Brooks/Cole/Thomson Learning.
7	American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders: DSM-5. American Psychiatric Association.
8	http://www.amhca.org (American Mental Health Counselling Association)
9	http://www.mentalhealth.org.uk (UK Mental Health Association)