

Master of Science and Postgraduate Diploma in Mental Health

2018-19

Handbook for students

Department of Psychiatry, Graduate Division of Medical Sciences,

The Chinese University of Hong Kong



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## **I. Overview**

Mental health problems and mental disorders are highly prevalent in Hong Kong and worldwide. The morbidity, loss of productivity and health care cost incurred from mental health problems have been escalating and are expected to increase. Advances in neuroscience brought about breakthroughs in the knowledge base of pathogenesis of different mental disorders. It is increasingly recognized that complex interactions between constitutional predisposition and environmental influences are important determinants underlying behavioral and psychological disturbances of major mental disorders. More importantly, there have been major developments in multi-faceted evidence-based treatment models with greatly improved treatment outcomes. At the end of 2008, there are just 262 specialist psychiatrists in Hong Kong. While psychiatrists focus on the management of severe mental disorders and high-risk complex psychiatric conditions, most prevalent mental health problems respond effectively to time-limited and evidence-based treatments at community level where the availability and accessibility of treatment facilities and skilled personnel are inadequate at the current level of provision in Hong Kong. In light of global and local economic downturn, prevailing substance misuse problems in youth and population aging in Hong Kong, health care burden due to mental disorders across lifespan are expected to increase in our community. However, owing to the complexity of disease mechanisms and the rapidly advancing body of knowledge, training in management of psychiatric disorders and mental health problems in the undergraduate medical and health related curricula fail to meet the pressing needs for mental health care of our population.

Through the proposed postgraduate programme, we aim to equip doctors (primary care practitioners in particular) and mental health professionals with cutting edge knowledge and skills in different aspects of mental health care. The ultimate goal will be to improve availability of high-quality mental health care for persons with mental health problems at community level. The course emphasizes conceptual understanding, as well as appraisal of practical aspects of disease causation and management. Assessment and management of different mental health problems and disorders will be included. The practical aspects of psychiatric care are strongly emphasized. The exposure provides students with opportunities to develop skills of independent learning, critical appraisal and research.

## II. Programme details

For Postgraduate Diploma Programme, 15 credit units are required (including 13 units from mandatory courses and 2 units from elective courses). For Master of Science programme, 31 credit units are required (including 21 units from mandatory courses, 2 units from elective courses and 8 units on research project).

### *Postgraduate Diploma (One-year program) and Master of Science (First Year Program)*

Code	Title	Units
<b><u>FIRST TERM</u></b>		
MHLS5101	Introduction to Mental Health and Related Issues	1
MHLS5102	Common Mental Health Problems and its Management	3
MHLS5103	Basic Psychopharmacology	2
<b><u>SECOND TERM</u></b>		
MHLS5104	Fundamentals of Psychotherapeutic Intervention	3
MHLS5301	Introduction to Research Methodology	2
MHLS5201	Severe Mental Disorders & Risk Assessments	2
MHLS5202	Old Age Psychiatry ( <i>elective</i> )	2
MHLS5203	Child & Adolescent Psychiatric Problems ( <i>elective</i> )	2
	Supervised Essay Writing	
	<b><i>First Year's Total Number of Units</i></b>	15

### *Master of Science (Second Year Program)*

Code	Title	Units
<b><u>FIRST TERM</u></b>		
MHLS5105	Clinical Supervision and Practice 1	4
MHLS5302	Research Project 1	4
<b><u>SECOND TERM</u></b>		
MHLS5106	Clinical Supervision and Practice 2	4
MHLS5303	Research Project 2	4
	<b><i>Second Year's Total Number of Units</i></b>	16

***A. Core Courses in first year (applicable to both Master and Post-graduate Diploma students)***

**Introduction to Mental Health and related issues (MHLS 5101) (1 unit)**

The introductory module will discuss the basic knowledge of mental health and related issues. Students will be expected to gain an understanding of the principles underlying assessment and management in modern mental health science and the clinical applications.

Lecture topics include:

- History of Psychiatry
- Interview Skills
- Making Sense of Psychiatric Interviews
- Common Mental Health Problems in Community

**Common Mental Health Problems and its management (MHLS 5102) (3 units)**

This module continues to explore mental health in theoretical and practical settings. Its overall objective is to provide students with a more in-depth understanding of mental health care. Clinical knowledge and management skills of different mental illnesses will be covered. By the end of the module, students should have developed the basic skills needed to manage patients in an integrated and coordinated manner.

Lecture topics include:

- Introduction to Old Age Psychiatry
- Introduction to Child and Adolescent Psychiatry
- Classification of Mood Disorders and Disorder of Emotions
- Substance Misuse Disorders: a Community Perspective
- Perinatal Psychiatry
- Stress-related Disorders and Anxiety Disorders I & II
- Sleep Disorders
- Personality Disorders I & II

Clinical Case Conferences – in three sessions, 3~4 slots per session (one slot=45 minutes) for students' presentations

### Basic Psychopharmacology (MHLS 5103) (2 units)

This module will provide students with a solid grounding in psychopharmacotherapy, as applied to mental health care. Through understanding of the pharmacodynamics and pharmacokinetics of major categories of psychotropic drugs commonly used in modern clinical practice, students should be able to appreciate the scientific basis of the efficacy and tolerability profiles of pharmacological agents. Students are also guided to develop a critical appraisal approach to the evidence basis for the commonly used pharmacological treatment algorithm.

Lecture topics include:

- Antidepressants- Clinical Use
  - Antidepressants- Basic Psychopharmacology
  - Antipsychotics- Clinical Use
  - Antipsychotics- Basic Psychopharmacology
  - Mood stabilizers- Clinical Use
  - Mood stabilizers- Basic Psychopharmacology
  - Anxiolytics and Benzodiazepines- Clinical Use
  - Anxiolytics and Benzodiazepines- Basic Psychopharmacology
  - Other Non-pharmacological Biological Interventions for Mental Disorders
- Clinical Case Conferences - in three sessions, 3~4 slots per session (one slot=45 minutes) for students' presentations

### Fundamentals of Psychotherapeutic Intervention (MHLS 5104) (3 units)

This module will provide students with a solid grounding in psychological intervention, as applied to mental health care. The historical perspectives, theoretical basis, therapeutic process and practical applications of some commonly known psychotherapeutic approaches including Cognitive Behavioral Therapy, Psychoanalysis, Hypnosis, Group Therapy & Counseling will be discussed.

Lecture topics include:

- History and Development of Psychotherapy
  - Overview of Psychotherapeutic Approaches
  - Psychotherapy for Personality Disorders
  - Dialectical Behavioral Therapy and Interpersonal Therapy
  - Psychodynamic Approaches to Psychotherapy
  - Cognitive Behavioral Therapy- Theory and Principles
  - Cognitive Behavioral Therapy- Clinical Approaches
  - Psychological Intervention for Severe Mental Disorder
  - Mindfulness-based Interventions
  - Marital Therapy
  - Bereavement Counseling
  - Family Interventions
- Clinical Case Conferences - in three sessions, 3~4 slots per session (one slot=45 minutes) for students' presentations or case sharing by Teachers

### Introduction to Research Methodology (MHLS 5301) (2 units)

The introductory module will discuss the basic knowledge of research methodology. Students will be expected to gain an understanding of the principles to design and conduct research, research ethics and fundamentals of biostatistics.

Lecture topics include:

- Research Ethics
- Introduction to Research Methodology; 1) Study Design and sampling; 2) Assessment Tools, Validity and Reliability Issues
- Practical: Critical Appraisal of Scientific Publications
- Introduction to Biostatistics in Mental Health Research
- Principles and Common Approaches to Multivariate Analysis I & II
- Practice Session on SPSS and Other Common Statistical Packages
- Thesis Preparation

### Severe Mental Disorders & Risk Assessments (MHLS 5201) (2 units)

This module aims to equip students with an in-depth understanding of the multidisciplinary approach to the care for severe mental disorders ranging from Schizophrenic Spectrum Disorder, Bipolar Affective Disorder, Organic Psychotic/Mood Disorder, Substance-related Mental and Behavioral Disorders and Personality disorders.

Lecture topics include:

- Schizophrenic Spectrum Disorder and related Psychotic Disorders - Diagnostic Issues
- Schizophrenic Spectrum Disorder and related Psychotic Disorders - Assessment and Management
- Bipolar Affective Disorder and Bipolar Spectrum Disorder- Diagnostic Issues
- Bipolar Affective Disorder and Bipolar Spectrum Disorder- Assessment and Management
- Organic Psychotic/ Mood Disorders
- Suicide and Mental Health
- Mental Health Ordinance
- Case Management Approach and Community Rehabilitation for Severe Mentally Illness
- Risk Assessment and Prediction of Violence
- Introduction to Forensic Psychiatry
- Substance-related Mental and Behavioral Disorders at Tertiary Care Level
- Clinical Case Conference - Case Sharing by Teachers

***B. Elective courses in first year (applicable to both Master and Post-graduate Diploma students)***

**Old Age Psychiatry (MHLS 5202) (2 units)**

This module will equip students with basic knowledge and understanding concerning common mental health problems in late life. Assessment and management skills for mild cognitive impairment, dementia, delirium, depression, and adjustment problems will be introduced. Fundamentals of pharmacological and non-pharmacological intervention in the context of multi-disciplinary service models will be emphasized.

Lecture topics include:

- Cognitive Assessment for the Elderly
- Functional Assessment for the Elderly
- Depression in the Elderly
- Suicidal Behaviors in the Elderly
- Dementia and Mild Cognitive Impairment
- Delirium in the Elderly
- Innovative Technologies in Cognitive Training
- Vascular Cognitive Impairment
- Pharmacotherapy for Old-age Psychiatric Problems
- Non-pharmacological Interventions in Old-age Psychiatry
- Mental Capacity and Consent to Treatment
- Guardianship and Ethical Issues
- Service Models and Preventive Aspects in Psychogeriatric
- Community Service for the Frail Elderly and How to Promote Brain Health
- Carer Interventions in Elderly Mental Health Problems
- Clinical Case Conference in Severe Mental Illness and Assessment

**Child & Adolescent Psychiatric Problems (MHLS 5203) ( 2 units)**

This module aims to equip students with the knowledge and understanding of issues pertaining to children's mental health. A developmental perspective and multidisciplinary approach will be introduced. The assessment and management of common disorders ranging from neurodevelopmental problems, internalizing problems and externalizing problems will be covered. At the end of the module, students should have developed the basic skills in the identification of child and adolescent mental health problems, and be aware of the appropriate intervention strategies and services available.

Lecture topics include:

- Child Mental Health Assessment: Developmental Perspective, Family Approach and Multidisciplinary Approach
- Internalizing Problems
- Pervasive Developmental Disorders



- Externalizing Problems: Attention-deficit Hyperactivity Disorders, Oppositional Defiant Disorders and Conduct Disorders
- Childhood/Adolescent Onset Psychotic Disorders
- Pharmacotherapy for Child and Adolescent Psychiatric Problems
- Specific Learning Difficulties
- Child Abuse and Related Issues
- Eating Disorders
- Service Delivery Model in Child and Adolescent Psychiatry
- Clinical Case Conference in Child and Adolescent Psychiatry

***C. Second year courses (applicable to Master of Science only)***

Research Project 1-2 (MHLS 5302/5303) (8 units)

During the second year of the MSc course, students will carry out a research project in the field of mental health studies under the supervision of a supervisor assigned by the programme directors. Each student will contact their supervisor for supervising research study and dissertation writing. At different stages of the dissertation project (from conceptualizing research questions, literature review, drafting research protocol and fieldwork plans, acquiring ethical approval, conduction of fieldwork, to data analysis and dissertation writing), student should arrange regular meetings with the assigned supervisor through teleconferencing, Skype or other internet platforms, or meeting during the modules. The research supervisor will give timely advice on the methodology issues, ethical considerations, feasibility of fieldwork, approach to data analysis, interpretation of findings, as well as style and presentation of the dissertation.

The two modules MHLS 5302 and 5303 count towards 8 units of the second year program.

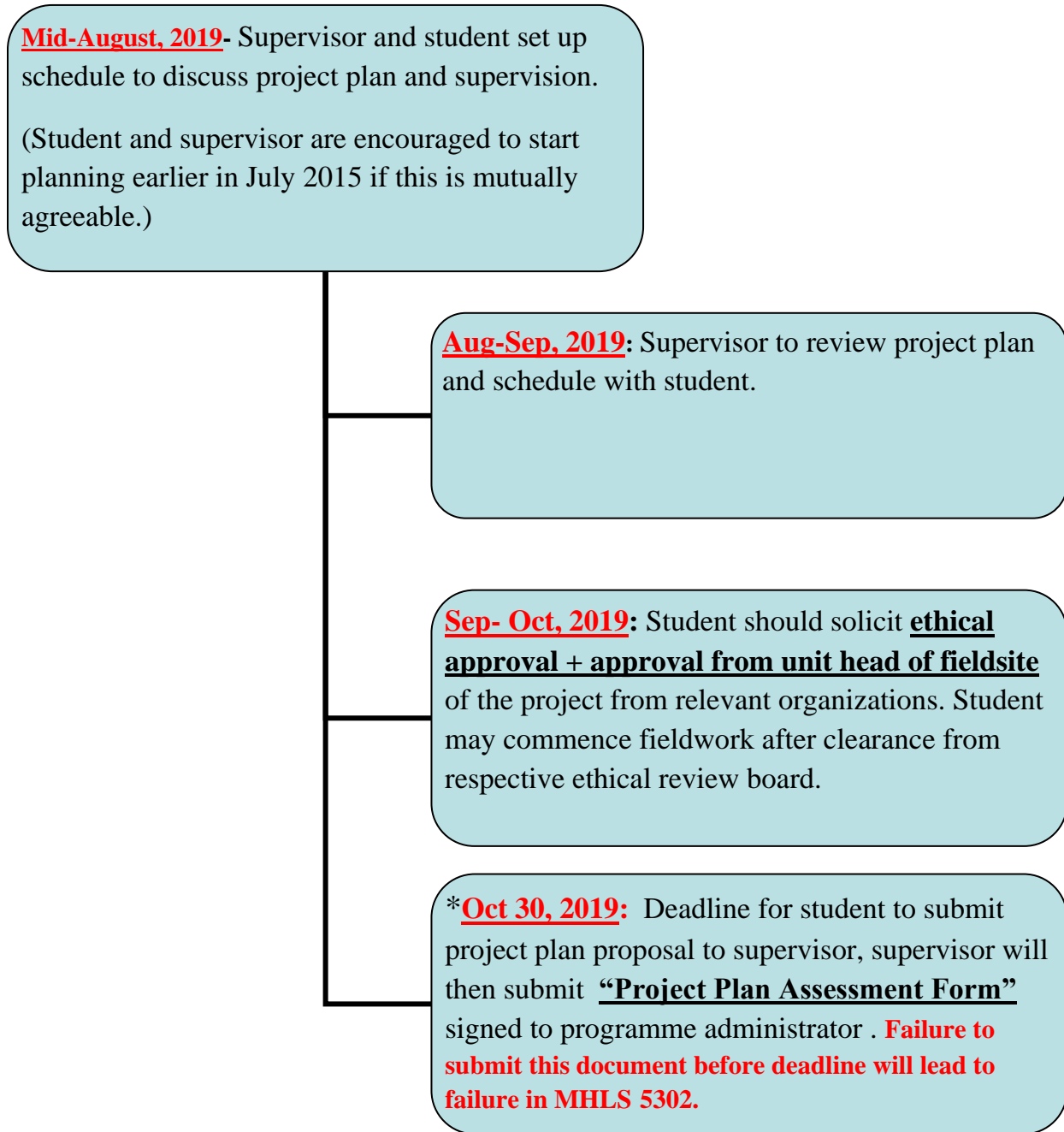


Fig 1. Flowchart showing the course work requirements of MHLS 5302 (First Term in Second Year Program)

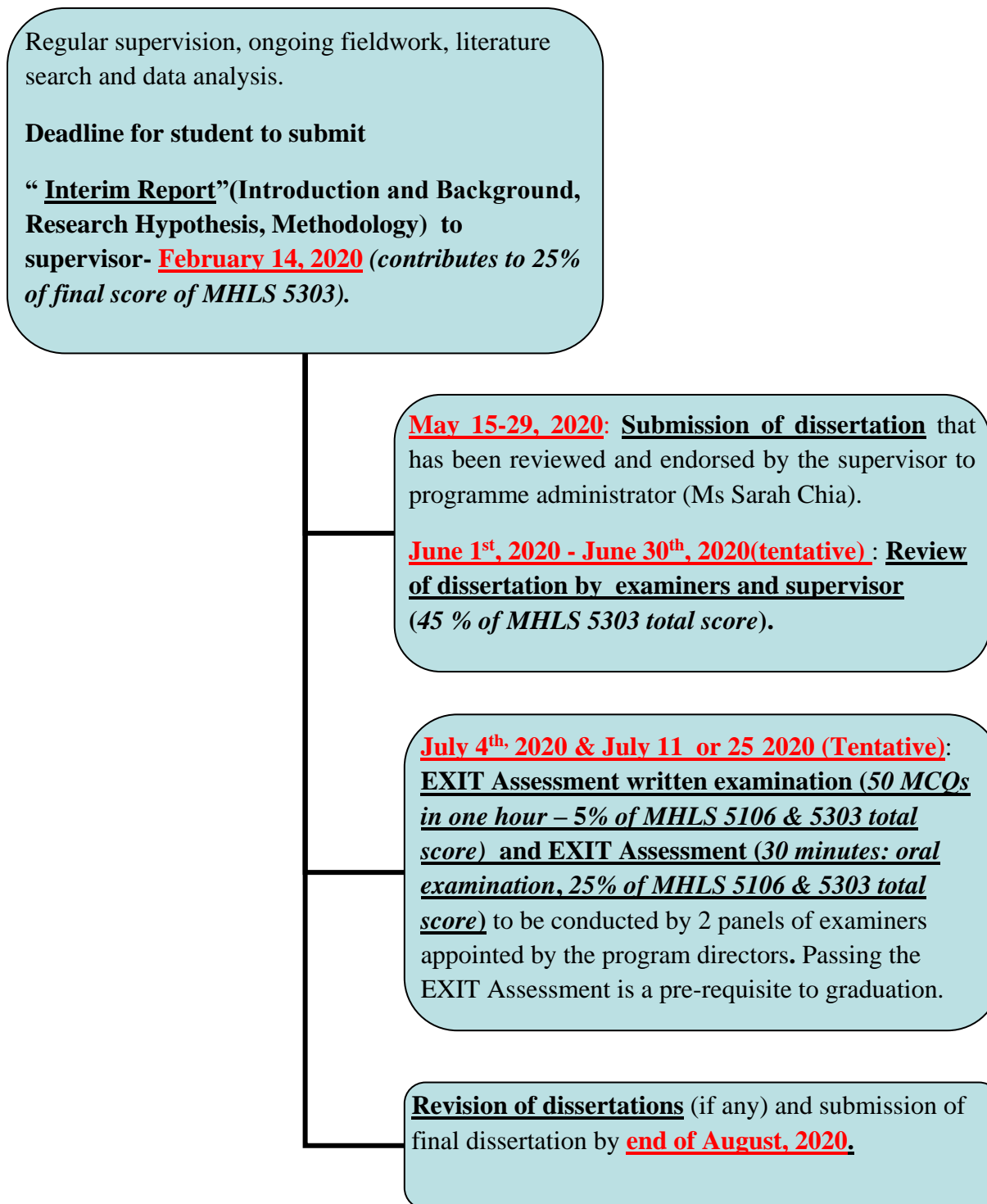


Fig 2. Flowchart showing the course work requirements and formative assessment of MHLS 5302 (Second Term in Second Year Program)

### Clinical Supervision and Practice 1-2 (MHLS 5105/5106) (8 units)

The two modules **MHLS 5105 and 5106** count towards 8 units of the second year program. These two modules require work-related exposure to settings involving care of persons with mental health problems or mental disorders, in a medical (including nursing and allied health disciplines) or social setting. Students are required to submit **six case reports (800-1500 words each)** with case discussion with clinical supervisors assigned to each student by the program directors.

Student should arrange regular meetings with the assigned supervisor through teleconferencing, Skype or other internet platforms, or meeting in person during the modules.

**MHLS 5105 (Clinical Supervision and Practice I)** in the first term requires each student to conduct three in-depth case discussions with his/her supervisor and submit three accompanying case reports. Both components will be rated by the clinical supervisor.

**MHLS 5106 (Clinical Supervision and Practice II)** also requires each student to conduct three in-depth discussions with his/her supervisor and submit three accompanying reports. Both components will be rated by the clinical supervisor.

***Note: Details of these two modules are to be found in another document, “General Guidelines on Clinical Supervision and Practice I and II (MHLS 5105-5106)”***

### III. Assessments and graduation requirements

#### Grade calculation of First Year Modules and cumulative GPA

##### **First term modules (MHLS 5101, MHLS 5102, MHLS 5103):**

There is a summative assessment in the form of a combined multiple-choice question paper (single best answer out of five options) will be held at the end of the first term to cover topics relevant to the three modules. There are 50 questions on each module. The MCQ scores in each module will contribute to 100% of the module scores.

##### **End of Year Examination (MHLS 5301, MHLS 5104, MHLS 5201, MHLS 5202 OR MHLS5203):**

For summative assessment, a combined multiple-choice question paper (containing 200 stem questions in the form of single best answer out of five options) will be held at the end of the second term. 50 questions will be devoted to each module (MHLS 5301, MHLS 5104, MHLS 5201, MHLS 5202/MHLS 5203) respectively. Under each module, there are **10% of integrated questions tapping into subject matters taught in the first term modules as applied to the clinical contexts covered in the second term modules**. The respective MCQ scores on each module will contribute to 50% of the module scores except MHLS 5301 will contribute 100% of the module scores. As for continuous assessment, each student has to submit **an essay** (800-1500 words) on a selected topic (contributes to 20% of the second term GPA) and has to pass an **in-class assessment during designated case conferences** when students will take turn to host in-depth discussion of a selected case (contributes to 30% of the second term GPA).

*Raw scores under each module will be normalized to grades set by the University. The grade conversion to grade point (converted point) is shown as follows:*

**Table 1**

Grade and Standard	Sub-divisions (if Needed)	Converted Points
A : Excellent	A	4.0
A- : Very Good	A-	3.7
B : Good	B+	3.3
	B	3.0
	B-	2.7
C : Fair	C+	2.3
	C	2.0
	C-	1.7
D : Pass	D+	1.3
	D	1.0
F : Failure	F	0.0
P : Ungraded pass	Not counted in the calculation of the grade point Average (GPA)	

**Term GPA= Total of (Converted Points x Module Units)/(Total number of Term Units attempted)**

**Cumulative GPA = Sum of (Converted Points \* Module Unites)/ Sum of (Total number of Units attempted)**

**Grade calculation for —second year modules**

**MHLS 5105**=*Average score of three case reports submitted in the first term*

**MHLS 5106**=*Average score of three case reports submitted in the second term (70%) + \*Exit Assessment (30%)*

**MHLS 5302**- “Ungraded pass” with submission of an endorsed “Project Plan Assessment Form” before deadline; or else the student will be graded “F” (failure) for this module.

**MHLS 5303 will be derived from the following formula-**

*Interim assessment report (25%) + Dissertation evaluation report (45%) + \*Exit Assessment (30%)*

**\*see explanatory note below in Box 2**

## **Box 2. Notes on Exit Assessment**

The “Exit Assessment” is a combined assessment of modules on “Research Project II” and “Clinical Supervision and Practice II” of the year 2 program of the Master of Science in Mental Health. The two components of the Exit Assessment are: i) Written Examination—50 Multiple Choice Questions to be completed in 60 minutes (5% of total score), which cover all the modules taught in Term 1 & 2; ii) Oral Examination (25% of total score).

**The Exit Assessment aims at systematically examining the following attributes:**

**a. In the clinical practice of professional skills related to mental health sciences:**

- a1. An awareness of the relative benefits, costs and risks of different procedures and treatments;
- a2. Openness to change in one’s practice and beliefs in the light of demonstrated advances in knowledge;

**b. In research in mental health sciences:**

- b1. Adherence to the relevant ethical principles when involved in clinical research;
- b2. Conformity to general accepted scientific principles, should the research be based on a thorough knowledge of the scientific literature, or be planned and executed according to established standards;

**c. In the professional role of being a health care worker serving in fields related to mental health science:**

- c1. Recognizing the obligation to maintain appropriate ethical standards in one’s professional practice, and in those aspects of one’s personal life;
- c2. Seeking to develop constructive and cooperative working relationship with colleagues and other mental health professionals involved in the provision of care to patients;
- c3. Expressing viewpoints with candor and respect in the event of differences of opinion;

**Details of the oral examination:**

The panel of examiners will grade the oral examination that contributes to 25% of the total score on MHLS 5303 (Research Project II), as well as MHLS 5106 (Clinical Supervision and Practice II). It will be held on 4<sup>th</sup> (Exit-written), 11<sup>th</sup> or 25<sup>th</sup> (Exit-oral) of July, 2020 (**Tentative dates**).

The panel of examiners for the *oral* examination shall be

Program Director or Panel Chairman; Module/Research/Clinical Supervisor .

**Format of Exit Assessment:**

- a. 10 minute presentation of thesis.
- b. 10 minute discussion with examiners on areas related to thesis.
- c. 10 minute viva on areas related to case studies submitted, aspects on mental health care and services with special relevance to this locality. Ability to synthesize book knowledge into practical applications to different service settings will be emphasized.

*Raw scores of each module will be normalized by the OES to grades and converted points set by the University ( see table 1) for computation of term and cumulative GPAs by the following formulae:*

Term GPA= Total of (Converted Points x Module Units)/(Total number of Term Units attempted)

Cumulative GPA = Sum of (Converted Points \* Module Unites)/ Sum of (Total number of Units attempted)



## ***Graduation Requirements***

### **1) Credit units**

**Postgraduate diploma** - 15 credit units are required (include 13 units from mandatory courses and 2 units from elective courses).

**Master of Science** - 31 credit units are required (include 21 units from mandatory courses, 2 units from elective course and 8 units by research project).

### **2) 80% attendance of the lectures, seminars, tutorials, and practical sessions;**

### **3) Pass all assessments and program requirements and acquire a cumulative overall GPA of at least 2.0. Student who fails any of the course(s) is required to retake the same course(s) in the subsequent year to fulfill the graduation requirement.**

#### IV. Roles of class representatives

Two to four class representatives will be elected on the first day of school. Class representatives will be mainly responsible for collecting the attendance sheets and sent to Miss Sarah Chia by fax : 2667-8308 or email ([pgmentalhealth@cuhk.edu.hk](mailto:pgmentalhealth@cuhk.edu.hk)), as well as uploading speakers' power points in class..

#### V. Selection of essay topics

At the beginning of the second semester, each student will be given a list of essay topics to choose from. Each student has to submit a type-written essay (800-1500 words) on the selected topic on or before 17<sup>th</sup> May, 2019 via VeriGuide. This essay assignment is set up to enable students to apply the knowledge acquired through the course to do independent studies on the selected topics of interest. Students can start contacting their respective supervisors from Mar 15<sup>th</sup> to 3<sup>th</sup> May 2019 for advice and support on the essay assignment.

##### Correspondence Supervisors of Essay Topics

<u>Essay Topic</u>	<u>Essay Supervisors</u>	<u>Email Contact</u>
Collaborative care model in the management of common mental health problems- why is it needed for modern mental health care?	Prof Sandra Chan	<a href="mailto:schan@cuhk.edu.hk">schan@cuhk.edu.hk</a>
Role of case managers in the future development of community-oriented psychiatric service	Prof Sandra Chan	<a href="mailto:schan@cuhk.edu.hk">schan@cuhk.edu.hk</a>
Mania and creativity- myth or fact?	Prof Sandra Chan	<a href="mailto:schan@cuhk.edu.hk">schan@cuhk.edu.hk</a>
Cognitive Behavior Therapy (CBT) is currently the most accepted and most-widely used psychological treatment modality for high-prevalence disorders. Please discuss.	Dr Teresa Chan	<a href="mailto:chansft@ha.org.hk">chansft@ha.org.hk</a>
Non-pharmacological interventions are considered as the first-line treatment for Behavioral and psychological symptoms (neuropsychiatric symptoms) of dementia. Please discuss with reference to recent literature	Dr Cindy Tam	<a href="mailto:tamwoonchi@hotmail.com">tamwoonchi@hotmail.com</a>

Capacity-to-consent refers to a person's ability to make meaningful decisions and it is decision and context specific (Zayas, et al, 2005). How to assess the capacity-to-consent for research involving elderly with mental problems? What are the important ethical considerations in conducting the research?	Dr Cindy Tam	<a href="mailto:tamwoonchi@hotmail.com">tamwoonchi@hotmail.com</a>
How does caring for an autistic child impact on the parents' mental health?	Prof Kelly Lai	<a href="mailto:kellylai@cuhk.edu.hk">kellylai@cuhk.edu.hk</a>
Prevention of adolescent depression – what works?	Prof Kelly Lai	<a href="mailto:kellylai@cuhk.edu.hk">kellylai@cuhk.edu.hk</a>
Use of anti-epileptic drugs in the treatment of severe mental illness- discuss the common clinical indications and tolerability issues.	Prof Sandra Chan	<a href="mailto:schan@cuhk.edu.hk">schan@cuhk.edu.hk</a>
Depression has become a fashionable issue for busy city dwellers in Hong Kong. As a health professional, comment on the use of antidepressants in the treatment of mild depressive symptoms and disorders in the community	Prof Sandra Chan	<a href="mailto:schan@cuhk.edu.hk">schan@cuhk.edu.hk</a>

## **VI. Case conference sessions**

At the beginning of the first semester, our administrator Miss Sarah Chia will circulate a case presentation rota to the class. Students should notify Sarah of any changes in schedule within four weeks.

## **VII. Electives**

At the beginning of the first semester, our administrator Miss Sarah Chia will circulate an enrolment form for elective modules. Each student should indicate their choice of electives (*two out of three modules*).

## **VIII. Submission of written assignments**

Any written assignment should be submitted to Prof Sandra Chan via VeriGuide ([https://academic.veriguide.org/academic/login\\_CUHK.jspx](https://academic.veriguide.org/academic/login_CUHK.jspx)) before designated deadlines for respective assignments (for essay and thesis submission). The login username of VeriGuide is the same as your Computing id (e.g. s123456 or b234567) and the password is the same as your CWEM password. Assignments submit under course code “MHLS-5301-Introduction to Research Methodology” Term 2 2018-19, assignment number=1, Supervisor= Prof Sandra Chan. Please put down 1. Name 2.Essay title on the front page.

## **IX. Plagiarism and academic honesty**

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, in the form of a computer-generated document that is principally text-based must be submitted via VeriGuide as well (fill in Assignment number:1; Course :MHLS 5301; Marker: Prof Sandra Chan as parameters for uploading no matter who your assigned supervisor), the statement in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt and sign declaration generated by VeriGuide will not be graded by teachers. A sample of receipt with declaration form is as follows:

The Chinese University of Hong Kong  
Academic Honesty Declaration Statement

Submission Details

Student Name			
Year and Term	2010-2011 Term 2		
Course	MHLS-5203-- Child & Adolescent Psychiatry		
Assignment Marker	Professor LAI Yee Ching Kelly		
Submitted File Name	MSc In Mental Health - Essay 2010 - 2011 Final Version.doc		
Assignment Number	1	Due Date (provided by student)	2011-07-15
Submission Reference Number	364713	Submission Time	2011-07-15 00:17:53

Agreement and Declaration on Student's Work Submitted to VeriGuide

VeriGuide is intended to help the University to assure that works submitted by students as part of course requirement are original, and that students receive the proper recognition and grades for doing so. The student, in submitting his/her work ("this Work") to VeriGuide, warrants that he/she is the lawful owner of the copyright of this Work. The student hereby grants a worldwide irrevocable non-exclusive perpetual licence in respect of the copyright in this Work to the University. The University will use this Work for the following purposes.

(a) Checking that this Work is original

The University needs to establish with reasonable confidence that this Work is original, before this Work can be marked or graded. For this purpose, VeriGuide will produce comparison reports showing any apparent similarities between this Work and other works, in order to provide data for teachers to decide, in the context of the particular subjects, course and assignment. However, any such reports that show the author's identity will only be made available to teachers, administrators and relevant committees in the University with a legitimate responsibility for marking, grading, examining, degree and other awards, quality assurance, and where necessary, for student discipline.

(b) Anonymous archive for reference in checking that future works submitted by other students of the University are original

The University will store this Work anonymously in an archive, to serve as one of the bases for comparison with future works submitted by other students of the University, in order to establish that the latter are original. For this purpose, every effort will be made to ensure this Work will be stored in a manner that would not reveal the author's identity, and that in exhibiting any comparison with other work, only relevant sentences/ parts of this Work with apparent similarities will be cited. In order to help the University to achieve anonymity, this Work submitted should not contain any reference to the student's name or identity except in designated places on the front page of this Work (which will allow this information to be removed before archival).

(c) Research and statistical reports

The University will also use the material for research on the methodology of textual comparisons and evaluations, on teaching and learning, and for the compilation of statistical reports. For this purpose, only the anonymously archived material will be used, so that student identity is not revealed.

I confirm that the above submission details are correct.

I have read the above and in submitting this Work fully agree to all the terms.

I declare that this Work here submitted is original except for source material explicitly acknowledged, the same or closely related material has not been previously submitted for same or different courses, and that the submitted soft copy with details listed in the <Submission Details> above is identical to the hard copy(ies), if any, which has(have) been / is(are) going to be submitted.

I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the University website <Honesty in Academic Work: A Guide for Students and Teachers>.

\_\_\_\_\_  
Signature ( )

\_\_\_\_\_  
Date

Instruction for Submitting Hard Copy / Soft Copy of the Assignment

This signed declaration statement should be attached to the hard copy assignment or submission to the course teacher, according to the instructions as stipulated by the course teacher. If you are required to submit your assignment in soft copy only, please print out a copy of this signed declaration statement and hand it in separately to your course teacher.

## **Appendix I – Programme directors, course coordinators and administrator**

### Programme Directors:

Professor Linda Lam, Department of Psychiatry, CUHK  
[cwlam@cuhk.edu.hk](mailto:cwlam@cuhk.edu.hk)

Dr Sandra Chan, Department of Psychiatry, CUHK  
[schan@cuhk.edu.hk](mailto:schan@cuhk.edu.hk)

### Panel Chairman:

Dr Kelly Lai, Department of Psychiatry, CUHK  
[kellylai@cuhk.edu.hk](mailto:kellylai@cuhk.edu.hk)

Dr Arthur Mak, Department of Psychiatry, CUHK  
[arthurdpmak@cuhk.edu.hk](mailto:arthurdpmak@cuhk.edu.hk)

### Module Coordinator:

Dr Teresa Chan, Consultant Psychiatrist, Department of Psychiatry, Tai Po Hospital  
[chansft@ha.org.hk](mailto:chansft@ha.org.hk)

Dr Cindy Tam, Associate Consultant, Department of Psychiatry, North District Hospital  
[tamwoonchi@hotmail.com](mailto:tamwoonchi@hotmail.com)

### Administrator:

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## Appendix II—Teachers

<b><u>Name</u></b>	<b><u>Title and Affiliation</u></b>
Prof CN Chen	Private Psychiatrist; Emeritus and Clinical Professor (Honorary), Department of Psychiatry, CUHK
Prof YK Wing	Chairperson and Professor, Department of Psychiatry, CUHK
Prof Linda Lam	Programme Director and Professor, Department of Psychiatry, CUHK
Dr Sandra Chan	Programme Director and Associate Professor, Department of Psychiatry, CUHK
Prof Helen Chiu	Professor, Department of Psychiatry, CUHK
Prof Sing Lee	Professor, Department of Psychiatry, CUHK; Director of Hong Kong Mood Disorders Centre
Prof WK Tang	Professor, Department of Psychiatry, CUHK
Dr Kelly Lai	Associate Professor, Department of Psychiatry, CUHK
Dr Arthur Mak	Assistance Professor, Department of Psychiatry, CUHK
Dr Allen Lee	Assistance Professor, Department of Psychiatry, CUHK
Prof Vincent Mok	Professor, Department of Medicine & Therapeutics, CUHK
Prof Joyce Ma	Professor, Department of Social Work, CUHK; Co-Clinical Director of the Academy of Family Therapy
Dr CS Tse	Associate Professor, Department of Department of Educational Psychology, CUHK
Dr CP Lee	Senior Lecturer, School of Pharmacy, CUHK
Prof ST Cheng	Chair Professor, Department Psychology and Gerontology , Hong Kong Institute of Education

<b><u>Name</u></b>	<b><u>Title and Affiliation</u></b>
Dr WC Chan	Clinical Associate Professor, Department of Psychiatry, The University of Hong Kong; Education Development Director
Dr Franki Lai	Assistance Professor, Occupational Therapy Department, Polytechnic University of Hong Kong
Dr CM Leung	Private Psychiatrist; Clinical Associate Professor (Honorary), Department of Psychiatry, CUHK
Dr WK Lee	Chief of Service, Consultant Psychiatrist, Division II, Kwai Chung Hospital; Clinical Associate Professor (Honorary), Department of Psychiatry, CUHK
Dr Roger Ng	Chief of Service, Consultant Psychiatrist, Department of Psychiatry, Kowloon Hospital; Clinical Professor (Honorary) , Department of Psychiatry, CUHK
Dr Bonnie Siu	Chief of Service, Forensic Psychiatry, Castle Peak Hospital
Dr Tung Wai Au Yeung	Adjust Associate Professor, Jockey Club Institute of Aging, The Chinese University of Hong Kong
Dr Ide Chan	Clinical Psychologist, Tuen Mun Hospital
Dr Michelle Chan	Private Psychologist, Union Hospital
Dr Teresa Chan	Consultant Psychiatrist, Department of Psychiatry, Tai Po Hospital; Clinical Associate Professor (Honorary) , Department of Psychiatry, CUHK
Dr WH Cheung	Private psychiatrist
Dr Dickson Chow	Resident Specialist, Department of Psychiatry, Prince of Wales Hospital; Clinical Assistant Professor (Honorary), Department of Psychiatry, CUHK
Dr Samson Fong	Private Psychiatrist; Clinical Associate Professor (Honorary), Department of Psychiatry, CUHK



<b><u>Name</u></b>	<b><u>Title and Affiliation</u></b>
Dr Joyce Lam	Private Psychiatrist; Clinical Associate Professor (Honorary), Department of Psychiatry, CUHK
Dr Grace Lee	Senior Occupational Therapist, Occupational Therapy Department, Kwai Chung Hospital
Dr Jess Leung	Private Psychiatrist; Clinical Associate Professor (Honorary), Department of Psychiatry, CUHK
Dr Flora Mo	Consultant, Department of Psychiatry, Alice Ho Miu Ling Nethersole Hospital; Clinical Assistant Professor (Honorary), Department of Psychiatry, CUHK
Dr FS Ng	Private Psychiatrist, Clinical Associate Professor (Honorary), Department of Psychiatry, CUHK
Dr Rachel Poon	Private Psychologist
Dr Ping Shiu Shum	Private psychiatrist
Dr Agatha Wong	Clinical Psychologist, Psychiatry Department, Kowloon Hospital
Dr Elisabeth Wong	Associate Consultant, Department of Psychiatry, North District Hospital; Clinical Assistant Professor (Honorary), Department of Psychiatry, CUHK
Dr Josephine Wong	Private Psychiatrist
Ms Jolene Mui	Nurse Consultant, Department of Psychiatry, Castle Peak Hospital; Adjunct Tutor, Department of Psychiatry, CUHK

### **Appendix III—Advisory Committee**

Dr YM Ip	Private Psychiatrists
Dr SF Hung	Private Psychiatrist
Prof CN Chen	Private Psychiatrist; Emeritus and Clinical Professor (Honorary), Department of Psychiatrist, CUHK
Dr Donald Li	Private Physician
Prof Sally Chan	Professor and Director of Education, Alice Lee Centre for Nursing Studies, National University of Singapore
Prof Albert Lee	Professor, School of Public Health and Primary Care, CUHK

## Appendix IV – Suggested readings

### **MHLS 5101/5102 (Introduction/ Common Mental Health Problems)**

\*¶ **The Psychiatric Mental Status Examination.** Paula T. Trzepacz, Robert W. Baker. *Oxford University Press.* 1993.

\*¶ **Models of the Mind: A Framework of Biopsychosocial Psychiatry.** Stephen L *Brunner-Routledge, Philadelphia.* 2001.

\***Shorter Oxford Textbook of Psychiatry.** Michael Gelder, Philip Cowen, Paul Harrison. *Oxford University Press.* 2006. (5<sup>th</sup> edition)

\***Kaplan & Sadock's comprehensive textbook of psychiatry (electronic resources).** Benjamin J. Sadock & Virginia A. Sadock et al (eds). *Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.* 2009. (9<sup>th</sup> edition)

### **MHLS 5103(Basic Psychopharmacology)**

**Stahl's Essential Psychopharmacology- Neuroscientific Basis and Practical Applications .** Stephen M. Stahl. *Cambridge University Press.* 2008. (3<sup>rd</sup> edition)

**Psychopharmacology for helping professionals : an integral exploration.** R. Elliott Ingersoll, Carl F. Rak. *Thomson/Brooks/Cole.* 2006.

\***Psychopharmacology : drugs, the brain and behavior.** Jerrold S. Meyer and Linda F. Quenzer. *Sinauer Associates.* 2005.

### **MHLS 5104 (Fundamentals of Psychotherapeutic Intervention)**

**Oxford Textbook of Psychotherapy.** Glen O. Gabbard, Judith S. Beck and Jeremy Holmes. *Oxford University Press.* 2005.

**An Introduction to the Psychotherapies.** Sidney Bloch. *Oxford University Press.* 2006. (4<sup>th</sup> edition)

**Cognitive therapy: basics and beyond.** Judith S. Beck. *New York, London : Guilford Press.* 1995.

**Mindfulness-based cognitive therapy for depression : a new approach to preventing relapse.** Zindel V. Segal, J. Mark G. Williams, John D. *New York: Guilford Press.* 2002.

**Interpersonal Psychotherapy: A clinician's guide.** Scott Stuart & Michael Robertson. *Arnold (Hodder Headline Group, London).* 2003.

**Medical hypnosis primer: clinical and research evidence.** Arreed Franz Barabasz. *New York : Routledge ; [Tiel, The Netherlands] : International Society of Hypnosis ; [Boston, MA] : Society for Clinical and Experimental Hypnosis.* 2010.

**Introduction to psychoanalysis : contemporary theory and practice.** Anthony Bateman & Jeremy Holmes. *London ; New York : Routledge,* 1995

**Mentalization-based treatment for Borderline Personality Disorder: A Practical Guide.** Anthony Bateman & Peter Fonagy. *Oxford University Press.* 2006.

**Dialectical Behavior Therapy in Clinical Practice: Applications across Disorders and Settings.** Linda A. Dimeff, Kelly Koerner (eds). *New York : Guilford Press.* 2007.

**Assessing families and couples : from symptom to system.** Salvador Minuchin, Michael P. Nichols, Wai-Yung Lee. *Boston : Pearson/Allyn and Bacon.* 2007.

**On Grief and Grieving: Finding the Meaning of Grief Through the Five Stages of Loss.** Elisabeth Kubler-Ross & David Kessler. *London ; New York : Simon & Schuster.* 2005.

**The Marriage Clinic: A Scientifically Based Marital Therapy.** John Mordechai Gottman. *New York : W.W. Norton.* 1999.

### **MHLS 5301(Introduction to Research Methodology)**

**\*Critical appraisal of medical literature.** David Marchevsky. *Kluwer Academic/Plenum Publishers, New York.* 2000.

**\*Biostatistics : a guide to design, analysis, and discovery.** Ronald N. Forthofer, Eun Sul Lee, Mike Hernandez. *Elsevier Academic Press.* 2007.(2<sup>nd</sup> Edition)

**\*Biostatistics : a foundation for analysis in the health sciences.** Wayne W. Daniel. *John Wiley & Sons.* 2009. (9<sup>th</sup> edition)

**\*Biostatistics and epidemiology : a primer for health and biomedical professionals.** Sylvia Wassertheil-Smoller. *Springer-Verlag.* 2004. (3<sup>rd</sup> edition)

**MHLS 5201(Severe mental disorders and risk assessments)**

**Treating chronic and severe mental disorders- a handbook of empirically supported interventions.** Stefan G Hoffman, Martha C Tompson. *The Guilford Press, New York, London.* 2002.

**Violence and Mental Disorders-Developments in risk assessment (The John D. and Catherine T. MacArthur Foundation Series on Mental Health and Development).** John Monahan & Henry J. Steadman. *The University of Chicago Press, Chicago and London.* 1994.

**\*Forensic Psychiatry: Influences of Evil.** Tom Mason et al (eds). *Totowa, NJ : Humana Press Inc.* 2006.

**\*Oxford textbook of suicidology and suicide prevention : a global perspective.** Danuta Wasserman and Camilla Wasserman (Eds). *Oxford ; New York : Oxford University Press.* 2009.

**\*Kaplan & Sadock's comprehensive textbook of psychiatry (electronic resources).** Benjamin J. Sadock & Virginia A. Sadock et al (eds). *Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.* 2009. (9<sup>th</sup> edition)

**\*Pharmacology and treatment of substance abuse : evidence- and outcome-based perspectives.** Lee M. Cohen et al (eds). *New York, NY : Routledge.* 2009.

**\*Textbook of community psychiatry. Graham Thornicroft and George Szukler (eds).** *Oxford ; New York : Oxford University Press.* 2001.

**MHLS 5202(Old Age Psychiatry)**

**Old Age Psychiatry (Oxford Specialist Handbooks in Psychiatry).** Bart Sheehan, Salman Karim, Alistair Burns. *Oxford University Press.* 2009.

**Guide to the Psychiatry of Old Age.** David Ames, Edmond Chiu, James Lindesay, Kenneth I. Shulman. *Cambridge University Press.* 2010.

***Oxford Textbook of Old Age Psychiatry.*** Robin Jacoby, Catherine Oppenheimer, Tom Denning, Alan Thomas (Eds). *Oxford University Press.* 2008.

**Mental Health and Later Life: Delivering a holistic model for practice.** John Keady, Sue Watts (Eds). *Routledge.* 2010.

**The old age psychiatry handbook [electronic resource]: a practical guide.** Joanne Rodda, Niall Boyce, Zuzana Walker. *Chichester, England; Hoboken, NJ: John Wiley.* 2008.

**MHLS 5203(Child and Adolescent Psychiatric Problems)**

**\*Practical child psychiatry:** the clinician's guide. Bryan Lask, Sharon Taylor, Kenneth P. Nunn. *London : BMJ Books.* 2003.

**\*Child and adolescent psychiatry : a practical guide.** Dorothy Stubbe. *Philadelphia : Lippincott Williams & Wilkins.* 2007.

**\*Child psychiatry.** Robert Goodman, Stephen Scott. *Oxford, UK ; Malden, MA : Blackwell.* 2005. (2<sup>nd</sup> edition)

**\*Lewis's child and adolescent psychiatry : a comprehensive textbook.** Andrés Martin, Fred R. Volkmar (eds). *Philadelphia : Wolters Kluwer Health/Lippincott Williams & Wilkins.* 2007 (4<sup>th</sup> edition)

**\*Biological child psychiatry** [electronic resource] : recent trends and developments. Volume editors, T. Banaschewski, L.A. Rohde. *Basel ; New York : Karger.* 2008.

**\*Child and adolescent clinical psychopharmacology.** Wayne Hugo Green. *Philadelphia : Wolters Kluwer Health/Lippincott Williams & Wilkins.* 2007. (4<sup>th</sup> edition)

Note:

1) Those marked with ¶ are useful for non-psychiatric practitioners to develop a useful framework for case formulation. You are highly recommended to read them before you work on your case conference presentation.

2) Those marked with \*= available in CU Library catalogue.