Course Code	HP4106
Course Title	Mental Health in the Community
Pre-requisites	HP1000 Introduction to Psychology
	HP1100 Fundamentals of Social Science Research
	HP2700 Abnormal Psychology
No of AUs	4

Course Aims

This course examines community-based approaches and interventions for promoting community well-being as well as preventing and managing mental health illnesses. The course introduces you to non-traditional, innovative approaches such as low intensity psychotherapeutic interventions, telemedicine, and the role of social media to promote mental health messages – efforts aiming at plugging gaps in services that have traditionally focused on treating more clinically significant illnesses in the individual therapy/counselling settings. There will be discussions on emerging research that examines the implementation and outcomes of community mental health programmes. The controversies and challenges in down-scaling psychological interventions to new settings where they are administered by professionals not traditionally trained in the specialization of psychology will be explored. Issues relating to the current state of mental health in Singapore and efforts to improve it will be touched on. You will be encouraged to apply lessons learned to the Singapore context. This course will have a strong application focus. Students who have an interest in applying theories and concepts to the actual implementation of promoting mental health in the community will find this course relevant.

Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) should be able to:
1. Recognise the broad range of interventions available and possible for psychologists to serve the community apart from the traditional setting of an individual therapy/counselling room (including newer innovative approaches such as internet-therapy, online campaigns, etc.).
2. Apply central concepts and frameworks to understand and identify community mental health needs, and plan programmes to address them.
3. Use appropriate tools to come up with a systematic implementation plan for community mental health interventions.
4. Critically evaluate the implementation effectiveness and outcomes of community mental health programmes.

Course Content

This course will cover the following topics:
- Introduction to mental health issues in the community
- What makes a community?
- Assessing and addressing community needs
- Issues and interventions relevant to building community resilience and addressing stigma
- Introduction to non-traditional, innovative community interventions
- Introduction to implementation science frameworks, tools and resources
- Implementing community interventions
- Evaluating community interventions
- Working with stakeholders
- Applying implementation tools and resources to plan a community mental health intervention

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual
1. Final Examination	1, 2, 3, 4	Communication, Creativity & Competence.	40%	Individual
2. Continuous Assessment (CA) 1: Group Project and Presentation	1, 2, 3, 4	Communication, Creativity & Competence	30%	Team *(Each member's mark will be weighted according to his/her peer evaluation mark, see Appendix 1 for details)*
3. CA2: Individual Essay	1, 2, 3	Communication, Competence	20%	Individual
4. Class Participation	1, 3	Communication, Character, Civic-mindedness, Creativity, & Competence	10%	Individual
Total			100%	

Formative feedback

Feedback is central to this course. You and your project group will have consultation sessions with me to guide you in choosing and scoping your topic for group presentation and individual essay.

You will receive feedback from me, as well as your classmates, during your group project presentation. (You/All students are expected to attend your classmates' project presentations, and will be guided by me, to provide constructive feedback to your classmates' project for mutual learning.) I will also receive a digital copy of your group project so that feedback on its style and content (e.g., clarity of your written communication, feasibility of your project) can be provided.

I will receive digital copies of your individual essay so that detailed feedback on grammar, style and content can be provided using the "Track Changes" feature of Word.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Seminar	Interactive lectures on each topic that introduce students to the relevant concepts and issues, allow them to ask questions, and stimulate discussion on practical concerns.
Group Project and Presentation	Team-based learning that allows students to pool their individual strengths, collate and exchange ideas, consider others' perspectives, and appreciate team work in applying concepts learned to plan a community intervention. The opportunity to present their project (i.e., community intervention

	proposal) to a client/stakeholder's perspective trains students to communicate their key ideas in a concise yet interesting manner to their audience to get "buy-in" for their proposal.
Class Participation	Attending all seminars will ensure that students are equipped with essential concepts and tools to complete their group project and individual essay. Also, students are expected to attend and provide feedback to their classmates' group project presentations. Students will be guided to take on relevant stakeholders' perspective. This allows students to be "on the other side" and appreciate the perspectives of the stakeholders they need to convince to roll out future community interventions successfully.
Individual Essay	Allows individual students to develop independence and confidence in communicating knowledge relevant to their chosen topic. Students will get practice to conduct a relevant literature review, organize and present information found in logical flow, and discuss the pluses and limitations of existing knowledge in their essay.
Exam	Examines students' competence and ability to think critically about concepts and issues learned during class.

Reading and References

Recommended text
[KL] Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). Community Psychology: Linking Individuals and Communities (3rd ed.). Belmont, CA: Cengage Learning.

Reference texts
[BE] Bennett-Levy, J., Richards, D. A., Farrand, P., Christensen, H., Griffiths, K. M., Kavanagh, D. J., … Williams, C. (2010). *Oxford Guide to Low Intensity CBT Interventions.* Oxford University Press Inc.: New York.
[TH] Thornicroft, G., Szmukler, G., Mueser, K. T., & Drake, R. E. (2011). *Oxford Textbook of Community Mental Health.* Oxford University Press Inc.: New York.

Articles
Selected current news and research articles reflecting seminar themes (to be updated at every semester) will be shared on NTULearn.

Course Policies and Student Responsibilities

General
You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually, and fulfill all scheduled assignments (i.e., present group project, submit group project and individual essay) by due dates. You are expected to take the responsibility to follow up with course notes, assignment instructions, and course related announcements, including for the seminar session(s) you miss. You are expected to participate in all seminar discussions and activities.

Punctuality and Absenteeism
100% attendance is a requirement for this course. Please remember to sign in at the start of each seminar. Absence from seminar without a valid reason will affect your overall course grade. Valid reasons include falling sick as supported by a Medical Certificate*, and participation in NTU-approved activities as supported by an excuse letter from the relevant bodies. If you are absent from a class, you must inform the course instructor via email prior to the start of the seminar, and

submit valid supporting documents within three working days to avoid being penalized for missing the seminar.

Group Project and Individual Essay
Late submission will NOT be accepted unless with a legitimate reason in exceptional circumstances. Valid reasons include falling sick as supported by a Medical Certificate, and participation in NTU-approved activities as supported by an excuse letter from the relevant bodies. 25% of project/essay grade will be deducted per day of late submission.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	ILO	Readings/References
1	Introduction to mental health issues in the community	1, 2	KL 1
2	What is a community?	1, 2	KL 6, 8, TH 12
3	Assessing and addressing community needs holistically Introduction to implementation science	1, 2, 3	TH 9, Implementation science articles (Supplementary: TH 5, 10)
4	Building community resilience and addressing stigma	1, 2, 3	TH 28-30
5	Community interventions I	1, 2, 4	KL 9 (Supplementary: KL 8, TH 12)
6	Implementing programmes	1, 2, 3, 4	KL 9, 10, Implementation science articles
7	Consultation for group project	1, 2, 3, 4	-
Recess Week – No Class			
8	Community interventions II	1, 2, 4	BE Overview, 1, 2 (Supplementary: BE 3-5)
9	Evaluating programmes	1, 2, 3, 4	KL 13, Implementation Science articles
10	Considering the role of culture	1, 2	KL 7, TH 10
11	Working with stakeholders	1, 2	Selected journal articles
12	Student presentation on group project	1, 2, 3, 4	-
13	Student presentation on group project Wrapping up	1, 2, 3, 4	KL 14, TH 43