

Learning and Teaching Strategies for the Health Management and Social Care Curriculum Series: **(6) Effective Learning and Teaching Strategies for Field Learning at Health and Social Service Settings (New)**

Experiencing field learning in health care setting
(mental health promotion)

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Programme Content

Date of training	Jan 14 & 15, 2016
Time	Jan 14, 2016 (14:00 – 17:00) Jan 15, 2016 (10:00 – 16:00)
Venue	Jan 14, 2016 (R201, 3 Tsui Ping Road, Kwun Tong, Kln) Jan 15, 2016 (33-336, Youth Square, 238 Chai Wan Road, HK)
Theme	Jan 14, 2016 <ul style="list-style-type: none">Experiencing field learning in health care setting (mental health promotion) Jan 15, 2016 <ul style="list-style-type: none">Experiencing field learning in social care setting (inclusion - people with disability)Debriefing on field learning in health and social care setting



Day one: Experiencing field learning in health care setting (mental health promotion)

14:00-14:15	Case study - Experiencing field learning in health care setting (mental health promotion)
14:15-14:30	Principles of conducting mental health promotion - “Why mental health promotion?”
14:30-14:50	Mental health promotion: Field Learning Plan - Health promotion and healthy lifestyle - Sharing of past experience in mental health promotion (photo and video)
14:50-15:50	Experiential learning: conducting program for adolescent mental health promotion - Experience of delivering an adolescent mental health promotion program (about 3-5 booths with different interactive activities) - Teachers will be divided into several groups to deliver the activities (one group will be organizer, one will be participants and one will be observer, take turn)
15:50-16:05	Tea break
16:05-16:35	Reflective reflection: - Self reflection journey - Group reflection journey - Group presentation
16:35-16:50	Model of mental health promotion : - A conclusion of whole session with a model for mental health promotion - Learning process
16:50-17:00	Q & A



Case Study - Field Learning At Mental Health Setting

- **Mental health setting:**
 - Centre for Adolescent Mental Health Promotion and Intervention at Christian Service Centre (CFSC)
- **Mission:**
 - Early **prevention**, early **identification** and early **intervention** among adolescents
 - Co-create a **holding environment** to promote well-being of adolescents
- **Objectives:**
 - Mental health promotion and prevention of mental health disorder (illness)
 - Intervention for adolescents with mental health issues and their families
- **Services:**
 - Mental health promotion program
 - Counselling service for adolescent with mental health issues
 - Professional training
 - Establishing holding environment through collaborative efforts with community stakeholders
- **Details of service**
 - Please refer to: <http://www.cfsc.org.hk/rehab/ym>.



Mental Health Promotion: Field Learning Plan

- **Activity 1(a): Complete Field learning plan**
 - ✦ Refer to Page 6 of “Student Hand Book”
 - ✦ Complete the parts of “**theme**”, “**level**”, “**duration**” and “**topic**”



Principles Of Conducting Mental Health Promotion

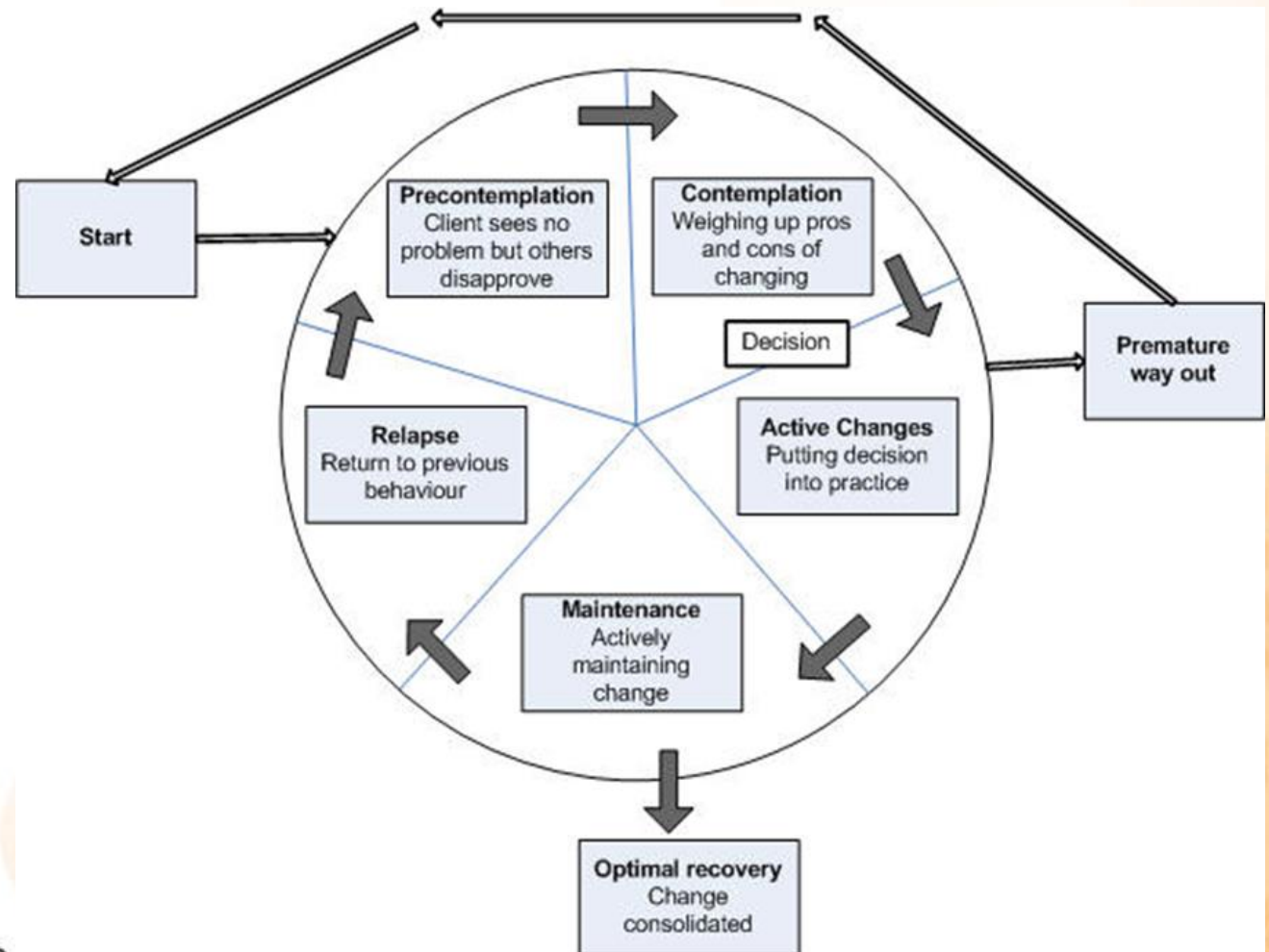
- Health education: Stage of change model (Micro level)
(Prochaska & DiClemente,1983)
 - To change people's unhealthy behaviors
 - To help people to **develop healthy behaviors**



Principles Of Conducting Mental Health Promotion

Six stages:

- (1)Precontemplation,
- (2)Contemplation,
- (3)Active changes,
- (4)maintenance,
- (5)Relapse, and
- (6)Recovery



Principles Of Conducting Mental Health Promotion

- **Health Promotion: Five health promotion action frame**

(Macro level) (WHO, 1986)

- Building healthy **public policy**
- Create **supportive environment**
- Strengthen **community action**
- Develop **personal skills**
- Re-orientate health services



Case Study - Field Learning At Mental Health Setting

- Field learning objectives from stage of change model:
 - To realize the hazard of the **one's risk behavior** (addictive behavior) that may influence their mental health.
 - To raise **one's awareness** of the consequences of such risk behavior and importance of mental well-being
 - To facilitate the **self-determination** and replacement of risk behavior (develop one's new behavior)
 - To **support** one's new behavior

Shift attitude

Change old behavior

Develop new behavior



Case Study - Field Learning At Mental Health Setting

- Extended questions:

- What **factors** attribute to one's mental health problem?
- How to raise **one's concern** toward his/her mental health?
- How do one **change/shift his/her attitude**?
- How do one **change his/her behavior**?
- What factors contribute to maintain **one's new behavior**?



Case Study - Field Learning At Mental Health Setting

- Field learning objectives from Five health Promotion action frame :
 - To understand the **broad contextual** factors influencing mental health
 - To grasp the **concept of different levels** in community as collaborative effort in establishing healthy environment
 - To grasp the **main action frame** to mental health promotion
 - To learn the **strategies** to mental health promotion



Case Study - Field Learning At Mental Health Setting

- Extended questions:
 - Why do some people have **difficulty** in changing long-held patterns of behaviors?
 - Why do some people **access** the related resources and services more easily than others?
 - How do various parties in community **contribute** to mental health promotion? (such as family, school, NGO, government...)



Mental Health Promotion: Field Learning Plan

- **Activity 1(b): Complete Field learning plan**

- ✦ Refer to P6 of “Student Hand Book”
- ✦ Complete the parts of “**key questions**”,
“**target/expected outcome**”

- **Activity 2: Brainstorming**



- ✦ Group discussion and sharing:

“What are the key messages of mental health promotion delivered to the public?”



Mental Health Promotion: Field Learning Plan

- **Experiences on mental health promotion**

- Mental health preventative talk and workshop
- Interactive program for mental health promotion
- Exhibition for mental health promotion
- Road show with booth for mental health promotion  
- Printed media: e.g. [leaflets](#) and [booklets](#)
- Electronic media: e.g. [websites](#), [facebook...](#)



Experiential Learning: Conducting Program For Adolescent Mental Health Promotion

- **Activity 2: Experiential activity “Dialogue with well-being”**
 - **Objective:** Teachers can learn and experience how to conduct an mental health promotion program
 - **Format:** Interactive activity with game booth
 - **Contents:** knowledge of adolescent mental health and awareness towards mental health
 - **Role of teachers:** program planner, **program leader**, **participant** and **observer**
 - **Group learning:** divide into six groups, three groups as program operator and three groups as participants (observer) at the same time



Experiential Learning: Conducting Program For Adolescent Mental Health Promotion

- Three booths for teachers to experience how to conduct the interactive activity for mental health promotion
- Exhibition with various mental disorders among adolescent
- Brief mental health inventories, e.g. stress index, happy index and etc



Experiential Learning: Conducting Program For Adolescent Mental Health Promotion

- **Booth 1: “It is not reality”**
 - To strengthen participant’s knowledge on adolescent mental health and raise their concern to adolescent with mental health issues.



Experiential Learning: Conducting Program For Adolescent Mental Health Promotion

- **Booth 2: “No stop”**
 - To raise the participant’s concern toward the adolescent mental health



Experiential Learning: Conducting Program For Adolescent Mental Health Promotion

- **Booth 3: “Challenge for your hands and eyes”**
 - To enhance participant’s knowledge and understanding on adolescents with mental health issues.



Mental Health Promotion: Field Learning Plan

- **Activity 1(c): Complete Field learning plan**
 - ✦ Refer to Page 6 of “Student Hand Book”
 - ✦ Complete the parts of **“activity”** with details



Reflective Reflection

1. To complete the [debriefing form](#) of field learning as provided (refer to p34 of “Teacher’s Handbook”).
2. To complete the [reflective journal](#) as provided (refer to p35 of “Student’s Handbook”)
3. Group discussion
4. Group presentation / sharing



Reflective Reflection – Debriefing Model

The Four Zones

4: FUTURES

How will it affect you?
What are your hopes?
[More about futures ...](#)

3: FINDINGS

Why did that happen?
What are you learning?
[More about findings ...](#)



1: FACTS

What happened?
What did you do?
[More about facts ...](#)

2: FEELINGS

What did you experience?
How did you feel?
[More about feelings ...](#)

The 5th Zone



Reflective Reflection

- Reflective questions:
 - Why have such promotion program?
 - What experience do you obtain from such program?
 - What principles do you generate from such program that can facilitate your instruction to students in field learning?
 - How do you feel in such program?



Conclusion

- From five health promotion frame to an integrated promotion model



Integrated Model for Mental Health Promotion

