

**City University of Hong Kong**

**Information on a Course  
offered by Department of Applied Social Sciences  
with effect from Semester A in 2013/2014**

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**Part I**

Course Title:	Counselling Older Adults
Course Code:	SS5832
Course Duration:	One Semester
No. of Credit Units:	3
Level:	P5
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 Aims**

The course is to enable students to understand and differentiate various psychotherapies in working with older people; as well as to apply psychotherapies and micro-counselling skills in working with older people with different psycho-behavioural-social problems.

**Course Intended Learning Outcomes (CILOs)**

*Upon successful completion of this course, students should be able to:*

<b>No.</b>	<b>CILOs</b>	<b>Weighting</b>
1.	describe their attitude, feelings and values concerning ageing and major ageing issues	20%
2.	adopt a culturally-sensitive, ethical and wholistic approach to analyze the behaviour, emotions, needs, challenges and strengths of individual older people	10%
3.	describe and differentiate major psychotherapy models in	60%

	working with older people with different psycho-social-behavioural problems	
4.	use appropriate micro-counselling skills in working with older people	10%

### Teaching and learning Activities (TLAs)

*(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)*

CILO No.	TLA1	TLA2	TLA3	Hours / course (if applicable)
CILO 1	√			
CILO 2	√	√	√	
CILO 3	√	√	√	
CILO 4	√	√	√	

#### TLA1: Experiential Learning Activities

Experiential learning activities such as guided imagery, peer counselling, skills rehearsal, role play, case demonstration and exercises are arranged. In the participation process, students reflect on their emotions, thinking and attitudes on ageing, aging process, and major developmental tasks facing older people, such as death and dying, dementia, loss of loved ones.

#### TLA2: Lecture

To highlight the definition and operation of major concepts, practice guidelines and skills in the use of different psychotherapies, and in conducting culturally-sensitive assessment of the older people's needs.

#### TLA 3: Group Presentation

Students are divided into small groups of 4-5 people. Each group will select one psychotherapeutic model which interest them and which relates to counseling older people. They will conduct library search, interview informants or older people, and discuss among group members. They will present their findings and understanding in a group presentation taking the form of mini-lecture on theory and concepts, demonstration of the counselling model in case or group setting, case study, or a combination of different activities.

### Assessment Tasks/Activities

*(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)*

ILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
CILO 1-4	AT1: Participation in class	10%	
CILO 1-4	AT2: Individual Assignment	60%	
CILO 2-4	AT3: Group Presentation	30%	

#### AT1: Participation in class

Students are expected to participate actively in various class activities, to raise queries & to provide constructive feedbacks to their fellow students

AT2: Individual Assignment: either (1) Term Paper, (2) Counseling Demonstrating & Reflection Report, or (3) Life Story Book & Reflection Report

Students can choose one of these 3 options to illustrate and reflect on ways to effectively work with older people. Option (1) is a term paper of around 3,000 words illustrating the way to work with an older person with psycho-social-behavioral problems. It includes diagnoses of the client's presenting and underlying problems, intervention plan and evaluation method. Option (2) is a VCD/DVD demonstrating an actual counseling session with an older person together with a self-reflection paper of around 1,500 words. Option (3) is a life story book for an older person to be submitted with a reflection paper of around 1,500 words.

AT3: Group Presentation

About five students will form a group to study and present a specific psychotherapeutic approach of their choice. The assessment criteria of group presentation include demonstrating appropriate understanding of the concepts/ theory and practice principles in the selected therapeutic approach; showing the relatedness of the presented model to the older people and their concerns; the ability to demonstrate clearly and appropriately the model in action, and the ability to solicit participation and feedbacks from other students.

## Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Demonstrating an excellent ability to adopt a culturally-sensitive, ethical and wholistic approach to analyse the needs and strengths of older people. Critically differentiate the different psychotherapeutic models and identify the most appropriate model(s) and micro-counselling skills to work with older people with different psycho-social-behavioural problems. Strong evidence of original and reflective thinking; outstanding organization, excellent capacity to analyse and synthesize; superior grasp of subject matter and ethical principles; as well as evidence of extensive knowledge base. Demonstration of an indepth awareness of their own attitude, feelings and values concerning ageing and major ageing issues.
B+ B B-	Demonstrating a good ability to adopt a culturally-sensitive, ethical and wholistic approach to analyse the needs and strengths of older people. Properly differentiate the different psychotherapeutic models and identify the appropriate model(s) and micro-counselling skills to work with older people with different psycho-social-behavioural problems. Good evidence of original and reflective thinking; good organization, capacity to analyse and synthesize; proper grasp of subject matter and ethical principles; as well as some evidence of extensive knowledge base. Demonstration of a good awareness of their own attitude, feelings and values concerning ageing and major ageing issues.
C+ C C-	A general ability to adopt a culturally-sensitive, ethical and wholistic approach to analyse the needs and strengths of older people. Some evidence of differentiating the different psychotherapeutic models and of identifying appropriate model(s) and micro-counselling skills to work with older people with different psycho-social-behavioural problems. Some evidence of reflective thinking; systematic presentation, and sufficient understanding of the subject matter and ethical principles. Some evidence of an awareness of their own attitude, feelings and values concerning ageing and major ageing issues.
D	Demonstration of efforts to adopt a culturally-sensitive, ethical and wholistic approach to analyse the needs and strengths of older people. Some evidence of an ability to highlight the major principles of psychotherapeutic models. Use of some micro-counselling skills to work with older people. Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	Little evidence of familiarity with the challenges facing older people and their problems. Weak in distinguishing the models and principles that could be used for analysis and application. Weak in analytic skills, limited or irrelevant use of literature.

## Part III

### 1. Keyword Syllabus

#### 1.1 Introduction to counselling older people

Culturally sensitive counselling approach, Need assessment, Group and individual counseling approaches, Mirco-counseling skills.

#### 1.2 Gerocounselling models

Reminiscence Therapy, Life Review, Reality Orientation, Remotivation Therapy, Validation Therapy, Cognitive Behavioral Therapy, Facing death and dying, Counselling for loss, grief and bereavement.

#### 1.3 Value base and ethical principles

Ethical principles in counseling older people, euthanasia and end of life ethical issues

### 2. Recommended Reading

#### Essential Texts

McInnis-Dittrich, K. (2005). *Social work with elders : A biopsychosocial approach to assessment and intervention* (2nd ed.). Boston, Mass. : Pearson/Allyn and Bacon.

Pachana, N.A., Laidlaw, K., & Knight, B.G. (Eds.). (2010). *Casebook of clinical geropsychology: International perspectives on practice*. New York: Oxford University Press.

Wong, P. Y. K. & Chong, Al.M.L. (2007). Indigenising cognitive behavioural therapy: counselling Chinese older people suffering multiple diseases. *Asian Journal of Gerontology and Geriatrics*, 2, 99-106.

著作小組, 黃大仙區安老服務分享交流策劃小組 (2005). *同心同行：長者輔導智慧集* (初版). 香港：志蓮淨苑

莊明蓮，李秀霞 (2003)。懷緬治療執行指引。載香港社會服務聯會服務發展(長者)編。《長者臨床服務分享集》(頁 30-45)。香港：香港社會服務聯會。

#### Supplementary Texts

Azaiza, F., Ron, P., Shoham, M., & Tinsky-Roimi, T. (2011) Death and dying anxiety among bereaved and nonbereaved elderly parents. *Death studies*, 35(7), 610-624.

Chao, S.Y, Chen, C.R., Liu, H.Y., & Clark, M.J. (2008). Meet the real elders: Reminiscence links past and present. *Journal of Clinical Nursing*, 17, 2647–2653.

Chen T.J., Li H.J., & Li J. (2012). The effects of reminiscence therapy on depressive symptoms of Chinese elderly: study protocol of a randomized controlled trial. *BMC , Psychiatry*, 12, 189.

- Chong, A. M. L., & Fok, S. Y. (2013). Validation of the Chinese expanded euthanasia attitude Scale. *Death Studies*, 37(1), 89-98.
- Chong, A. M. L., & Fok, S.Y. (2009). Attitudes toward euthanasia in Hong Kong: Implications for social work practice. *Social Work in Health Care*, 48, 119-133. doi:10.1080/00981380802533298.
- Chong, A. M. L., & Fok, S. Y. (2005). Attitudes toward euthanasia in Hong Kong: A comparison between physicians and the general public. *Death Studies*, 29, 29-54. doi: 10.1080/07481180590519769
- Chong, A. M. L. (2000). Reminiscence group for Chinese older People: A cultural consideration. *Journal of Gerontological Social Work*, Dec., 7-22.
- Chong, A.M.L., & Wong, S.F. (1997). Reminiscence groups for institutionalized elderly people in Hong Kong: a practice model. In C. Chan & N. Rhind. (Eds.), *Social Work Intervention in Health Care* (pp.195-217). Hong Kong: Hong Kong: Hong Kong University Press.
- Chung JCC. (2009). An intergenerational reminiscence programme for older adults with early dementia and youth volunteers: values and challenges. *Scandinavian Journal of Caring Sciences*, 23(2), 259-64.
- Demirçin, S., Akkoyun, M., Yilmaz, R., & Gökdoğan, M. (2011). Suicide of elderly persons: towards a framework for prevention. *Geriatrics and gerontology international*, 11(1), 107-13.
- Egan, G. (2002). *The Skilled helper: A problem-management and opportunity-development Approach to Helping* (7th ed.). Pacific Grove, CA: Brooks/Cole.
- Evans, S., & Garner, J. (Eds.). (2004). *Talking over the years : A handbook of dynamic psychotherapy with older adults*. Hove, East Sussex ; New York : Brunner-Routledge.
- Feil, Naomi. (1992). *V/F validation : the Feil method : how to help disoriented old-old* (Rev. ed.) . Cleveland, Ohio : Edward Feil Productions.
- Gagliardi, J.P. (2008). Differentiating among Depression, Delirium, and Dementia in Elderly Patients. *Virtual Mentor*, 10(6), 383-388
- Hepple, J.; Pearce, J., & Wilkinson, P. (2002). *Psychological therapies with older people : Developing treatments for effective practice*. Hove [England]: Brunner-Routledge.
- Huang, S. L., Lee, C. M., Yang, C. Y., & Chen, J. J. (2009). The application of reminiscence treatment in older people with dementia: A case study in Pingtung. *Taiwan. Journal of Nursing Research*, 17(2), 112-119.
- Lewis, M. M., & Trzinski, A. L. (2006). Counseling older adults with dementia who are dealing with death: Innovative interventions for practitioners. *Death Studies*, 30, 777-787
- Mace, N.L., & Rabins, P.V. (2006). *The 36-hour day : A family guide to caring for*

*people with Alzheimer disease, other dementias, and memory loss in later life.*  
Baltimore : Johns Hopkins University Press

Neimeyer, R. A. (2000). *Lessons of loss: A guide to coping.* Memphis, Tennessee: Centre for the Study of Loss and Transition.

Rosenberg, M. B. (2003). *Nonviolent communication: a language of life* (2nd ed.). CA: PuddleDancer Press.

Westerhof, G. J., Bohlmeijer, E. T., & Webster, J. D. (2010). Reminiscence and mental health: A review of recent progress in theory, research, and intervention. *Ageing & Society, 30*, 697–721.

林娟芬 (2006) 認識死亡、失落與悲傷。取自  
<http://www.tcs.org.tw/~church/25.1/06.htm>

莊明蓮 (2006) 。《我是否適合做輔導員? 》載在甘炳光、陳偉道、文錦燕編著，*堅守信念：給社工學生的 30 封信*。香港:香港城市大學出版社。第 164-170 頁。

關銳煊 (1995) 。*輔導與老人心理*。香港：商務印書館。

關銳煊(1996) 。*老人與性*。香港：基督教家庭服務中心。

關銳煊、顏文雄 (1992) 。*老人個案工作*。香港：集賢社。

## **Journal**

Clinical Gerontologist

Death Studies

Asian Journal of Gerontology and Geriatrics

International Journal of Aging and Human Development

Journal of Applied Gerontology

Journal of Elder Abuse & Neglect

Journal of Gerontological Social Work

Journal of Women & Aging

Omega

The Gerontologist

## **Online Resources**

[www.caregivers.com](http://www.caregivers.com)

[www.nfcacares.org](http://www.nfcacares.org)

[www.about.com/health/dying/msub42.htm](http://www.about.com/health/dying/msub42.htm)

[www.mwr.org.tw/life\\_edu/forumb-1.doc](http://www.mwr.org.tw/life_edu/forumb-1.doc)

[www.sablier.com](http://www.sablier.com)

[www.aarp.org/griefandloss/onlineresources.html](http://www.aarp.org/griefandloss/onlineresources.html)

[www.growthhouse.org](http://www.growthhouse.org)

<http://www.adec.org>

[www.ericdigests.org/1998-2/focus.htm](http://www.ericdigests.org/1998-2/focus.htm)

<http://www.chiculture.net/php/frame.php?id=/cnsweb/html/0610/html>  
<http://www.hkada.org.hk/>  
<http://www.hkcss.org.hk/el/er/index.htm>  
[http://www.plksp.hk/plkrs\\_reminiscence\\_book.htm](http://www.plksp.hk/plkrs_reminiscence_book.htm)  
[http://hk.geocities.com/reminiscence\\_fai/index.htm](http://hk.geocities.com/reminiscence_fai/index.htm)  
[http://www.backchina.com/news/2005-06-06/57141.html?c\\_lang=big5](http://www.backchina.com/news/2005-06-06/57141.html?c_lang=big5)