

SS5832: COUNSELLING OLDER ADULTS

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Counselling Older Adults

Subject Code

SS - Social and Behavioural Sciences

Course Number

5832

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, role-play exercises and guest presentation as situation requires.

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

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)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	describe their attitude, feelings and values concerning ageing and major ageing issues.	20	x		
2	adopt a culturally-sensitive, ethical interdisciplinary and wholistic approach to analyze the behaviour, emotions, needs, challenges and strengths of individual older people.	10	x	x	
3	describe and differentiate major psychotherapy models in working with older people with different psycho-social-behavioural problems.	60		x	x
4	use appropriate micro-counselling skills in working with older people.	10		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	1	<p>Experiential Learning Activities:</p> <p>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.</p>	1, 2, 3, 4	
2	2	<p>Lecture:</p> <p>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.</p>	2, 3, 4	
3	3	<p>Group Presentation:</p> <p>Students are divided into small groups of 4-5 people. Each group will select one psychotherapeutic model which interest them and which relates to counselling older people. They will work collaborately in a team to conduct library search, interview informants or older people, and analyse how the chosen psychotherapy can be applied in practice.</p>	2, 3, 4	

4	4	Student Consultation: scheduled student group consultation is arranged to facilitate interactions and exchanges among students and respective teacher for depth learning.	1, 2, 3	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	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. Students are required to have reflection to conclude the learned knowledge with personal/ professional experiences.	1, 2, 3, 4	10	-	No

2	<p>AT2: Individual Assignment: either (1) Term Paper, (2) Counselling Demonstrating & Reflection Report, or (3) Life Story Book & Reflection Report</p> <p>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 adopting a culturally-sensitive, ethical interdisciplinary and wholistic approach to analyze the client's presenting and underlying problems, to design intervention plan and evaluation method. Option (2) is a VCD/DVD demonstrating an actual counselling 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.</p>	2, 3, 4	60	-	No
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3	AT3: Group Presentation About five students will form a team to study collaboratively and present a specific psychotherapy of their choice.	2, 3, 4	30	Only allow AI to conduct preliminary literature review	Yes
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Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Participation in class (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- The number of reflection journals completed & the depth of reflection

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Participation in class (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- Class attendance.

Excellent

(A+, A, A-) Full attendance and is punctual in all sessions

Good

(B+, B, B-) Is absent no more than 1 time & without genuine reason(s)

Fair

(C+, C, C-) Is absent no more than 2 times & without genuine reason(s)

Marginal

(D) Is absent no more than 3 times & without genuine reason(s)

Failure

(F) Is absent more than 3 times & without genuine reason(s)

Assessment Task

Participation in class (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- Degree of involvement in class activities

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Individual Assignment (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- Culturally-sensitive ethical & interdisciplinary assessment of the elder's problem/difficulty, strengths and life experiences.

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Individual Assignment (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- Critical analysis & application of chosen counselling model/ techniques

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Individual Assignment (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- Critical reflection of what have been learned in the process & the way for self-improvement

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Individual Assignment (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- Systematic and clear presentation & proper use of English

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Group Presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- The ability to show their understanding of the concepts/theory and practice principles of the selected psychotherapy

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Group Presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- The ability to demonstrate clearly and appropriately the psychotherapy in action

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Group Presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- Using appropriate micro-counselling skills in working with older people

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Group Presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- Demonstrating teamwork and an ability to solicit participation from class

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Participation in class (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- The number of reflection journals completed & the depth of reflection

Excellent

(A+, A, A-) Strong evidence

Good

(B+, B) Good evidence

Marginal

(B-, C+, C) fair evidence

Failure

(F) Limited evidence

Assessment Task

Participation in class (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- Class attendance.

Excellent

(A+, A, A-) Strong evidence

Good

(B+, B) Good evidence

Marginal

(B-, C+, C) fair evidence

Failure

(F) Limited evidence

Assessment Task

Participation in class (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- Degree of involvement in class activities

Excellent

(A+, A, A-) Strong evidence

Good

(B+, B) Good evidence

Marginal

(B-, C+, C) fair evidence

Failure

(F) Limited evidence

Assessment Task

Individual Assignment (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- Culturally-sensitive ethical & interdisciplinary assessment of the elder's problem/difficulty, strengths, and life experiences.

Excellent

(A+, A, A-) Strong evidence

Good

(B+, B) Good evidence

Marginal

(B-, C+, C) fair evidence

Failure

(F) Limited evidence

Assessment Task

Individual Assignment (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- Critical analysis & application of chosen counselling model/ techniques,

Excellent

(A+, A, A-) Strong evidence

Good

(B+, B) Good evidence

Marginal

(B-, C+, C) fair evidence

Failure

(F) Limited evidence

Assessment Task

Individual Assignment (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- Critical reflection of what have been learned in the process, & the way for self-improvement

Excellent

(A+, A, A-) Strong evidence

Good

(B+, B) Good evidence

Marginal

(B-, C+, C) fair evidence

Failure

(F) Limited evidence

Assessment Task

Individual Assignment (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- Systematic and clear presentation & proper use of English

Excellent

(A+, A, A-) Strong evidence

Good

(B+, B) Good evidence

Marginal

(B-, C+, C) fair evidence

Failure

(F) Limited evidence

Assessment Task

Group Presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- The ability to show their understanding of the concepts/theory and practice principles of the selected psychotherapy

Excellent

(A+, A, A-) Strong evidence

Good

(B+, B) Good evidence

Marginal

(B-, C+, C) fair evidence

Failure

(F) Limited evidence

Assessment Task

Group Presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- The ability to demonstrate clearly and appropriately the psychotherapy in action

Excellent

(A+, A, A-) Strong evidence

Good

(B+, B) Good evidence

Marginal

(B-, C+, C) fair evidence

Failure

(F) Limited evidence

Assessment Task

Group Presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- Using appropriate micro-counselling skills in working with older people

Excellent

(A+, A, A-) Strong evidence

Good

(B+, B) Good evidence

Marginal

(B-, C+, C) fair evidence

Failure

(F) Limited evidence

Assessment Task

Group Presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- Demonstrating teamwork and an ability to solicit participation from class

Excellent

(A+, A, A-) Strong evidence

Good

(B+, B) Good evidence

Marginal

(B-, C+, C) fair evidence

Failure

(F) Limited evidence

Part III Other Information

Keyword Syllabus

1.1 Introduction to counselling older people

Culturally sensitive counselling approach, Need assessment, Group and individual counselling approaches, Micro-counselling 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 counselling older people, euthanasia and end of life ethical issues

Reading List

Compulsory Readings

Title	
1	McInnis-Dittrich, K. (2005). <i>Social work with elders: A biopsychosocial approach to assessment and intervention</i> (2nd ed.). Boston, Mass.: Pearson/Allyn and Bacon.
2	Youdin R. (2014). <i>Clinical gerontological social work practice</i> [electronic resource]. New York: Springer Publishing.

Additional Readings

Title	
1	Azaiza F., Ron, P., Shoham M., & Tinsky-Roimi T. (2011). Death and Dying Anxiety Among Bereaved and Nonbereaved Elderly Parents. <i>Death Studies</i> 35(7), 610–624. https://doi.org/10.1080/07481187.2011.553325
2	Burnside, I. & Schmidt, M. G. (2002). <i>Working with older adults: Group process and techniques</i> . Boston: Jones & Bartlett Publishers.
3	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. <i>BMC Psychiatry</i> 12(1). https://doi.org/10.1186/1471-244x-12-189
4	Chong, A. M. L., & Fok, S. Y. (2013). Validation of the Chinese Expanded Euthanasia Attitude Scale. <i>Death Studies</i> 37(1), 89–98. https://doi.org/10.1080/07481187.2011.623214
5	Chong, A. M. L., & Fok, S. Y. (2009). Attitudes Toward Euthanasia: Implications for Social Work Practice. <i>Social Work in Health Care</i> 48(2), 119–133. https://doi.org/10.1080/00981380802533298
6	Chong, A. M. L., & Fok, S. Y. (2004). Attitudes toward euthanasia in Hong Kong - A comparison between physicians and the general public. <i>Death Studies</i> 29(1), 29–54. https://doi.org/10.1080/07481180590519769
7	Chong, A. (2000). Reminiscence Group for Chinese Older People-A Cultural Consideration. <i>Journal of Gerontological Social Work</i> 34(2), 7–22. https://doi.org/10.1300/j083v34n02_03
8	Chong, A. M. L. (1997). Social Work Intervention in Health Care. In S. F. Wong, C. Chan, & N. Rhind (Eds.), <i>Reminiscence groups for institutionalized elderly people in Hong Kong: a practice model</i> (pp. 195–217). Hong Kong University Press.
9	Chung, J. C. C. (2009). An intergenerational reminiscence programme for older adults with early dementia and youth volunteers: values and challenges. <i>Scandinavian Journal of Caring Sciences</i> 23(2), 259–264. https://doi.org/10.1111/j.1471-6712.2008.00615.x
10	Demirçin S., Akkoyun M., Yilmaz, R., & Gökdoğan M. R. (2011). Suicide of elderly persons: Towards a framework for prevention. <i>Geriatrics & Gerontology International</i> 11(1), 107–113. https://doi.org/10.1111/j.1447-0594.2010.00660.x
11	Egan, G. (2001). <i>Exercises in Helping Skills for Egan's The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping</i> , 7th (7th ed.). Brooks Cole.
12	Evans, S., Garner, J., & Porter, R. (Eds.). (2004). <i>Talking Over the Years: A Handbook of Dynamic Psychotherapy with Older Adults</i> . Routledge.
13	Feil, N., & Klerk-Rubin, V. D. (1992). <i>V/F Validation: The Feil Method, How to Help Disoriented Old-Old</i> (Rev. ed.). Edward Feil Productions.
14	Gagliardi, J. P. (2008). Differentiating among Depression, Delirium, and Dementia in Elderly Patients. <i>AMA Journal of Ethics</i> 10(6), 383–388. https://doi.org/10.1001/virtualmentor.2008.10.6.cpr11-0806
15	Hepple J., Pearce, J., & Wilkinson, P. (2002). <i>Psychological Therapies with Older People: Developing Treatments for Effective Practice</i> . Routledge.
16	Huang, S. L., Li, C. M., Yang, C. Y., & Chen, J. J. J. (2009b). Application of Reminiscence Treatment on Older People With Dementia: A case study in Pingtung, Taiwan. <i>Journal of Nursing Research</i> 17(2), 112–119. https://doi.org/10.1097/jnr.0b013e3181a53f1b
17	Lewis, M. M., & Trzinski A. L. (2006). Counseling Older Adults with Dementia Who are Dealing with Death: Innovative Interventions for Practitioners. <i>Death Studies</i> 30(8), 777–787. https://doi.org/10.1080/07481180600853199
18	Mace, N. L., & Rabins P. V. (2006). <i>The 36-hour day: A family guide to caring for people with Alzheimer disease, other dementias, and memory loss in later life</i> (4th ed.). Baltimore: Johns Hopkins University Press.
19	Neimeyer R. A. (2000). <i>Lessons of loss: A guide to coping</i> . Centre for the Study of Loss and Transition.
20	Rosenberg, M. (2003). <i>Nonviolent communication: A language of life</i> (2nd ed.). PuddleDancer Press.

21	McGoldrick, M., Carter, B., & Preto, N. G. (2011). <i>The Expanded Family Life Cycle: Individual, Family, and Social Perspectives</i> (4th ed.). Allyn & Bacon.
22	Westerhof G. J., Bohlmeijer E., & Webster, J. D. (2010). Reminiscence and mental health: a review of recent progress in theory, research and interventions. <i>Ageing and Society</i> 30(4), 697–721. https://doi.org/10.1017/s0144686x09990328
23	林娟芬 (2006) 認識死亡、失落與悲傷。取自 http://www.ttcs.org.tw/~church/25.1/06.htm
24	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。
25	關銳煊 (1995) 。輔導與老人心理。香港：商務印書館。
26	關銳煊(1996) 。老人與性。香港：基督教家庭服務中心。
27	關銳煊、顏文雄 (1992) 。老人個案工作。香港：集賢社。
28	Journal:
29	Clinical Gerontologist
30	Death Studies
31	Asian Journal of Gerontology and Geriatrics
32	International Journal of Aging and Human Development
33	Journal of Applied Gerontology
34	Journal of Elder Abuse & Neglect
35	Journal of Gerontological Social Work
36	Journal of Women & Aging
37	Omega
38	The Gerontologist
39	Online Resources:
40	www.caregivers.com
41	www.nfcacares.org
42	www.about.com/health/dying/msub42.htm
43	www.mwr.org.tw/life_edu/forumb-1.doc
44	www.sablier.com
45	www.aarp.org/griefandloss/onlineresources.html
46	www.growthhouse.org
47	http://www.adec.org
48	www.ericdigests.org/1998-2/focus.htm
49	http://www.chiculture.net/php/frame.php?id=/cnsweb/html/0610/html
50	http://www.hkada.org.hk/
51	http://www.hkcss.org.hk/el/er/index.htm
52	http://www.plkesp.hk/plkrs_reminiscence_book.htm
53	http://hk.geocities.com/reminiscence_fai/index.htm
54	http://www.backchina.com/news/2005-06-06/57141.html?c_lang=big5