

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: _____ Health and Aging _____

Course Code: _____ SS4215 _____

Course Duration: _____ One Semester _____

Credit Units: _____ 3 _____

Level: _____ B4 _____

Proposed Area:
(for GE courses only)

Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: _____ English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play _____

Medium of Assessment: _____ English _____

Prerequisites:
(Course Code and Title) _____ Nil _____

Precursors:
(Course Code and Title) _____ Nil _____

Equivalent Courses:
(Course Code and Title) _____ SS4215 Working with Senior Citizens _____

Exclusive Courses:
(Course Code and Title) _____ Nil _____

Part II Course Details

1. Abstract

The aim of this course is to enable students to acquire the knowledge, approaches, intervention methods, professional skills and values in working with older adults and their carers; and to critically evaluate the current issues and generate appropriate intervention strategies related to health and social care of the older adults and their carers in Hong Kong context.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Explain the basic concepts, perspectives, and approaches to work with older adults and their carers;	25%		✓	✓
2.	Analyze and apply appropriate intervention skills and methods in working with older adults and their carers;	50%	✓	✓	✓
3.	Reflect on one's own values, attitude and belief in social work practice ; and	15%	✓		✓
4.	Critically evaluate the major current issues and trends related to health and social services for the older adults and carers in local context.	10%	✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Workshop	Workshop environment is provided where students present and discuss and explain concepts, methods, working approaches and skills to work with elders with emotional and behavioural challenges.	✓	✓	✓	✓	
Experiential Learning Activities	The teaching and learning activities of this course is largely experiential and activity-oriented. A variety of activities are employed to enhance students' empathetic understanding of the client in situations, engage in building a purposeful working relationship, carry out assessment, apply appropriate intervention methods, and examine the major current issues critically to be a reflective practitioner. These activities include games, role-play, video, group presentation and discussion. Role-play demonstration and exercises aim to drill on skills in individual and group counselling.		✓	✓		
Video Demonstration	Video shows of real-life themes are used for illustrations.		✓	✓	✓	
Case Study	Real case studies are provided and used in small-groups learning for discussing various relevant working approaches.	✓	✓	✓	✓	
One minute note	At the end of each class, the teacher will invite students to draw a concept map or write down the key points of the topic that they find it most difficult to understand in the session or the major question that they want to raise. In the next lecture, the teacher provides feedback based on students' concerns in their one minute notes.	✓	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks
	1	2	3	4		
Continuous Assessment: <u>100</u> %						
Class Discussion	✓	✓	✓	✓	20%	
Presentation & Role Play (Group)	✓	✓	✓	✓	40%	
Reflective Learning Paper	✓	✓	✓	✓	40%	
Examination: <u>0</u> % (duration: _____, if applicable)						
					100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class Discussion	1.1 Ability to contribute during the classes by offering ideas and asking questions, and responding critical and constructively during student presentations	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Presentation & Role Play	2.1 Ability to apply the appropriate knowledge in assessing client's person-in-environment; 2.2 Ability to select a chosen intervention (practice model) to address the issue appropriately; 2.3 Ability to formulate appropriate intervention objectives; 2.4 Ability to develop intervention strategies consistent to the chosen intervention (practice model); 2.5 Ability to perform role, and tasks appropriately in align of intervention objectives (practice model) with outcome; 2.6 Ability in performing appropriate skills with proper judgements; 2.7 Ability to demonstrate appropriate attitude during practice; 2.8 Ability to articulate individual or collective reflection; 2.9 Ability to deliver a clear and concise verbal presentation; 2.10 Ability to show good responsibility in taking one's share of group tasks	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Reflective Learning Paper	3.1 Ability to show good understanding and thoughtful ideas of a topic; 3.2 Ability to apply relevant use of knowledge, and argue well supported with relevant evidence; 3.3 Ability to make sensible and appropriate reflection on one's professional or personal stance/value; 3.4 Ability to cite appropriate reference/resources, and make proper reference style	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Demographic trend; theories of aging; biopsychosocial characteristics of the ageing process; needs and problems of the older adults; life course transitions; family relationships and social support systems; interdisciplinary perspectives on aging; optimal health and positive ageing; caregiving, dying, death and bereavement; concepts of health and social care in the local context; ageism and stereotypes; current issues and trends in health and social care of aging, such as active aging, mental health issue; hidden and vulnerable elders, and long-term care; methods and values in working with older people; social work intervention approaches in working with elderly people and their careers in various contexts; reminiscence therapy; life review; remotivation therapy; reality orientation; working with dementia; cognitive-behavioural therapy; psychosocial therapy; residential care; solution-focused therapy; narrative therapy, and end-of-life care and grief counselling.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Text Book:

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

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Burnside, I., & Schmidt, M. G. (2002). <i>Working with older adults: Group process and techniques</i> . Boston: Jones & Bartlett Publishers.
2.	Mace, N. L., & Rabins, P. V. (2006). <i>The 36-hour day</i> . New York: the John Hopkins University (useful textbook on the 6-R methods to work with behavioural problems of dementia patients).
3.	Morgan, A. (2000). <i>What is Narrative Therapy?</i> Australia: Dulwich Centre. http://www.dulwichcentre.com.au
4.	Morgan, L. A., & Kunkel, S. R. (2011). <i>Aging, society and the life course</i> (4 th ed.). New York: Springer.
5.	Orbach, A. (2003). <i>Counselling older clients</i> . Thousand Oaks, Calif.: Sage.
6.	White, M. (2007). <i>Maps of narrative practice</i> . USA: W.W Norton.

Casework:

1.	Banmen, J. (2004). <i>Using the Satir model: Working effectively with suicidal clients</i> . University of HK: Centre for Suicide Research & Prevention (available in Chinese & English).
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2.	Beder, J. (2004). <i>Voices of bereavement: A casebook for grief counsellors</i> . N.Y.: Brunner-Routledge.
3.	Cantley, C. (2001). <i>A handbook of dementia care</i> . Buckingham: Open University Press.
4.	Carlson, J., & Kjos, D. (2002). <i>Theories and strategies of family therapy</i> . Boston: Allyn & Bacon.
5.	Chan, C., & Chow, Y. M. Amy (Eds.). (2005). <i>Death, Dying and Bereavement: A Hong Kong Chinese Experience</i> . Hong Kong: Hong Kong University Press.
6.	Dobson, K. S. (2001). <i>Handbook of cognitive-behavioural theories</i> . N.Y.: Guilford Press.
7.	Greene, R. R. (2008). <i>Social work with the aged and their families</i> . N.Y.: Aldine de Gruyter.
8.	Worden, J. W. (2002). <i>Grief counselling and grief therapy: A handbook for the mental Health practitioner</i> (3 rd ed.). N.Y.: Springer Publishing.

Residential Care:

1.	May, M. I., Kaminskas, E., & Kasten, J. (1991). <i>Managing institutional long-term care for the elderly</i> . Gaithersburg, Maryland: Aspen Publishers.
2.	Pynoos, J., Feldman, P. H., & Ahrens, J. (2004). <i>Linking housing and services for older adults: Obstacles, options, and opportunities</i> . New York: Haworth Press.

Relevant Journals:

1.	Ageing and society
2.	Ageing international [electronic resource]
3.	Asian Journal of Counselling
4.	Casebook of Social Work Intervention I to IV by Hong Kong Council of Social Service.
5.	Clinical gerontologist [electronic resource]
6.	Health and social work [electronic resource]
7.	Health care in later life
8.	Hong Kong Journal of Gerontology, various issues
9.	Journal of Applied Gerontology
10.	Journal of aging and identity [electronic resource]
11.	Journal of aging & social policy [electronic resource]
12.	Learning in health and social care [electronic resource]
13.	Psychology and aging

14.	Social work in health care [electronic resource]
15.	The Gerontologist [electronic resource]
16.	The international journal of aging and human development [e-resource]
17.	The journals of gerontology. Series B, Psychological sciences and social sciences
18.	Topics in geriatric rehabilitation. [electronic resource]

Local references:

1.	陳沃聰、鍾劍華合編（2005）。 <i>虐老個案彙編</i> 。香港明愛安老服務及基督教實實協會。
2.	朱佩蘭（2001）。 <i>安老與社會工作</i> 。香港：中文大學。

Online Resources:

1.	http://www.swd.gov.hk/en/index/site_pubsvc/page_elderly/ Social Welfare Department
2.	http://www.hkcss.org.hk/el/index.htm Hong Kong Council of Social Services
3.	http://www.gov.hk/en/residents/housing/socialservices/elderlyservices.htm Housing Authority
4.	http://ageing.hku.hk/ SPCentre of Aging, HKU
5.	http://www.ln.edu.hk/apias/index_1.html APIAS, Lingnan University
6.	http://www.ginkgogroup.org : Web-based Resource Centre for Dementia Care (2001).
7.	http://www.hkada.org.hk Hong Kong Alzheimer's Disease & Brain Failure Association (2003).
8.	http://seniors-site.com/nursingm/activity.html Web resources on Remotivation Therapy
9.	www.hospicenet.org Web resources sponsored by Hospice Net providing extensive information for dying persons and their families. There are also two other websites: www.growthhouse.org providing information covering death, dying, bereavement and resources helping in making end-of-life decisions
10.	Also useful on the same topics: www.about.com/health/dying/msub42.htm www.nacbt.org : website on Cognitive Behavioural Therapy www.csrp.hku.hk website: HK Jockey Club Centre for Suicide Research & Prevention, HKU