

SS4215: HEALTH AND AGING

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Health and Aging

Subject Code

SS - Social and Behavioural Sciences

Course Number

4215

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

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

SS4215 Working with Senior Citizens

Exclusive Courses

Nil

Part II Course Details

Abstract

The aim of this course is to enable students to acquire the knowledge, approaches, intervention methods, and 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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain the basic concepts, perspectives, and approaches to work with older adults and their carers;	25		x	x
2	Describe and apply appropriate intervention skills and methods in working with older adults and their carers;	50	x	x	x
3	Discuss one's own values, attitude and belief in social work practice; and	15	x		x
4	Discuss the major current issues and trends related to health and social services for the older adults and carers in local context.	10	x	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	Workshop	Students will engage in formal lectures and workshop to discuss and explain concepts, methods, intervention approaches and skills to work with older adults with emotional and behavioural challenges.	1, 2, 3, 4	

2	Experiential Learning Activities	Students will engage in experiential and activity-oriented learning activities. Students will participate in a variety of activities such as small group tutorials, role play, video, and group presentation to demonstrate 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.	2, 3	
3	Video Demonstration	Students will participate in video shows to apply the intervention approaches in real life situations.	2, 3, 4	
4	Case Study	Students will engage in real case studies that are provided and used in small-groups learning to discuss various relevant working approaches.	1, 2, 3, 4	
5	One minute note/ Reflection	At the end of each class, students will discuss the key points of the topic that they find most difficult to understand and will receive feedback from the teacher.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Life Story Book (Group)	1, 2, 3, 4	20
2	Presentation & Role Play (Group)	1, 2, 3, 4	40
3	Reflective Learning Paper	1, 2, 3, 4	40

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Life Story Book

Criterion

- 1.1 Appropriate recording of meaningful life events and life philosophy of the life mentor throughout his/her whole life.
- 1.2 Presentation is creative, attractive, durable, user-friendly with good use of relevant language.

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

2. Presentation & Role Play

Criterion

- 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

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**3. Reflective Learning Paper****Criterion**

- 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

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

Part III Other Information**Keyword Syllabus**

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.

Reading List**Compulsory Readings**

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

Additional Readings

Title	
1	Burnside, I., & Schmidt, M. G. (2002). Working with older adults: Group process and techniques. Boston: Jones & Bartlett Publishers.
2	Mace, N. L., & Rabins, P. V. (2006). The 36-hour day. 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). What is Narrative Therapy? Australia: Dulwich Centre. http://www.dulwichcentre.com.au

4	Morgan, L. A., & Kunkel, S. R. (2011). <i>Aging, society and the life course</i> (4th 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.
7	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).
8	Beder, J. (2004). <i>Voices of bereavement: A casebook for grief counsellors</i> . N.Y.: Brunner-Routledge.
9	Cantley, C. (2001). <i>A handbook of dementia care</i> . Buckingham: Open University Press.
10	Carlson, J., & Kjos, D. (2002). <i>Theories and strategies of family therapy</i> . Boston: Allyn & Bacon.
11	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.
12	Dobson, K. S. (2001). <i>Handbook of cognitive-behavioural theories</i> . N.Y.: Guilford Press.
13	Greene, R. R. (2008). <i>Social work with the aged and their families</i> . N.Y.: Aldine de Gruyter.
14	Worden, J. W. (2002). <i>Grief counselling and grief therapy: A handbook for the mental Health practitioner</i> (3rd ed.). N.Y.: Springer Publishing.
15	May, M. I., Kaminskas, E., & Kasten, J. (1991). <i>Managing institutional long-term care for the elderly</i> . Gaithersburg, Maryland: Aspen Publishers.
16	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.
17	Ageing and society
18	Ageing international [electronic resource]
19	Asian Journal of Counselling
20	Casebook of Social Work Intervention I to IV by Hong Kong Council of Social Service.
21	Clinical gerontologist [electronic resource]
22	Health and social work [electronic resource]
23	Health care in later life
24	Hong Kong Journal of Gerontology, various issues
25	Journal of Applied Gerontology
26	Journal of aging and identity [electronic resource]
27	Journal of aging & social policy [electronic resource]
28	Learning in health and social care [electronic resource]
29	Psychology and aging
30	Social work in health care [electronic resource]
31	The Gerontologist [electronic resource]
32	The international journal of aging and human development [e-resource]
33	The journals of gerontology. Series B, Psychological sciences and social sciences
34	Topics in geriatric rehabilitation. [electronic resource]
35	陳沃聰、鍾劍華合編 (2005) 。虐老個案彙編。香港明愛安老服務及基督教實實協會。
36	朱佩蘭 (2001) 。安老與社會工作。香港：中文大學。
37	http://www.swd.gov.hk/en/index/site_pubsvc/page_elderly/ Social Welfare Department
38	http://www.hkcss.org.hk/el/index.htm Hong Kong Council of Social Services
39	http://www.gov.hk/en/residents/housing/socialservices/elderlyservices.htm Housing Authority
40	http://ageing.hku.hk/ SPCentre of Aging, HKU

41	http://www.ln.edu.hk/apias/index_1.html APIAS, Lingnan University
42	http://www.ginkgogroup.org : Web-based Resource Centre for Dementia Care (2001).
43	http://www.hkada.org.hk Hong Kong Alzheimer' s Disease & Brain Failure Association (2003).
44	http://seniors-site.com/nursingm/activity.html Web resources on Remotivation Therapy
45	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
46	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