

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2024 / 25**

Part I Course Overview

Course Title: Counselling Older Adults

Course Code: SS5832

Course Duration: 1 semester

Credit Units: 3

Level: P5

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:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. 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.

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.	describe their attitude, feelings and values concerning ageing and major ageing issues.	20%	✓		
2.	adopt a culturally-sensitive, ethical, interdisciplinary 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 working with older people with different psycho-social-behavioural problems.	60%		✓	✓
4.	use appropriate micro-counselling skills in working with older people.	10%		✓	✓
		100%			

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. Learning and Teaching Activities (LTAs)

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

LTA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
1.	<u>Experiential Learning Activities:</u> 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.	√	√	√	√	
2.	<u>Lecture:</u> 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.		√	√	√	
3.	<u>Group Presentation :</u> 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 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.		√	√	√	
4.	<u>Student Consultation:</u> scheduled student group consultation is arranged to facilitate interactions and exchanges among students and respective teacher for depth learning.	√	√	√		

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: 100 %						
<u>AT1: Participation in class:</u> Students are expected to participate actively in various class activities, to raise queries & to provide constructive feedbacks to their fellow students	√	√	√	√	10%	
<u>AT2: Individual Assignment:</u> <u>either (1) Term Paper, (2) Counseling Demonstrating & Reflection Report, or (3) Life Story Book & Reflection Report</u> 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 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.		√	√	√	60%	
<u>AT3: Group Presentation</u> About five students will form a team to study collaboratively and present a specific psychotherapy of their choice.		√	√	√	30%	
Examination: % (duration: , if applicable)					100%	

5. Assessment Rubrics

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

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Participation in class	1. The number of reflection journals completed & the depth of reflection	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2. Class attendance.	Full attendance and is punctual in all sessions	Is absent no more than 1 time & without genuine reason(s)	Is absent no more than 2 times & without genuine reason(s)	Is absent no more than 3 times & without genuine reason(s)	Is absent more than 3 times & without genuine reason(s)
	3. Degree of involvement in class activities	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Individual Assignment	1. Culturally-sensitive, ethical & interdisciplinary assessment of the elder's problem/difficulty, strengths, and life experiences.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2. Critical analysis & application of chosen counseling model/ techniques,	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3. Critical reflection of what have been learned in the process, & the way for self-improvement	High	Significant	Moderate	Basic	Not even reaching marginal levels
	4. Systematic and clear presentation & proper use of English	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Group Presentation	1. The ability to show their understanding of the concepts/theory and practice principles of the selected psychotherapy	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2. The ability to demonstrate clearly	High	Significant	Moderate	Basic	Not even reaching

	and appropriately the psychotherapy in action					marginal levels
	3. Using appropriate micro-counselling skills in working with older people	High	Significant	Moderate	Basic	Not even reaching marginal levels
	4. Demonstrating teamwork and an ability to solicit participation from class	High	Significant	Moderate	Basic	Not even reaching marginal levels

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Participation in class	1. The number of reflection journals completed & the depth of reflection	Strong evidence	Good evidence	fair evidence	Limited evidence
	2. Class attendance.	Strong evidence	Good evidence	fair evidence	Limited evidence
	3. Degree of involvement in class activities	Strong evidence	Good evidence	fair evidence	Limited evidence
2. Individual Assignment	1. Culturally-sensitive, ethical & interdisciplinary assessment of the elder's problem/difficulty, strengths, and life experiences.	Strong evidence	Good evidence	fair evidence	Limited evidence
	2. Critical analysis & application of chosen counseling model/ techniques,	Strong evidence	Good evidence	fair evidence	Limited evidence
	3. Critical reflection of what have been learned in the process, & the way for self-improvement	Strong evidence	Good evidence	fair evidence	Limited evidence

	4. Systematic and clear presentation & proper use of English	Strong evidence	Good evidence	fair evidence	Limited evidence
3. Group Presentation	1. The ability to show their understanding of the concepts/theory and practice principles of the selected psychotherapy	Strong evidence	Good evidence	fair evidence	Limited evidence
	2. The ability to demonstrate clearly and appropriately the psychotherapy in action	Strong evidence	Good evidence	fair evidence	Limited evidence
	3. Using appropriate micro-counselling skills in working with older people	Strong evidence	Good evidence	fair evidence	Limited evidence
	4. Demonstrating teamwork and an ability to solicit participation from class	Strong evidence	Good evidence	fair evidence	Limited evidence

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.)

1.1 Introduction to counselling older people

Culturally sensitive counselling approach, Need assessment, Group and individual counseling approaches, Micro-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. 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.)

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.
3.	
4.	
5.	

2.2 Additional Readings

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

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, 7th</i> (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。

Journal:

1.	Clinical Gerontologist
2.	Death Studies
3.	Asian Journal of Gerontology and Geriatrics
4.	International Journal of Aging and Human Development
5.	Journal of Applied Gerontology
6.	Journal of Elder Abuse & Neglect
7.	Journal of Gerontological Social Work
8.	Journal of Women & Aging
9.	Omega
10.	The Gerontologist

Online Resources:

1.	www.caregivers.com
2.	www.nfcacares.org
3.	www.about.com/health/dying/msub42.htm
4.	www.mwr.org.tw/life_edu/forumb-1.doc
5.	www.sablier.com
6.	www.aarp.org/griefandloss/onlineresources.html
7.	www.growthhouse.org
8.	http://www.adec.org
9.	www.ericdigests.org/1998-2/focus.htm
10.	http://www.chiculture.net/php/frame.php?id=/cnsweb/html/0610/html
11.	http://www.hkada.org.hk/
12.	http://www.hkcss.org.hk/el/er/index.htm
13.	http://www.plksp.hk/plkrs_reminiscence_book.htm
14.	http://hk.geocities.com/reminiscence_fai/index.htm
15.	http://www.backchina.com/news/2005-06-06/57141.html?c_lang=big5