

**City University of Hong Kong  
Course Syllabus**

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

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**Part I Course Overview**

<b>Course Title:</b>	Counselling Older Adults
<b>Course Code:</b>	SS5832
<b>Course Duration:</b>	1 Semester
<b>Credit Units:</b>	3
<b>Level:</b>	P5
<b>Medium of Instruction:</b>	English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, role-play exercises and guest presentation as situation requires.
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> (Course Code and Title)	Nil
<b>Precursors:</b> (Course Code and Title)	Nil
<b>Equivalent Courses:</b> (Course Code and Title)	Nil
<b>Exclusive Courses:</b> (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. 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	
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. 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 &amp; Reflection Report, or (3) Life Story Book &amp; 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 collaborately		√	√	√	30%	

study and present a specific psychotherapy of their choice.						
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.)

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 and appropriately the psychotherapy in action	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3. Using appropriate	High	Significant	Moderate	Basic	Not even reaching

	micro-counselling skills in working with older people					marginal levels
	4. Demonstrating teamwork and an ability to solicit participation from class	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**

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). Social work with elders : A biopsychosocial approach to assessment and intervention (2nd ed.). Boston, Mass. : Pearson/Allyn and Bacon.
2.	Pachana, N.A., Laidlaw, K., & Knight, B.G. (Eds.). (2010). Casebook of clinical geropsychology: International perspectives on practice. New York: Oxford University Press.
3.	Wong, P. Y. K. & Chong, A.M.L. (2007). Indigenising cognitive behavioural therapy: counselling Chinese older people suffering multiple diseases. Asian Journal of Gerontology and Geriatrics, 2, 99-106.
4.	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
5.	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。

**2.2 Additional Readings**

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

**Recommended texts:**

1.	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.
2.	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.
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. BMC , Psychiatry, 12, 189.
4.	Chong, A. M. L., & Fok, S. Y. (2013). Validation of the Chinese expanded euthanasia attitude Scale. Death Studies, 37(1), 89-98.

5.	Chong, A. M. L., & Fok, S.Y. (2009). Attitudes toward euthanasia in Hong Kong: Implications for social work practice. <i>Social Work in Health Care</i> , 48, 119-133. doi:10.1080/00981380802533298.
6.	Chong, A. M. L., & Fok, S. Y. (2005). Attitudes toward euthanasia in Hong Kong: A comparison between physicians and the general public. <i>Death Studies</i> , 29, 29-54. doi: 10.1080/07481180590519769
7.	Chong, A. M. L. (2000). Reminiscence group for Chinese older People: A cultural consideration. <i>Journal of Gerontological Social Work</i> , Dec., 7-22.
8.	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.), <i>Social Work Intervention in Health Care</i> (pp.195-217). Hong Kong: Hong Kong: Hong Kong University Press.
9.	Chung JCC. (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), 259-64.
10.	Demirçin, S., Akkoyun, M., Yilmaz, R., & Gökdoğan, M. (2011). Suicide of elderly persons: towards a framework for prevention. <i>Geriatrics and gerontology international</i> , 11(1), 107-13.
11.	Egan, G. (2002). <i>The Skilled helper: A problem-management and opportunity-development Approach to Helping</i> (7th ed.). Pacific Grove, CA: Brooks/Cole.
12.	Evans, S., & Garner, J. (Eds.). (2004). <i>Talking over the years : A handbook of dynamic psychotherapy with older adults</i> . Hove, East Sussex ; New York : Brunner-Routledge.
13.	Feil, Naomi. (1992). <i>V/F validation : the Feil method : how to help disoriented old-old</i> (Rev. ed.) . Cleveland, Ohio : Edward Feil Productions.
14.	Gagliardi, J.P. (2008). Differentiating among Depression, Delirium, and Dementia in Elderly Patients. <i>Virtual Mentor</i> , 10(6), 383-388
15.	Hepple, J.; Pearce, J., & Wilkinson, P. (2002). <i>Psychological therapies with older people : Developing treatments for effective practice</i> . Hove [England]: Brunner-Routledge.
16.	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. <i>Journal of Nursing Research</i> , 17(2), 112-119.
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, 777–787
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> . Baltimore : Johns Hopkins University Press
19.	Neimeyer, R. A. (2000). <i>Lessons of loss: A guide to coping</i> . Memphis, Tennessee: Centre for the Study of Loss and Transition.
20.	Rosenberg, M. B. (2003). <i>Nonviolent communication: a language of life</i> (2nd ed.). CA: 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.). Boston: Pearson Allyn & Bacon.
22.	Westerhof, G. J., Bohlmeijer, E. T., & Webster, J. D. (2010). Reminiscence and mental health: A review of recent progress in theory, research, and intervention. <i>Ageing &amp; Society</i> , 30, 697–721.



23.	林娟芬 (2006) 認識死亡、失落與悲傷。取自 <a href="http://www.ttcs.org.tw/~church/25.1/06.htm">http://www.ttcs.org.tw/~church/25.1/06.htm</a>
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.	<a href="http://www.caregivers.com">www.caregivers.com</a>
2.	<a href="http://www.nfcacares.org">www.nfcacares.org</a>
3.	<a href="http://www.about.com/health/dying/msub42.htm">www.about.com/health/dying/msub42.htm</a>
4.	<a href="http://www.mwr.org.tw/life_edu/forumb-1.doc">www.mwr.org.tw/life_edu/forumb-1.doc</a>
5.	<a href="http://www.sablier.com">www.sablier.com</a>
6.	<a href="http://www.aarp.org/griefandloss/onlineresources.html">www.aarp.org/griefandloss/onlineresources.html</a>
7.	<a href="http://www.growthhouse.org">www.growthhouse.org</a>
8.	<a href="http://www.adec.org">http://www.adec.org</a>
9.	<a href="http://www.ericdigests.org/1998-2/focus.htm">www.ericdigests.org/1998-2/focus.htm</a>
10.	<a href="http://www.chiculture.net/php/frame.php?id=/cnsweb/html/0610/html">http://www.chiculture.net/php/frame.php?id=/cnsweb/html/0610/html</a>
11.	<a href="http://www.hkada.org.hk/">http://www.hkada.org.hk/</a>
12.	<a href="http://www.hkcss.org.hk/el/er/index.htm">http://www.hkcss.org.hk/el/er/index.htm</a>
13.	<a href="http://www.plksp.hk/plkrs_reminiscence_book.htm">http://www.plksp.hk/plkrs_reminiscence_book.htm</a>
14.	<a href="http://hk.geocities.com/reminiscence_fai/index.htm">http://hk.geocities.com/reminiscence_fai/index.htm</a>
15.	<a href="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</a>