

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Social and Behavioural Sciences  
with effect from Semester A 2020 /2021**

---

---

**Part I Course Overview**

<b>Course Title:</b>	Ageing Society: Hong Kong and Beyond
<b>Course Code:</b>	GE2226
<b>Course Duration:</b>	One semester
<b>Credit Units:</b>	3
<b>Level:</b>	B2
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input checked="" type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

This course is to engage students to acquire appropriate knowledge, skills and attitudes so as to facilitate their living and working in an aging society such as Hong Kong where by 2031, one in every four people would age 65 or above.

This course aims to enhance students' understanding of the impacts of population ageing on the social, economical, and political aspects of a society. In the economic area, population ageing affects consumption, labour markets, retirement, and intergenerational transfers. In the social sphere, population ageing influences intergenerational relationship, living arrangements, housing demand, and long term care services. In the political arena, population ageing will have an impact on voting patterns and political representation. Students will adopt a multi-disciplinary perspective to appreciate how population aging would affect young people on personal, familial, societal and career dimensions. The challenges and opportunities arising from population ageing will be identified and analysed.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes		
			A1	A2	A3
1.	Discover and describe the demographic, physiological, psychological and social dimensions of human aging in Hong Kong and other parts of the world.	20%	√	√	√
2	Reflect on their personal experiences, values and attitudes toward aging, such as image of older people, losses, death anxiety, intergeneration relationships.	10%	√	√	√
3.	Apply an inter-disciplinary approach in examining the implications of population ageing on major policy areas, such political, economic, welfare, health, housing, environment and legal.	20%	√	√	√
4.	Identify and discuss the opportunities arising from population aging on various sectors: silver-hair market, productive ageing, housing, leisure and tourism, and human services.	20%	√	√	√
5.	Apply multidisciplinary knowledge and skills creatively, in team work with other students, in a group project related to needs, concerns and aspirations of the older people.	30%	√	√	√
		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	5	
1.	Lecture	√		√	√		
2.	Interactive learning activities	√		√	√	√	
3.	Aging through the Eyes of Older Persons:	√	√	√	√		
4.	Group project presentation	√	√	√	√	√	
5.	Guest presentation	√	√	√	√		

### 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	5		
Continuous Assessment: <u>100</u> %							
AT1: Group Project Presentation	√	√	√	√	√	30%	
AT2: Life Story Book	√	√	√	√	√	30%	
AT3: Individual Paper	√	√	√	√		40%	

#### AT1: Group Project Presentation (30%)

Four students across disciplines are encouraged to form into a team. The objective of the group project is to provide an opportunity for the students to apply their interdisciplinary knowledge into real life policy issues concerning ageing. The group project will also promote their **critical and innovative thinking ability** through the application of the **Design Thinking Model** proposed by the Hasso-Plattner Institute of Design at Stanford (d.school) (Interaction Design Foundation, 2018), which include *Empathize, Define (the problem), Ideate, Prototype, and Test*. Each group should continue to prepare your group proposal on the chosen ageing policy by conducting library search, consulting experts and discussion with their group members. Each group will present their proposal creatively and interactively to fellow students, some older people and a panel of multi-disciplinary experts.

#### AT2: Life Story Book (30%)

Three to four students will be partnered with a life mentor ageing 60 or above. Students are expected to engage in no less than 5 direct contacts with their life mentors both inside and outside classroom during the 3-month period of the course. The exact nature of the contacts or activities would be decided between the students and their life mentor, such as having tea, taking a walk, paying a home visit to the life mentor, photo-taking, doing exercise, and the like. These contacts with their life mentor will help students acquire a first-hand understanding of the life experiences, life wisdom, needs and aspiration of the older people. As a deliverable of these contacts, students will prepare a life story book capturing their life mentors' major life events and life philosophies; as well as present it to the life mentor at the end of the course.

**AT3: Individual Paper (40%)**

To write up an academic paper analyzing critically a specific ageing issue with special focus on its implication and suggestions for an ageing society such as Hong Kong. Application of inter-disciplinary knowledge is expected. The ageing issue can be the topic presented in his/her group project, or an issue the student identified through his/her contacts with his/her Life Mentor.

## 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)
AT1: Group Project Presentation (30%)	1. The application of inter-disciplinary knowledge and concepts;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2. The ability to explain why it is significant;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3. The feasibility of the proposal	High	Significant	Moderate	Basic	Not even reaching marginal levels
	4. The plan/idea/design is innovative and creative	High	Significant	Moderate	Basic	Not even reaching marginal levels
	5. The ability to demonstrate clearly, attractively and interactively	High	Significant	Moderate	Basic	Not even reaching marginal levels
AT2: Life Story Book (30%)	1. Appropriate recording of meaningful life events and life philosophy of the life mentor throughout his/her whole life	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2. Presentation is creative, attractive, durable, user-friendly with good use of relevant language.	High	Significant	Moderate	Basic	Not even reaching marginal levels
AT3: Individual Paper (40%)	1. Depth of analysis on the chosen ageing issue, such as its causes, its impacts on elders and on society	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2. The application of inter-disciplinary knowledge and concepts					
	3. Depth of reflection on your own learning in the chosen ageing issue.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	4. Systematic and clear presentation, and proper use of English.	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.)

Global population ageing, longevity, physiological ageing, psychological ageing, social ageing; active ageing; grey-hair market, retirement, ageing work force, older volunteers, long term care financing, formal care, informal care, independence, participation, ageing in place; barrier-free environment, shelter housing for the elderly; elder abuse, legal protection, death and dying, euthanasia, advance directive, end of life care.

#### 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. Cheung, C. K. J., & Chow, O. W. E. (2019). Contribution of Wisdom to Well-Being in Chinese Older Adults, *Applied Research in Quality of Life*, [Doi: 10.1007/s11482-019-9712-x](https://doi.org/10.1007/s11482-019-9712-x)
2. Chong, A. M. L., Ng, S. H., Woo, J., Kwan, A. Y. H. (2006). Positive ageing: The views of middle-aged and older adults in Hong Kong. *Ageing & Society*, 26, pp.243-265.
3. CHOW, E. O. W., & FOK, D. Y. H. (2019). Recipe of Life: A Relational Narrative Therapy with persons with Chronic Pain. *Research on Social Work Practice*  
<https://doi.org/10.1177/1049731519870867>
4. Dennis, H. (2005). Evolution of the link between business and aging. *Generations*, 28(4), 8.
5. Hooyman, N. R., & Kiyak, H. A. (2011) *Social gerontology: A multidisciplinary perspective*. Boston: Allyn and Bacon.
6. Morgan, L.A. & Kunkel, S.R. (2011). *Ageing, Society, and the Life Course* (4th Ed.). New York: Springer Publishing Co.

##### 2.2 Additional Readings

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

1. Chan, W.C.H., Kwan, C.W., Chi, I. & Chong, M.L. (May 2014). The impact of loneliness on the relationship between depression and pain of Hong Kong Chinese terminally ill patients. *Journal of Palliative Medicine*. 17(5), 527-532. doi:10.1089/jpm.2013.0555.
2. Cheng, S-T. (2009). Generativity in later life: Perceived respect from younger generations as a determinant of goal disengagement and psychological well-being. *Journal of Gerontology: Psychological Sciences*, 64B(1), 45–54, doi:10.1093/geronb/gbn027
3. Chong, A M L and Cheung, C K J. (April 2012). Factor structure of a Cantonese-version Pittsburgh Sleep Quality Index, *Sleep and Biological Rhythms*, 10(2), 118-125, doi:10.1111/j.1479-8425.2011.00532.x.
4. Chong, A. M. L. (2007). Promoting Psychosocial Health of the Elderly – The Role of Social Workers. *Social Work in Health Care*, 44, 91-109. doi:10.1300/J010v44n01\_08
5. Chong, A. M. L., & Lang, G. S. (1998). Attitudes of Chinese elderly people toward death: Practical implications for social workers. *Asia Pacific Journal of Social Work*, 8 (1), pp.50-63.
6. Chong, A.M.L. (2013, 23 Nov). Life Mentor Scheme for Generation Me: A student-centered experiential learning activity for student excellence in an ageing society. *Proceedings of the Twentieth Annual Congress of Gerontology*, Hong Kong Association of Gerontology, 23 November, 2013. Hong Kong.
7. Chow, E. O. W. (2018). Narrative Group Intervention to reconstruct Meaning of Life among Stroke Survivors: A Randomized Clinical Trial Study. *Neuropsychiatry*, 8, 1216 - 1226. doi: 10.4172/Neuropsychiatry.1000450
8. CHOW, E. O. W. (2017). A Study of the Role of Meaning in Life: Mediating the Effects of Perceived Knowledge of Stroke on Depression and Life Satisfaction among Survivors. *Clinical*

- Rehabilitation*, 31, 1664–1673, [doi:10.1177/0269215517708604](https://doi.org/10.1177/0269215517708604)
9. CHOW, E.O.W. (2015). Narrative therapy an evaluated intervention to improve stroke survivors' social and emotional adaptation. *Clinical Rehabilitation*, 9, 315—326. doi: 10.1177/0269215514544039
  10. Fok, S. Y. & Chong, A. M. L. (2003). Euthanasia and old Age: The case of Hong Kong. *Hallym International Journal of Ageing*, 5(1), pp.41-53.
  11. HSBC (2009). *The Future of Retirement: It's time to prepare*. Hong Kong: HSBC Insurance Holding Limited. <http://www.hsbc.com/1/2/retirement/future-of-retirement>.
  12. Kam, P. k. (2003). Powerlessness of older people in Hong Kong: A political economy analysis. *Journal of Aging & Social Policy*, 15(4), 81.
  13. Meiners, N. H., & Seeberger, B. (2010). Marketing to senior citizens: Challenges and opportunities. *The Journal of Social, Political, and Economic Studies*, 35(3), 293.
  14. Parker, M. G., & Thorslund, M. (2007). Health Trends in the elderly population: Getting better and getting worse. *The Gerontologist*, 47 (2), pp.150-158.

### 2.3 Online Resources

1. Global Age-friendly Cities: A Guide - World Health Organization, retrieved from [http://www.who.int/ageing/publications/Global\\_age\\_friendly\\_cities\\_Guide\\_English.pdf](http://www.who.int/ageing/publications/Global_age_friendly_cities_Guide_English.pdf)
2. Hong Kong Council of Social Service 長者友善社區 - 拓展經驗與前瞻工作坊 [http://www.hkcss.org.hk/el/AFC/AFCTraining\\_10Sept2010.html](http://www.hkcss.org.hk/el/AFC/AFCTraining_10Sept2010.html)
3. United Nations (2002). Report of the Second World Assembly on Ageing, Madrid, 8-12 April 2002. United Nations, New York.
4. United Nations Global Issues on Ageing. <http://www.un.org/en/globalissues/ageing/index.shtml>
5. WHO Global Network of Age-friendly Cities and Communities [http://www.who.int/ageing/age\\_friendly\\_cities\\_network/en/index.html](http://www.who.int/ageing/age_friendly_cities_network/en/index.html)
6. World Health Organization (2002) *Active ageing: a policy framework*. Geneva: WHO. This framework is available on: <http://www.who.int/hpr/ageing/index.htm>

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

<b>GE PILO</b>	<b>Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)</b>
PILO 1: Demonstrate the capacity for self-directed learning	CILO 3, 4,5
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILO 3
PILO 3: Demonstrate critical thinking skills	CILO 3, 4
PILO 4: Interpret information and numerical data	CILO 1
PILO 5: Produce structured, well-organised and fluent text	CILO 5
PILO 6: Demonstrate effective oral communication skills	CILO 5
PILO 7: Demonstrate an ability to work effectively in a team	CILO 5
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	CILO 1, 2
PILO 9: Value ethical and socially responsible actions	CILO 2
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILO 4, 5

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

<b>Selected Assessment Task</b>
Individual paper