# SS4215: HEALTH AND AGING

**Effective Term**
Semester B 2022/23

## 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 | Analyze and apply appropriate intervention skills and methods in working with older adults and their carers; | 50 | x | x | x |
| 3 | Reflect on one's own values, attitude and belief in social work practice; and | 15 | x |  | x |
| 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 | 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.

**Teaching and Learning Activities (TLAs)**

|  | TLAs | Brief Description | CILO No. | Hours/week (if applicable) |
|---|---|---|---|---|
| 1 | 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. | 1, 2, 3, 4 |  |

| 2 | ExperientialLearningActivities | 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 aging through the eyes of older persons, games, role-play, video, group presentation and discussion. Role-play demonstration and exercises aim to drill on skills in individual and group counselling. | 2, 3 | |
| --- | --- | --- | --- | --- |
| 3 | Video Demonstration | Video shows of real-life themes are used for illustrations. | 2, 3, 4 | |
| 4 | Case Study | Through Life Mentor Scheme, students are arranged in small-groups to prepare a Life Book for the mentor, and learn to apply various relevant working approaches in practice. | 1, 2, 3, 4 | |
| 5 | One minute note/ Reflection | 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. | 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

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**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

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**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

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# 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). Aging, society and the life course (4th ed.). New York: Springer. |
| 5 | Orbach, A. (2003). Counselling older clients. Thousand Oaks, Calif.: Sage. |
| 6 | White, M. (2007). Maps of narrative practice. USA: W.W Norton. |
| 7 | Banmen, J. (2004). Using the Satir model: Working effectively with suicidal clients. University of HK: Centre for Suicide Research & Prevention (available in Chinese & English). |
| 8 | Beder, J. (2004). Voices of bereavement: A casebook for grief counsellors. N.Y.: Brunner-Routledge. |
| 9 | Cantley, C. (2001). A handbook of dementia care. Buckingham: Open University Press. |
| 10 | Carlson, J., & Kjos, D. (2002). Theories and strategies of family therapy. Boston: Allyn & Bacon. |
| 11 | Chan, C., & Chow, Y. M. Amy (Eds.). (2005). Death, Dying and Bereavement: A Hong Kong Chinese Experience. Hong Kong: Hong Kong University Press. |
| 12 | Dobson, K. S. (2001). Handbook of cognitive-behavioural theories. N.Y.: Guilford Press. |
| 13 | Greene, R. R. (2008). Social work with the aged and their families. N.Y.: Aldine de Groyter. |
| 14 | Worden, J. W. (2002). Grief counselling and grief therapy: A handbook for the mental Health practitioner (3rd ed.). N.Y: Springer Publishing. |
| 15 | May, M. I., Kaminskas, E., & Kasten, J. (1991). Managing institutional long-term care for the elderly. Gaithersburg, Maryland: Aspen Publishers. |
| 16 | Pynoos, J., Feldman, P. H., & Ahrens, J. (2004). Linking housing and services for older adults: Obstacles, options, and opportunities. 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.htmwww.nacbt.org: website on Cognitive Behavioural Therapywww.csrp.hku.hk website: HK Jockey Club Centre for Suicide Research & Prevention, HKU |