Subject Description Form

Subject Code	APSS4300
Subject Title	Special Seminars on Ageing and Service Management
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject aims to keep students abreast with the most updated knowledge, approaches and models addressing the emerging and most important issues in ageing and service management in Hong Kong and other ageing societies. It will increase their awareness of practical application of what they have learned in this program and readiness for working with diverse ageing populations.
Intended Learning Outcomes	Upon successful completion of this subject, students will be able to: a) gain the current knowledge about social issues related to ageing and service management in Hong Kong and other societies from a global and comparative perspective; b) understand the progress in approaches and strategies in response to these issues and its fulfillment of diverse features and needs of this population; c) use professional perspectives to think about future challenges and opportunities in this field; d) propose solutions to existing or emerging challenges using their knowledge and skills; e) enhance competence in critical thinking, problem solving, effective communication and ethical practice; and f) sensitively aware of and appreciate the beauty of diversity in ageing and older adults.
Subject Synopsis/ Indicative Syllabus	As a multi-method course designed to supplement the Ageing and Service Management concentration curriculum with further information and in-depth field samples, the lectures will cover following contents. The sequence and topics of the lectures are not fixed. The topics are subject to adjustments in view of the emerging issues in the field. a) frontline knowledge on imperative issues for ageing populations in Hong Kong with a comparison with other societies. Topics may include but not limited to (1) younger baby boomers' retirement preparation and adaptation strategies (e.g., financial planning and management), (2) family life and elder abuse, (3) active and productive ageing (e.g. life-long learning, voluntary work), (4) social participation and leisure activities (e.g., traveling), (5) diversity and heterogeneity, (6) care needs and end-of-life issues, (7) special needs of older adults (e.g., assessment and cognitive training for dementia patients), (8) consumption behaviours of ageing adults and so forth. b) innovative and effective approaches or service models addressing these issues, for example, (1) active ageing promotion, (2) cooperation and integration in

	social and health care system, (3) innovation in long-term care models, (4) service management strategies, (5) prevention, treatment and intervention for health problems, and (6) the development and creation in the silver market, etc.
	c) key issues in work flow to generate new policy and service approaches in response to ageing issues; and
	d) professional role and ethics in policy and service development for ageing population.
Teaching/Learning Methodology	The learning process will be facilitated with blended learning strategies. Students are expected to actively and reflectively participate and prepare for lectures, group presentations, and in-class activities.
	a) Lectures: 13 lectures on diverse topics will be delivered by the lecturer or guest speakers.
	b) In-class sharing and discussion: sharing and discussion session will be arranged for students to have a dialogue with the lecturer or speaker and peer classmate on relevant issues.
	c) Group presentation: students in small groups will be required to analyze ageing and service management issues, and/or propose and present recommendations for and solutions to certain social needs and problems.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
1. Participation	15%	✓	✓	✓	✓	✓	✓
2. Group project presentation	35%	✓	✓	✓	✓	✓	✓
3. Term-paper	50%	✓	✓	✓	✓	✓	✓
Total	100%						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

a. **Participation** Students are expected to attend all lectures unless legitimate reasons exist for absences or tardiness. Attendance will be record and evaluated.

b. **Group project presentation** employs collaborative approach to assess students' performance as a team member, problem solver and active learner.

c. **Term paper** students should complete a term paper on an emerging issue discussed in class of interest. It evaluates their critical thinking, problem solving and writing skills. Students should demonstrate their understanding on the topic, critically reflect on what they have learned from the lectures, raise questions and suggest solutions.

Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	

▪ Preparation for group presentation		20 Hrs.
▪ Preparation for term paper		56 Hrs.
Total student study effort		115 Hrs.

Reading List and References	1. Coffey A, Buckley C, Gaidys U, Sasoni J, Arola M, Deimante-Hartmane D, et al. Beliefs of students about growing older and perceptions of working in gerontology. Nurs Older People. 2015;27(1):33-7.
	2. Obhi HK, Woodhead EL. Attitudes and Experiences With Older Adults: A Case for Service Learning for Undergraduates. Gerontol Geriatr Educ. 2016;37(2):108-22.
	3. Johnson J, Finn K. Working With Older Adults. In: Johnson J, Finn K, editors. Designing User Interfaces for an Aging Population: Towards Universal Design: Elsevier Science; 2017. p. 159-80.
	4. Spencer B. Old age? It starts at 85, say dynamic sixtysomethings: two thirds of those aged 60 to 69 plan to take up new hobbies or go travelling. The Daily Mail. 2016.