

## Subject Description Form

<b>Subject Code</b>	APSS4882														
<b>Subject Title</b>	Management, Programme Planning and Evaluation of Aged Care														
<b>Credit Value</b>	3														
<b>Level</b>	4														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	NIL														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar and Workshop Participation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Seminar Presentation</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Seminar paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar and Workshop Participation	20%	--	2. Seminar Presentation	30%	--	3. Seminar paper	50%	--
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<ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject; and</li> <li>Student must pass the seminar paper (at least Grade D) if he/she is to pass the subject.</li> </ul>															
<b>Objectives</b>															
<p>The subject aims to:</p> <ol style="list-style-type: none"> <li>1. provide students a basic understanding of the functions, knowledge and skills of management;</li> <li>2. enable students to know the characteristics of human service organizations in general and Aged Care in particular and their implications for management;</li> <li>3. acquire key concepts and skills in designing, planning, implementing social programmes and evaluation for Aged Care; and</li> <li>4. understand specifically the Logic Model and outcome-based evaluation.</li> </ol>															
<b>Intended Learning Outcomes</b>															
<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. identify the basic functions, knowledge and skills of management;</li> <li>b. articulate the characteristics of human service organizations and Aged Care in particular and their implications for management;</li> <li>c. identify various leadership approaches and key factors for motivating staff;</li> <li>d. acquire team building knowledge and skills;</li> </ol>															

	<p>e. identify the principles in human resource management;</p> <p>f. acquire programme planning and evaluation knowledge and skills especially the Logic Model and outcome-based evaluation;</p> <p>g. write programme proposal independently including budget;</p> <p>h. identify what ethical management entails and its relationship to humanistic values.</p>																																																										
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p>1) Characteristics of human service organizations and aged care in particular</p> <p>2) Development of management theories</p> <p>3) Details of managerial functions:</p> <ul style="list-style-type: none"> <li>- strategic planning</li> <li>- human resource and development</li> <li>- budgeting and financial control</li> <li>- leadership theories</li> <li>- motivational theories</li> <li>- team building</li> <li>- planning and evaluating Aged Care programmes</li> </ul> <p>4) External and internal environment and its relationship to Aged Care management:</p> <ul style="list-style-type: none"> <li>- external and internal environment and issues</li> <li>- ethical management and humanistic values</li> </ul>																																																										
<p><b>Teaching/Learning Methodology</b></p>	<p>This subject consists of lectures, workshops and seminars designed to enhance students' critical thinking and analytical power through an interactive approach that encourages students to engage in discussions and debates on Aged Care management issues. Case studies will be discussed in detail in lectures and workshops for generating discussions. Students are also required to present in seminars on selected management issues, through which they learn to develop knowledge in specific areas and articulate their arguments logically and systematically.</p>																																																										
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="456 1464 1453 1939"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="8">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> <th>h</th> </tr> </thead> <tbody> <tr> <td>1. Seminar and Workshop Participation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Seminar Presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>3. Seminar Paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="8"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)								a	b	c	d	e	f	g	h	1. Seminar and Workshop Participation	20%	✓	✓	✓	✓	✓	✓	✓	✓	2. Seminar Presentation	30%	✓	✓	✓		✓	✓		✓	3. Seminar Paper	50%	✓	✓	✓		✓	✓		✓	Total	100%								
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	<p>Workshops and seminar are essential for students to learn in an interactive manner and in a group setting. They are designed to explore in-depth management issues, theories and techniques. Both efforts and originality are key criteria for assessing individual students' performance in seminars and workshops.</p> <p>Students are expected to submit a seminar paper (3000 words) to their seminar tutors within two weeks after their presentation. This paper can reflect the students' conceptual understanding, analysis, application, and reflection of the chosen topic.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	27 Hrs.
	▪ Seminars and workshops	12 Hrs.
	Other student study effort:	
	▪ Seminar paper	25 Hrs.
	▪ Seminar presentation	25 Hrs.
	▪ Self-directed studies	30 Hrs.
Total student study effort	119 Hrs.	
<b>Medium of Instructor</b>	English supplemented with Chinese	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>Certo, S.C. &amp; Certo, S.T. (2012). <i>Modern management: Concepts and skills</i> (12<sup>th</sup> ed.). Upper Saddle River, N.J.: Pearson.</p> <p>Dyck, B. &amp; Neubert, M.J. (2010). <i>Management: Current practices and new directions</i>. Boston: Houghton Mifflin.</p> <p>Griffin, R.W. (2012). <i>Fundamentals of management</i> (6<sup>th</sup> ed.). Mason, Ohio: South-Western/Cengage Learning.</p> <p>Hansenfeld, Y. (2010). <i>Human service as complex organizations</i> (2<sup>nd</sup> ed.). Los Angeles: Sage.</p> <p>Worth, M.J. (2012). <i>Nonprofit management: Principles and practices</i> (3<sup>rd</sup> ed.). Los Angeles: Sage Publications.</p> <p><b><u>Supplementary</u></b></p> <p>Allen, J.E. (2011). <i>Nursing home administration</i> (6<sup>th</sup> ed.). New York, N.Y.: Springer Publishing Company.</p> <p>Cross, C.J. (2012). <i>Handbook of geriatric care management</i> (3<sup>rd</sup> ed.). Sudbury, MA: Jones &amp; Bartlett Learning.</p>	

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- Finkler, S.A. (2013). *Financial management for public health and not-for-profit organizations*. Boston: Pearson Education.
- Granof, M.H. (2011). *Government and not-for-profit accounting: Concepts and practices* (5<sup>th</sup> ed.). Hoboken, N.J.: John Wiley & Sons.
- Kapp, S.A. & Anderson, G. R. (2010). *Agency-based program evaluation: Lessons from practice*. Los Angeles, CA: Sage Publications.
- Meerabeau, L. & Wright, K. (2011). *Long-term conditions: Nursing care and management*. Chichester, West Sussex: Wiley-Blackwell.
- Noe, R.A. et al. (2014). *Fundamentals of human resource management* (5<sup>th</sup> ed.). New York, N.Y.: McGraw-Hill.
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- Posavac, E.J. (2011). *Program evaluation: Methods and case studies* (8<sup>th</sup> ed.). Boston: Prentice Hall.
- Pratt, J.R. (2016). *Long-term care: Managing across the continuum* (4<sup>th</sup> ed.). Burlington, MA.: Jones & Bartlett Publishers.
- Singh, D. A. (2010). *Effective management of long-term care facilities* (2<sup>nd</sup> ed.). Sudbury, Mass.: Jones and Bartlett Publishers.
- Smith, M.J. (2010). *Handbook of program evaluation for social work & health professionals*. New York: Oxford University Press.
- Sullivan-Marx, E.M. & Gray-Miceli, D. (2008). *Leadership and management skills for long-term care*. New York: Springer Publishing Company.
- Wholey, J.S., Hatry, H. P., & Newcomer, K. E. (Eds.). (2010). *Handbook of practical program evaluation*. San Francisco: Jossey-Bass.
- Yuen, F.K.O. (2009). *Effective grant writing & program evaluation for human service professionals*. Hoboken, NJ: Wiley & Sons.