

Subject Description Form

Subject Code	APSS3303		
Subject Title	Skills and Practice for Working with Older Adults		
Credit Value	3		
Level	3		
Pre-requisite / Co-requisite/ Exclusion	Nil		
Assessment Methods	100% Continuous Assessment	Individual Assessment	Group Assessment
	1. Reflection/Term paper	50%	0%
	2. Class Participation	10%	0%
	3. Communication skills test and exercises	40%	0%
	<ul style="list-style-type: none"> •The grade is calculated according to the percentage assigned; •The completion and submission of all component assignments are required for passing the subject; and •Student must pass all component(s) if he/she is to pass the subject. 		
Objectives	<p>The objectives of this subject are to a) introduce students to an overview of key concepts, models, themes as well as current trends in working with ageing population; b) explain the humanistic orientation in helping profession; c) equip students with useful guidelines and practical interpersonal communication skills essential to working with older adults and establishing relationships with them and d) cultivate a professional attitude and sensitivity to ethical issues when working with older adults and their families;</p>		
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. articulate humanistic orientation in helping profession and be aware of the ethical and controversial issues in working with older adults and their families; b. examine and explain the multiple factors which may affect communication with the older adults from a social psychological perspective; c. integrate knowledge and skills of communication in daily life and human service setting d. present the core conditions and techniques in establishing relationships with the older service users, and other caring or human service professionals; e. develop competency in working with older adults. 		

**Subject Synopsis/
Indicative Syllabus**

1. Prospects of ageing

Population projections, legislative response, empowerment of older adults, advent of the more affluent older adults and new patterns of care and the career opportunities in the emerging silver market.

2. Ethical values, considerations and challenges

To comprehend ethical issues related to working with older adults, including (1) the definition of ethics; (2) ethical values and principles, such as respect, beneficence, nonmaleficence, justice, sanctity of life, confidentiality, fidelity, warmth, genuineness, empathy, concreteness, autonomy, the best interest of the senior, commitment, professional accountability, affirming dignity, promoting independence; (3) ethical considerations, like social and cultural issues and relevant competence, care planning and decision making techniques, self-determination and informed consent, diversity and individualized service, and elder abuse and right protection; and (4) ethical challenges, including handling conflicts of interest, balancing decision-making capacity vs autonomy, respecting end-of-life wishes vs supreme right of life, health promotion and over advertising or fraud, ageism (ageist language and behavior) and controversial mindset (apocalyptic demographic thinking, disempowerment perspective or ignoring the natural disadvantage of older people).

3. Experiential Learning

As a contrast to the didactic learning approach used in lectures, students will learn from their experience through participation and interaction in a small group. Instructional components will also be integrated with the experiential components to clarify concepts/ theories and ethical issues related to relationship building and communication with the older adults.

4. Process and Pattern of Human Communication

To understand the elements of communication process and enhance sensitivity in observing and using both verbal and non-verbal communications.

5. Relationship

To understand the core conditions of warmth, genuineness, empathy, concreteness, and to develop ability to self-disclose at appropriate times and situations in order to develop effective helping relationships.

6. Interpersonal Communication Skills

To understand and acquire the basic skills of communication, including effective attending behavior, listening, and questioning techniques, encouragement, paraphrasing, reflection of feelings, summarization, refocusing, appropriate use of self, and conflict management.

Teaching/Learning Methodology	<p>In order to maximize students' participation, interaction and learning effectiveness, small-group learning approach will be adopted. The language of instruction of this subject will be English supplemented with Chinese in order to facilitate culturally appropriate skills training.</p> <ol style="list-style-type: none"> Skills training laboratory will be adopted, students are guided to practice a host of communication skills by engaging in role plays and debriefing. The role plays will be recorded and critically reviewed to foster students' competence in providing constructive comments for skills improvement. Videos, case illustrations and live demonstration conducted by the subject teachers will also be used. The teaching and learning activities which enhance students' participation may include class exercises, small group discussion, use of audio-visual materials and e-learning. 																																																					
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="424 752 1441 1290"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">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> </tr> </thead> <tbody> <tr> <td>1. Reflection/Term paper</td> <td>50%</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Class Participation</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Communication skills test and exercises</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Through laboratory exercises in simulated scenarios with corrective feedbacks and guidance from teachers, students will have to learn to master generic skills in working with different units of attention.</p> <p>All the above assessment is impossible without their participation including their attendance, initiatives and involvement.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Reflection/Term paper	50%		√	√	√	√	√	2. Class Participation	10%	√	√	√	√	√	√	3. Communication skills test and exercises	40%	√	√	√	√	√	√	Total	100 %						
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<p>Reading List and References</p>	<p><u>Essential</u> Backhaus, P. (Ed.). (2011). <i>Communication in elderly care: Cross-cultural perspectives</i>. Bloomsbury Publishing.</p> <p>Harwood, J. (2007). <i>Understanding communication and aging: Developing knowledge and awareness</i>. Thousand Oaks, CA: Sage Publications.</p> <p>Hargie, O. (2006). <i>The handbook of communication skills</i> (2nd ed.). London: Routledge.</p> <p>Dreher, B. B. (2001). <i>Communication Skills for Working with Elders</i>. New York: Springer.</p> <p><u>Supplementary</u> Novak, M. (2018). <i>Issues in Aging</i>. Milton: Routledge.</p> <p>Corey, M. S., & Corey, G. (2015). <i>Becoming a helper</i>. Cengage Learning.</p> <p>Okun, B. F., & Kantrowitz, R. E. (2014). <i>Effective helping: Interviewing and counseling techniques</i>. Nelson Education.</p> <p>Powell, J., & Ebrary, Inc. (2013). <i>Social gerontology</i> (Social perspectives of aging). New York: Nova Science.</p> <p>Anderson, M. A. (2011). <i>Caring for older adults holistically</i>. USA: F. A. Davis Company.</p> <p>Mason, M.G. (2011). <i>Adulthood and aging</i>. Allyn & Bacon.</p> <p>Egan, G. (2007). <i>Exercises in helping skills: A manual to accompany the skilled helper</i>. California: Brooks/ Cole.</p> <p>Lloyd, S. (2002). <i>Developing positive assertiveness</i>. Crisp Learning.</p> <p>Kart, C.S. & Kinney, J.M. (2001). <i>The Realities of Aging: An Introduction to Gerontology</i> (6th edit).</p> <p>Morrison, P., & Burnard, P. (1997). <i>Caring and communicating</i>. Macmillan, London.</p> <p>梅陳玉嬋，齊鉞，周翠 (2004)。 <i>老年學與老人工作面面觀</i>。香港大學秀圃老年研究中心。</p> <p>齊鉞，徐永德 (2008)。 <i>廿一世紀老年社會工作</i>。香港大學出版社。</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.