

Subject Description Form

Subject Code	APSS533														
Subject Title	Mental Health and the Aged														
Credit Value	3														
Level	5														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Presentation</td> <td style="text-align: center;">0 %</td> <td style="text-align: center;">20 %</td> </tr> <tr> <td>2. Case Analysis</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">0 %</td> </tr> <tr> <td>3. Term Paper</td> <td style="text-align: center;">50 %</td> <td style="text-align: center;">0 %</td> </tr> </tbody> </table> <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 the specific component(s) (standard of passing) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar Presentation	0 %	20 %	2. Case Analysis	30 %	0 %	3. Term Paper	50 %	0 %
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Objectives	<p>This subject aims to develop students' understanding on various dimensions and natures of mental health problems of aged person in Hong Kong. As human professionals, students' practice competence will be facilitated, encouraged and nurtured by exposing them to various intervention approaches and dilemmas in handling aged clients' mental health problems with an orientation of humanity and community integration. The students are also facilitated to acknowledge current and updated international trends in providing mental health care for the aged.</p>														
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. understand the various nature of mental health problems of elderly and their psycho-social implications in the aging process; b. evaluate the social work professional practice: values, role, skills and intervention, in the mental health field, either in the clinical team or community in working with the elderly with mental health problem; c. acquire relevant knowledge and skills in helping aged clients to maintain their mental health in the aging process; d. have a good grasp of treatment implication, to develop skills and explore alternative or innovative strategies in dealing with mental health problems of the elderly; e. acknowledge the international trends and contemporary issues in Aging and Mental Health; and f. embrace a critical evaluation on the policy and service in providing mental health care for the elderly in Hong Kong. 														

<p>Subject Synopsis/ Indicative Syllabus</p>	<p>1. Mental Health and Wellness in Aging Theories of aging Physical well-being in aging Psychological well-being in aging Social well-being in aging Stress and coping in later life Wellness & mental health of the elderly in Hong Kong Social, cultural and political contexts of aging in Hong Kong and in China</p> <p>2. Mental Health Problem with the Aged: Etiology, Prevalence, Features and Treatment Anxiety disorder in old age Personality disorder in old age Mood disorder and suicide in old age Schizophrenia and Paraphrenia in old age Alzheimer’s disease and other dementia disorder in old age Death, dying and bereavement in old age Elderly Abuse and Mental Problems</p> <p>3. Critique Policy and Service for Mental Health of the Aged Medical and hospital care Residential care Home and outreaching care Family support and informal community care Hospice care Training and support of caregivers</p> <p>4. Dimension of Professional Practice In Mental Health Care for the Aged The clients : patient vs person vs client The team context : the lonely professional in the multi-disciplinary team The intervention model/s : medical vs psycho-social vs socio-political The service ideologies : institutional vs natural family care Specialized practice vs generic practice</p> <p>5. Professional Intervention in Enhancing the Mental Health of the Aged Case management Individual psychotherapy & behaviour management Crisis intervention and emergency management Group work Community networking Empowerment and consciousness raising Traditional Chinese exercises & leisure Mental health promotion activities & education Spiritual and Religious Care</p> <p>6. Family Caregiving and Family Intervention for Elderly with Mental Problems</p> <p>7. Mental Health Research for the Aged</p>
<p>Teaching/Learning Methodology</p>	<p>The participation of students in both lectures and seminars are crucial for learning in this subject. Reflective lectures in form of active discussion & enquiry will stimulate students to be sensitive and empathetic to the mental health needs & issues of the elderly. Seminars in form of mini-surveys will enable students beware of contextual constraints in actual practice. Analytical report on case/group/project will facilitate students to apply the learnt concepts & theories in actual practice.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <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. Seminar Presentation</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Case Analysis</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Term Paper</td> <td>50%</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>		Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Seminar Presentation	20%	√	√	√	√	√	√	2. Case Analysis	30%	√	√	√	√	√	√	3. Term Paper	50%	√	√	√	√	√	√	Total	100 %						
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<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessment will be based on seminar presentation of topics chosen by the students. They are also required to submit a case analysis and a term paper for assessment. In the case analysis, they are required to analyze the experiences of an aged client with mental illness in diagnosis, treatment, rehabilitation and community integration. In the term paper, they are required to examine, discuss and analyze related issues in mental health and the aged.</p>																																																
Student Study Effort Expected	Class contact:																																															
	▪ Lecture	27 Hrs.																																														
	▪ Seminar and Tutorial	12 Hrs.																																														
	Other student study effort:																																															
	▪ Reading	42 Hrs.																																														
	▪ Case analysis activities	10 Hrs.																																														
	▪ Group discussion outside class	24 Hrs.																																														
	Total student study effort	115Hrs.																																														
Reading List and References	<p><u>Essential</u></p> <p>Alexander, G.J. (Ed.). (1992). <i>International perspectives on aging</i>. Boston: M. Nijhoff.</p> <p>Lichtenberg, P.A., Murman, D.L., & Mellow, A.M. (Eds.). (2003). <i>Handbook of dementia: Psychological, neurological and psychiatric perspectives</i>. Hoboken, N.J.: John Wiley & Sons.</p> <p>Tice, C.J., & Perkins, K. (1996). <i>Mental health issues & aging: building on the strengths of older persons</i>. Pacific Grove, Calif.: Brooks/Cole Pub. Co.</p> <p>Whitbourne, S.K. (Ed.). (2000). <i>Psychopathology in later adulthood</i>. N.Y.: John Wiley & Sons.</p> <p>Yip, K.S. (2008). Taoistic transcendence from the post-traumatic stress after the Sept 11 terrorist attacks. In K.S. Yip (Ed.). <i>Strength based perspective in working</i></p>																																															

with clients with mental illness: A Chinese cultural articulation. New York: Nova Science Publishers.

Yip, K.S., & Law, S.O. (2008). Natural locality based networking for disabled singleton elderly in Hong Kong: An articulation of strengths within Chinese culture. In K.S. Yip (Ed.). *Strength based perspective in working with clients with mental illness: A Chinese cultural articulation.* New York: Nova Science Publishers.

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Supplementary

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Chou, K.L., & Chi I. (2002). Chronic illness and depressive symptom among older adults: A longitudinal study. *International Journal of Aging and Human Development, 54*(2), 159-172.

Chou, K.L., & Chi I. (2003). Reciprocal relationship between social support and depressive symptoms among Chinese elderly. *Aging and Mental Health, 7*(3), 224-231.

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Wong, G.K.C., Yu, C.S., & Tsoi, E. (2002). *Evaluation of the effectiveness of early psychosocial interventions on psychogeriatric clients' well being and the coping skills in family caregivers*. Hong Kong: The University of Hong Kong.

陳章明。(1997)。《老人外展服務概況》。香港：循道衛理書室出版。

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