

Subject Description Form

Subject Code	APSS391																	
Subject Title	Aging and Social Work																	
Credit Value	3																	
Level	3																	
Pre-requisite / Co-requisite/ Exclusion	Nil																	
Assessment Methods	<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. Term Paper</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Quiz</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>4. Presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">30%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	40%	0%	2. Quiz	20%	0%	3. Participation	10%	0%	4. Presentation	0%	30%
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<p>Coursework assessment includes participation and presentation in class and an individual term paper. The purpose of the term paper is to help students integrate different parts of the syllabus into a holistic and critical view on the subject.</p>																		
<p>The term paper will be assessed according to i) the relevance and accuracy of content; (ii) the appropriate application of knowledge; and (iii) clarity in presentation.</p>																		
<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. 																		
Objectives	<p>The subject aims at enabling students to acquire and understand the core concepts, characteristics and needs of the elderly and developing knowledge and skills to work with the elderly and the various social systems.</p>																	

<p>Intended Learning Outcomes</p> <p><i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. identify the core concepts and basic themes essential for the study of aging from a multi-dimensional perspective; b. identify the characteristics, needs and problems of the elderly in a changing society; c. analyze the relevant policies and programmes in the care of the elderly in Hong Kong and elsewhere and examine their implications for social work; d. examine the professional roles and identity of social workers at various service settings for the aged in a fast changing society; e. develop competency in working with the elderly; and f. be aware of the current issues and future trends in the aging field.
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Concepts, themes and issues in the study of aging – Concept of human aging and maturation; chronological, social and cultural models of aging; individual aging and societal response to aging; the demography of aging, global and local trends. 2. Dimensions of aging – the physical, psychological and sociological processes of aging – Parameters of normal aging, concept of positive aging; common illnesses in later life; physical impairments and their impacts on social functioning sensory and cognitive functioning, learning, memory and intelligence; adaptive mechanisms and successful aging; mental health and mental disorders among the elderly; family and kinship; work and retirement; social theories of aging such as role theory, disengagement theory, activity theory & social constructionism. 3. Aging and Macro Social Interventions – Analysis of social policies and service delivery systems in the care of the elderly; health care; community care and residential care. 4. Professional values and roles of social workers at elderly care settings – Ageism and common stereotypes toward the aged and aging, cultivation of positive understanding and response, examination of professional roles and identity of social workers at various service settings, interdisciplinary collaboration. 5. Social work micro intervention skills and techniques in working with the elderly – Differential use of approaches in working with the elderly; crisis intervention, use of groups and volunteers, care of the family caregivers. 6. Prospects of aging –

	Population projections, legislative response, empowerment of the elderly, advent of the more affluent elderly and new patterns of care and the career opportunities in the emerging silver market.																																																													
Teaching/Learning Methodology <i>(Note 3)</i>	<ol style="list-style-type: none"> The teaching and learning activities which enhance students' participation may include class exercises, small group discussion, use of audio-visual materials and e-learning. Workshop and field visits will be arranged to supplement the lectures and it is a self-learning tool for integration and internalization. Students would be organized into small groups of 3-5 students and they are expected to work together for a presentation on designated topics. They are also expected to facilitate the class to discuss on the topic or participate in related activities. 																																																													
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<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. Term Paper</td> <td>40 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Quiz</td> <td>20 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Participation</td> <td>10 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Presentation</td> <td>30 %</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>The topics of the term paper and the questions structured in the quiz will be able to assess the students on their individual efforts, while the presentation can evaluate students in a group on the understanding of the policies and services, knowledge and skills in working with the elderly.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Term Paper	40 %	✓	✓	✓	✓	✓	✓	2. Quiz	20 %	✓	✓	✓	✓	✓	✓	3. Participation	10 %	✓	✓	✓	✓	✓	✓	4. Presentation	30 %	✓	✓	✓	✓	✓	✓	Total	100 %						
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Student Study Effort Required	Class contact:																																																													
	<ul style="list-style-type: none"> Interactive Lectures, class discussion and case studies 							39 Hrs.																																																						
	Other student study effort:																																																													
	<ul style="list-style-type: none"> Preparation work 							50 Hrs.																																																						

	▪ Quiz	16 Hrs.
	Total student study effort	105 Hrs.
Medium of Instruction	Chinese supplemented with English	
Medium of Assessment	English	
Reading List and References	<p><u>Essential</u></p> <p>Novak, M. (2012) <i>Issues in Aging</i>. 3rd Ed. Pearson.</p> <p>Mason, M.G. (2011) <i>Adulthood and aging</i>. Allyn & Bacon.</p> <p>Quadagno, J. (2011) <i>Aging and the life course: An introduction to social gerontology</i>. 5th Ed. McGraw-Hill.</p> <p>Hooyman, N & Kiyak, H.A. (2008) <i>Social Gerontology: A Multidisciplinary Approach</i> 8th Ed. Allyn & Bacon.</p> <p><u>Supplementary</u></p> <p>楊培珊, 梅陳玉嬋 (2011) <i>台灣老人社會工作理論與實務</i>。雙葉書廊有限公司。</p> <p>梅陳玉嬋, 齊鉉, 徐永德 (2008) <i>廿一世紀老年人社會工作</i>。香港大學出版社。</p> <p>梅陳玉嬋, 齊鉉, 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>朱佩蘭著 (2001) <i>安老與社會工作</i>。中文大學出版社。</p> <p>曾文星編著 (2004) <i>老人心理</i>。中文大學出版社。</p> <p>Kart, C.S. & Kinney, J.M. (2001) <i>The Realities of Aging: An Introduction to Gerontology (6th edit)</i>.</p> <p>Mc Innis – Dittrich (2002) <i>Social Work with Elders: A Biopsychosocial Approach to Assessment & Intervention</i>. Boston: Allyn & Bacon.</p> <p>The Gerontologist – Gerontological Society of America.</p> <p>Journal of Gerontological Social Work.</p> <p>Aging and Society.</p> <p>Generations.</p> <p>Hong Kong Journal of Gerontology.</p>	

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.