

Subject Description Form

Subject Code	APSS2300														
Subject Title	Ageing, Family and Society														
Credit Value	3														
Level	2														
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. Group Presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">35%</td> </tr> <tr> <td>2. Participation</td> <td style="text-align: center;">15%</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 all component(s) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Group Presentation	0%	35%	2. Participation	15%	0%	3. Term Paper	50%	0%
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Objectives	<p>The objectives of this subject are to a) provide an overview of applied ageing studies in the context of population ageing and changing family dynamics; b) introduce the challenges faced by the growing and increasingly diverse ageing population, and their implications for the individual, family, and society; c) explain and critically analyse the interplay between population ageing, structures and functions of families, and the roles of community and government in providing protection and care for older adults; and d) cultivate knowledge and skills in fostering active ageing and nurturing harmonious family relationships in an ageing society.</p>														
Intended Learning Outcomes	<p>Upon successful completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. explain the dynamic relationships between ageing, family and society; b. discuss the social and cultural forces in shaping the images of ageing and dispute common misconceptions about ageing; c. articulate key transitions and challenges in later life; d. explain the importance of the social context of ageing (e.g., living arrangement, social supports, social inclusion and participation) for older people; e. recognize sources of diversity in the aging experience, and describe the impact of gender, race/ethnicity, culture, and socioeconomic status on older people f. apply important theoretical perspectives in the analysis of issues related to ageing, family and society. 														

Subject Synopsis/ Indicative Syllabus	<p>a. Introduction and Overview: Ageing, Family and Society</p> <ul style="list-style-type: none"> - Definition of “ageing” and “older adults” - Multi-dimensional model of ageing - Interpreting social problems related to ageing: The dynamic relationship between ageing and family and wider society - Analyzing ways that aging is shaped by social, cultural, economic, and historical contexts. <p>b. Transitions and Challenges in Later Life in a Modern Society</p> <ul style="list-style-type: none"> - Apply social theories of ageing - Changes in historical time and social timing - Facing stereotypes and ageism in a modern society - Different phases of retirement and adaptation <p>c. Family Relationships in Ageing Societies</p> <ul style="list-style-type: none"> - Changing family structure and adaption - Family caregiving - Theoretical framework for investigating intergenerational relationship <p>d. Social inclusion and participation: Fostering productive and active ageing</p> <ul style="list-style-type: none"> - Development of an age-friendly city - Challenges in meeting diverse needs in older population - Social and leisure participation - Employment 																																														
Teaching/Learning Methodology	<p>This subject consists of lectures designed to enhance students’ critical thinking and analytical abilities through an interactive approach that encourages students to engage in discussions and debates on ageing, family and related issues. Students are also required to work on a group project and deliver a group presentation on the project, through which they learn to develop knowledge in specific areas and articulate their arguments logically and systematically. A blended learning approach might be used where appropriate.</p>																																														
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="438 1391 1481 1787"> <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. Group presentation</td> <td>35%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Participation</td> <td>15%</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> <p>The grade is calculated according to the percentage assigned; the completion and submission of all component assignments are required for passing the subject; and students must obtain Grade D or above for all components if he/she is to pass the subject.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Group presentation	35%	✓	✓	✓	✓	✓	✓	2. Participation	15%	✓	✓	✓	✓	✓	✓	3. Term paper	50%	✓	✓	✓	✓	✓	✓	Total	100%						
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	<p>Group presentations and participation are essential for students to learn in an interactive manner and in a group setting. They are required to have in-depth explorations on some issues related to ageing, family and society, and apply theories and techniques learnt from lectures to the analysis of the issues concerned. Both efforts and originality are key criteria for assessing students' performance.</p> <p>Students are required to submit an individual term paper of 2,500 to 3,000 words excluding tables, figures, and references. The paper has to be presented clearly in an academically relevant approach with evidence-based analytical reasoning. Whether students are able to apply theories and concepts learned from this subject in the analysis will be assessed.</p>	
Student Study Effort Required	Class contact:	
	<ul style="list-style-type: none"> ▪ Lectures and group presentation 	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Group presentation 	36 Hrs.
	<ul style="list-style-type: none"> ▪ Term paper 	40 Hrs.
	Total student study effort	115 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Atchley, R.C., & Barusch, A.S. (2004). <i>Social Forces and Ageing: An Introduction to Social Gerontology</i> (10th edition). Belmont, CA: Wadsworth Publishing Company.</p> <p>Hooyman, N.R., & Kiyak, H.A. (2008) <i>Social Gerontology: A Multidisciplinary Perspective</i> (8th ed.). Boston: Allyn and Bacon.</p> <p>Quadagno, J. (2017). <i>Ageing and the Life Course</i> (7th edition). McGraw-Hill Education.</p> <p><u>Supplementary</u></p> <p>Alwin, D.F. (2012). Integrating varieties of life course concepts. <i>The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences</i>, 67B(2), 206-220.</p> <p>Bai X. (2019). Whom should I rely on for my future care? Patterns of care expectations and intergenerational correlates among ageing Chinese adults in Hong Kong. <i>Health Soc Care Community</i>. 27(1):115-125. doi: 10.1111/hsc.12629. Epub 2018 Aug 14. PMID: 30106203; PMCID: PMC7379681.</p> <p>Bai, X. (2019). Hong Kong Chinese aging adults voice financial care expectations in changing family and sociocultural contexts: Implications for policy and services. <i>Journal of Aging & Social Policy</i>, 31(5), 415-444.</p> <p>Bai, X. (2016). Alignment or Struggle? Exploring socio-demographic correlates of individual modernity modes in Chinese older people. <i>Ageing and Society</i>, 36(1), 133-159.</p> <p>Bai, X., Cai, X., Zhou, J., & Yang, W. (2024). COVID-19 infection, resilience, and depressive symptoms: the protective role of family functioning for aging Chinese adults in Hong Kong. <i>Aging & Mental Health</i>, 1–10. https://doi.org/10.1080/13607863.2024.2356874</p>	

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