

Subject Description Form

Subject Code	APSS3301																	
Subject Title	Social Policy and Social Care for an Ageing Society																	
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%;"></th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Group Presentation</td> <td></td> <td style="text-align: center;">25%</td> </tr> <tr> <td>2. Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Quiz</td> <td style="text-align: center;">25%</td> <td></td> </tr> <tr> <td>4. Term Paper</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</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 in all the assessment components in order to pass the subject.</p>				Individual Assessment	Group Assessment	1. Group Presentation		25%	2. Participation	10%	--	3. Quiz	25%		4. Term Paper	40%	--
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Objectives	<p>The objectives of this subject are to:</p> <ol style="list-style-type: none"> a) introduce students to the key concepts and theoretical approaches in social policy and social care studies; b) illustrate the emerging and increasing diverse needs of the growing ageing population, and their implications for the development of social policy and social care systems; c) critically explore major social policies and care issues for older adults in Hong Kong and other societies from a comparative perspective; d) train up the ability to evaluate social policies and care services objectively and critically in the context of population ageing. 																	
Intended Learning Outcomes	<p>Upon successful completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) understand the ideological and theoretical underpinning of social policy and administration; b) articulate major approaches of policy making and service planning; c) identify the emerging and increasingly heterogeneous demands of the growing ageing population that need social policy and care services to address; 																	

	<p>d) explain the characteristics and trends of social policy and care services in different developmental stages in Hong Kong;</p> <p>e) critically evaluate the social policy and social care systems in Hong Kong;</p> <p>f) explore innovative ways of assisting and empowering older adults to age in dignity in the community.</p>																																																						
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>a. Introduction and overview</p> <ul style="list-style-type: none"> - scope and functions of social policy and social care - development of social policy and social care in the context of demographic transitions, and its implications for public finance - models and mechanism of policy-making in Hong Kong <p>b. Social policy in ageing societies</p> <ul style="list-style-type: none"> - Old age/retirement protection system in Hong Kong and in other East Asian and western societies - Housing and accommodation arrangement for older adults - Life-long learning and productive ageing - Health and medical services for older adults <p>c. Social care system in ageing societies</p> <ul style="list-style-type: none"> - Goals and objectives of long-term care system in Hong Kong - Community support and care services in Hong Kong and other ageing societies - Residential care services in Hong Kong and other ageing societies 																																																						
<p>Teaching/Learning Methodology</p>	<p>This subject consists of lectures and group discussions designed to enhance students' critical thinking and analytical abilities through an interactive approach that encourages students to engage in discussions and debates on social policy and care issues. Students are also required to work on a group project and deliver a group presentation on it, through which they learn to develop knowledge in specific policy service areas and articulate their arguments logically and systematically. Blended learning approach might be used where appropriate.</p>																																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="443 1413 1453 1883"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weightin g</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>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Quiz</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Term paper</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>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 policy and care issues related to the ageing population, apply theories and techniques learnt from lectures to the analysis of the issues concerned. Both efforts and originality are key criteria for assessing students'</p>	Specific assessment methods/tasks	% weightin g	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Group Presentation	25%	✓	✓	✓	✓	✓	✓	2. Participation	10%	✓	✓	✓	✓	✓	✓	3. Quiz	25%	✓	✓	✓	✓	✓	✓	3. Term paper	40%	✓	✓	✓	✓	✓	✓	Total	100%						
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	<p>performance.</p> <p>In-class quiz which mainly contains multiple choice questions is designed to assess students' understanding and mastery of knowledge and contents taught in class.</p> <p>Students are required to submit an individual term paper of 3,000 to 4,000 words including title page, executive summary, 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>	
<p>Student Study Effort Required</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lectures 	<p>39 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Group presentation 	<p>20 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Quiz 	<p>16 Hrs</p>
	<ul style="list-style-type: none"> ▪ Term paper 	<p>40 Hrs.</p>
	<p>Total student study effort</p>	<p>115 Hrs.</p>
<p>Reading List and References</p>	<p><u>Essential</u></p> <p>Alcock, Pete; May, Margaret & Rowlingson, Karen (ed.) (2016). <i>The Student's Companion to Social Policy, 5th edition</i>. Chichester; Hoboken, NJ: John Wiley & Sons.</p> <p>周永新(2017). 創建公平和關愛社會—香港民生政策的得與失. 香港：中華局(香港)有限公司.</p> <p>Estes, C.L., Biggs, S., & Phillipson, C. (2003). <i>Social Theory, Social Policy and Ageing: A Critical Introduction</i>. Maidenhead: Open University Press.</p> <p><u>Supplementary</u></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>Bochel, H.M., & Daly, G. (2014). <i>Social Policy</i>. London; New York : Routledge</p> <p>Chow, N.W.S., Wong, Y.C., Chan, W.S., Ho, K.M., & Bai, X. (2014). <i>Research Report on Future Development of Retirement Protection in Hong Kong</i></p>	

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George, L., & Ferraro, K. (Eds) (2015). *Handbook of Aging and the Social Sciences*, 8th edition. London: Elsevier/Academic Press.

Hill, M., & Irving, Z.M. (2009) *Understanding Social Policy*, 8th edition. Chichester: Wiley-Blackwell.

Morgan, L.A., & Kunkel, S.R. (2016). *Aging, Society, and the Life Course* (5th edition). NY: Springer.

Ng, A.C.Y., Phillips, D.R., & Lee, W.K. (2002). Persistence and challenges to filial piety and informal support of older persons in a modern Chinese society: A case study in Tuen Mun, Hong Kong. *Journal of Aging Studies*, 16(2), 135-153.

Pinquart, M., & Sörensen, S. (2002). Older adults' preferences for informal, formal, and mixed support for future care needs: A comparison of Germany and the United States. *International Journal of Ageing and Human Development*, 54(4), 291-314.

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Walker, A., & Naegele, G. (Eds) (2009). *Social Policy in Ageing Societies: Britain and Germany Compared*. Basingstoke: Palgrave Macmillan.

Yuen, P.P. (2014). Financing Health Care and Long-term Care in a Rapidly Ageing Context: Assessing Hong Kong's Readiness. *Public Administration and Policy*, 17(1), 56-64.