Subject Description Form

Subject Code	APSS4300
Subject Title	Special Seminars on Ageing and Service Management
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	Nil

Assessment Methods	100% Continuous Assessment	Individual Assessment	Group Assessment
	1. Group multimedia content production	-	25%
	2. Group project presentation	-	25%
	3. Term Paper	35%	-
	4. Class Participation	15%	-
	Total	100%	

- 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 pass all the components if they are to pass the subject.

Objectives	This subject aims to keep students abreast of the most updated knowledge, approaches and models addressing the emerging and most important issues in ageing and service management in Hong Kong and other ageing societies. It will increase students' awareness of the practical application of what they have learned in this program and their readiness for working with diverse ageing populations.
Intended Learning Outcomes	Upon completion of this subject, students will be able to: a) Gain the current knowledge about social issues related to ageing and service management in Hong Kong and other societies from a global and comparative perspective; b) Understand the progress in approaches and strategies in response to these issues and the fulfilment of diverse features and needs of this population; c) Use professional perspectives to think about future challenges and opportunities in this field; d) Propose solutions to existing or emerging challenges using their knowledge and skills;

	e) Enhance competence in critical thinking, problem-solving, effective communication and ethical practice; and f) Sensitively aware of and appreciate the beauty of diversity in ageing and older adults.
Subject Synopsis/ Indicative Syllabus	The lectures will cover the following contents as a multi-method course designed to supplement the Ageing and Service Management concentration curriculum with further information and in-depth field samples. The sequence and topics of the lectures are not fixed. The topics are subject to adjustments in view of the emerging issues in the field. a) Frontline knowledge on imperative issues for ageing populations in Hong Kong compared with other societies. Topics may include but are not limited to (1) younger baby boomers' retirement preparation and adaptation strategies (e.g., financial planning and management), (2) health and well-being, (3) active and productive ageing (e.g. life-long learning, voluntary work), (4) social participation and leisure activities (e.g., travelling), (5) diversity and heterogeneity, (6) care needs and end-of-life issues, (7) special needs of older adults (e.g., assessment and cognitive training for dementia patients), (8) consumption behaviours of ageing adults and so forth. b) Innovative and effective approaches or service models addressing these issues, for example, (1) active ageing promotion, (2) cooperation and integration in social and health care systems, (3) innovation in long-term care models, (4) service management strategies, (5) prevention, treatment and intervention for health problems, and (6) the development and creation in the silver market, etc. c) Key issues in workflow to generate new policy and service approaches in response to ageing issues; and d) Professional role and ethics in policy and service development for ageing population.
Teaching/Learning Methodology	Blended learning strategies will facilitate the learning process. Students are expected to actively and reflectively participate in and prepare for lectures, group presentations, and in-class activities. a) Lectures: The lecturer or guest speakers will deliver 13 lectures on diverse topics. b) In-class and online sharing and discussion: Sharing and discussion sessions will be arranged for students to dialogue with the lecturer or speaker and peers on relevant issues. Blackboard discussion platforms will be opened for students to continue with the online sharing. c) Group multimedia content production: Students in small groups will produce a piece of multimedia content addressing one of the key issues covered in the lectures. The multimedia forms may vary, including but not limited to text, images, infographics, audio, and video. d) Group presentation: Students in small groups will be required to analyze ageing and service management issues and/or propose and present recommendations for solutions to certain social needs and problems.

Assessment Methods in Alignment with Intended Learning Outcomes								
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f
1. Participation	15%	✓	✓	✓	✓	✓	✓
2. Group multimedia content production	25%	✓	✓	✓	✓	✓	✓
3. Group project presentation	25%	✓	✓	✓	✓	✓	✓
4. Term paper	35%	✓	✓	✓	✓	✓	✓
Total	100%						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

a. **Participation** Students are expected to attend all lectures unless legitimate reasons exist for absences or tardiness. Attendance will be recorded and evaluated. In cases where students cannot physically participate in the lectures, Zoom participation is possible with prior notification.

b. **Group multimedia content production** encourages students to integrate classroom knowledge with firsthand research data and multimedia technology

c. **Group project presentation** employs collaborative approach to assess students' performance as a team member, problem solver and active learner.

d. **Term paper** Students should complete a term paper on an emerging issue discussed in class of interest. It evaluates their critical thinking, problem-solving and writing skills. Students should demonstrate their understanding of the topic, critically reflect on what they have learned from the lectures, raise questions and suggest solutions.

Student Study Effort Expected

Class contact:	
▪ Lectures	39 Hrs.
Other student study efforts:	
▪ Preparation for group multimedia production	20 Hrs.
▪ Preparation for group presentation	20 Hrs.
▪ Preparation for term paper	36 Hrs.
Total student study effort	115 Hrs.

| Reading List and References | **Suggested text**
Basting, A. (2020). *Creative care: A revolutionary approach to dementia and elder care*. HarperCollins.
Levitin, D. J. (2020). *Successful aging: A neuroscientist explores the power and potential of our lives*. Penguin.
Watson, M., Campbell, R., Vallath, N., Ward, S., & Wells, J. (Eds.). (2019). *Oxford handbook of palliative care*. Oxford University Press.

Recommended articles
Lu, S., Chui, C., & Lum, T. (2023). Promoting social capital for healthy aging: Towards an integrative framework. *The Gerontologist*, *63*(4), 628-636.
Morrow-Howell, N., & Gonzales, E. (2023). Explicating Ageism in the Productive Aging Framework. *The Gerontologist*, gnad156.
Obhi, H. K., & Woodhead, E. L. (2016). Attitudes and experiences with older adults: A case for service learning for undergraduates. *Gerontology & Geriatrics Education*, *37*(2), 108-122.

Free online resources:
CUHK Jockey Club Institute of Ageing. (2022). *Thematic reports on age-friendly city domains*. https://www.jcafc.hk/en/Resources-Centre/Publications/.html
World Health Organization. (2021). *Global report on ageism*. https://www.who.int/publications/i/item/9789240016866 |