

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Bachelor of Social Sciences (Honours) in Policy Science and Management
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Aging and Social Policy
<b>Course Code</b>	: POS3009
<b>Department</b>	: Asian and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 3

### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

Social Policy and Aging focuses on key policy issues in relation to aging and late life. In particular, it explores the relationships people, key public policies and institutional structures and lived experiences of older people. This course draws on a critical perspective that attends to language, power, diverse social locations and change over time.

Throughout the course, we will review the challenges and tensions in current policy approaches and consider pathways for change. The course offers students the opportunity to think critically about policies and organisational practices, engage in debates and formulate a deeper understanding of contemporary issues in social policy. This course gives students an opportunity to exercise their curiosity and question taken for granted language and practices in social gerontology and social care. In fulfilling the course objectives, students will develop a more complex understanding of the intersections between socio-cultural responses, program guidelines, organisational practices and lived experiences.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Demonstrate critical understanding of the social, political, and economic contexts of aging.
- CILO<sub>2</sub> Describe and understand the aging phenomenon and implications for government and society.
- CILO<sub>3</sub> Develop ability to assess and analyze the strengths, weaknesses, and trade-offs inherent in the programmes for the aged.
- CILO<sub>4</sub> Encourage students to propose creative responses to the opportunities and challenges posed by aging.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Examination of the social, political, and economic contexts of aging.	CILO <sub>1</sub>	<ul style="list-style-type: none"><li>• Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references.</li><li>• Seminars: Students present case relevant to current communication management issues, topics and scenarios.</li><li>• Presentations: Comparing and contrasting different policy approaches in promoting more socially cohesive and politically stable society.</li><li>• Web and library search.</li><li>• Reading lecture notes and key references.</li></ul>
Discussion of the demographic trends in general and aging trends in particular.	CILO <sub>1-2</sub>	
Discussion of government and non-government programmes for the aged.	CILO <sub>3</sub>	
Exploration of responses to aging challenges.	CILO <sub>1-4</sub>	

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) <b>Tutorial Presentation:</b> Students will select a topic for tutorial presentation through analysis of theory and research data and prepare questions for discussion, while encouraging active participation among other members of the tutorial group.	30%	CILO <sub>1-4</sub>
(b) <b>Short Essay (1,200-words):</b> Students are expected to submit a short essay to review relevant concepts and theory of aging and issues and needs confronted by the elderly in society	20%	CILO <sub>1-4</sub>
(c) <b>Final Term Paper (1,200-words):</b> Students submit their final term paper based on their tutorial presentation with further fine tuning after receiving questions and comments from group members and tutor.	50%	CILO <sub>1-4</sub>

#### 5. Required Text(s)

Nil.

#### 6. Recommended Readings

- Chan, C. K., Ngok, K. L. & Phillips, D. (2008). *Social policy in China: Development and well-being*. Bristol: The Policy Press.
- Chen, S. (2009). Aging with Chinese characteristics: A public policy perspective. *Aging International*, 34(3), 172-188.
- Chen, S., & Powell, J. L. (Eds.). (2012). *Aging in China: Implications to social policy of a changing economic state*. New York, NY: Springer.
- Chow, N. W. S. (2007). Aging and the family in Hong Kong. *International Journal of Sociology of the Family*, 33(1), 145-55.
- Chow, N. W. S. (2014). The research report on the retirement protection in Hong Kong. Commission on Poverty.
- Chung, R. Y., Tin, K. Y. K., Cowling, B. J., Chan, K. P., Chan, W. M., Lo, S. V., & Leung, G. M. (2009). Long-term care cost drivers and expenditure projection to 2036 in Hong Kong. *BMC Health Services Research*, 9(172).
- Confucianism to Globalization*. Chapter 1, 3, 4, 7, 8.
- Dudley, L., & Uhlenberg, P. (Eds.). (2008). *International handbook of population aging*. Dordrecht, Netherlands: Springer.
- Holliday, I., & Wilding, P. (2003). Welfare Capitalism in the Tiger Economies of East and Southeast Asia. In I. Holliday & P. Wilding (Eds.), *Welfare Capitalism in East Asia: Social policy in the Tiger Economies* (Chapter 1).
- Komine, T., & Kabe, S. (2009). Long-term forecast of the demographic transition in Japan and Asia. *Asian Economic Policy Review*, 4(1), 19-38.
- Leung, J. C.B., & Xu, Y. (2015). *China's social welfare*. The Polity press.
- Powell, J. L. (2006). *Social theory of aging*. Lanham, Md.: Rowman Littlefield Publishers.
- Powell, J. L. (2012). The social and economic forces of global aging in a global society. *Journal of Comparative Social Welfare*, 28(2), 165-177.

Powell, J. L. (2013). *Social Gerontology*. New York: Nova Science Publishers.

Powell, J. L., & Cook, I. G. (2009). *Aging in Asia*. New York: Nova Science Publishers.

Su, X. (2012). The life security system for Chinese families in compliance with the family planning policy. *Journal of Risk Finance*, 13(3).

Walker, A. & Wong, C. K. (2005). *East Asian welfare regimes in transition- From*  
Walker, A., & Aspalter, C. (Eds.), (2014). *Active aging in Asia*.

## **7. Related Web Resources**

Nil.

## **8. Related Journals**

*Journal of Aging & Social Policy*

*Journal of Comparative Social Welfare*

*Journal of Gerontology*

*Journal of Population Ageing*

*Journal of Sociology of the Family*

*Journal on Aging*

*Social Science & Medicine*

## **9. Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## **10. Others**

Nil.