

Department of Social Work, Asia University

Course: Social Work with Elder People in Taiwan

Syllabus (3 Credit Hours)

1. Target Item

Core Literacy/Core Competencies

- Caring service ability
- Communication and coordination teamwork ability
- Resource integration and management capabilities
- Multiple thinking and self-professional growth

2. Teaching Objective

- A. Cognitive [Knowledge and comprehension: make students understand the theory and concept of this course]
 - a. To understand the historical development of elderly welfare in Taiwan
 - b. To understand the elderly welfare policies and regulations in Taiwan
 - c. To understand the theoretical and ethical issues of elderly services

- B. Skill [Practical skill: make students obtain applicable skills from this course]
 - a. Skills for observing elderly care
 - b. Skills for observing the interacting with elderly
 - c. Skills for writing elderly service project reports

- C. Effects [Attitude and value: trigger students' learning motivation and reference to meet the demand of education and employment]
 - a. Inspiring students to explore the elderly care issues in their own country
 - b. Motivating students to care about the living conditions of the elderly in their own area
 - c. Guiding students to think about the cultural and ethical issues of elderly care

3. In accordance with designed course content set in teaching targets

This course is a virtual exchange course. Students come from different countries. The course is divided into two parts. The first part is an introduction to Taiwan's elderly welfare policies and service systems, as well as the concept of elderly social work and the elderly caring models. The second part will take students to the

specific caring center for different elderly groups, and help students understand the practical social work for elderly in Taiwan. We will arrange at least 4 specific caregiving organizations or elderly service centers in Taiwan.

The mid-term report and the final report respectively present the results of the action and learning phases. The course arranges online oral reports and sharing, and encourages students to organize and report online and discuss the content of learning and reflection. Training independent study expression skills, and also take this to accept questions and feedback from teacher and classmates for interactive learning.

4. Dynamic (Teaching Method)

Lecturing, After-class written report, Group discussion, Field work observing, Movie review and discussions

5. Texts

- A. Major text book: Crawford, K. & J. Walker (2004). *Social Work with Elderly People* (Second Edition). UK: Learning Matters.
- B. Major handouts are in online (TronClass system)

6. Course outline:

Week	Subject	Reading	Assignment Due
1 Feb. 26 th	Orientation of course & syllabus Introduction to social work(SW) for elderly service in Taiwan (TW)	Syllabus & Handout	Check announcements in TronClass and/or MS Teams messages
2 Mar. 5 th	The legal, policy and political context of SW with older people	Handout Crawford & Walker chp.3	Discussion Sheets in Chapter 3
3 Mar. 12 th	Code of SW Ethics in TW Values and ethics in SW with older people (I)	Handout Crawford & Walker chp.1	Discussion Sheets in Code of SW Ethics in TW & Chapter 1

Week	Subject	Reading	Assignment Due
4 Mar. 19 th	Values and ethics in SW with older people (II)	Crawford & Walker chp.1	Discussion Sheets in Chapter 1
5 Mar. 24 th	The changing context of SW practice with older people	Handout Crawford & Walker chp.2	Discussion Sheets in Chapter 2
6 Apr. 2 nd	The context of elder service and practical models in Taiwan (I)	Handout	Prepare and discussion the elderly service at your own country
7 Apr. 9 th	The context of elder service and practical models in Taiwan (II)	Handout	Prepare and discussion the elderly service at your own country
8 Apr 16 th	Cultural Competency of SW practice in elderly service	Handout	Guideline for Mid-term report
9 Apr 23 rd	Mid-term		Report with hard paper online (TronClass system)
10 Apr. 30 th	Specific areas of SW practice with elder people in TW (I) Building professional relationships engagement /forming partnerships and developing elderly service Skills (I)	Handout	Skills Worksheet

Week	Subject	Reading	Assignment Due
11 May. 7 th	Specific areas of SW practice with elder people in TW (II) Building professional relationships engagement /forming partnerships and developing elderly service Skills (II)	Handout	Skills Worksheet
12 May 14 th	Specific areas of SW practice with elder people In TW (III) Building professional relationships engagement /forming partnerships and developing elderly service Skills (III)	Handout	Skills Worksheet
13 May 21 st	Specific areas of SW practice with elder people In TW (IV) Building professional relationships engagement /forming partnerships and developing elderly service Skills (IV)	Handout	Skills Worksheet
14 May 28 th	Using the assistive technology for people with disable person in agencies	Handout	Discussion sheets

Week	Subject	Reading	Assignment Due
15 Jun 4 th	Using the assistive technology for people with dementia in agencies	Handout	Discussion sheets
16 Jun 11 th	SW roles & multi-level Interventions in elderly service	Handout	Discussion sheets
17 Jun 18 th	Finals week		Oral report: Agency orientation presentation in class
18 Jun 25 th	Finals week		Final report

7. Course Assignment:

Discussion Sheets:

Following the weekly discussion sheets and to discussion online (TronClass discussion board)

Oral Report: An agency orientation presentation

This oral presentation will provide an overview of each students' elderly service organization or agency at their own country. It should outline the agency organizational structure, programs & services, eligibility requirements, funding base and social workers' or caregivers' roles. Each presentation also include typical client populations served. Assessment of diversity factors in service delivery is required. **(Could use Google Earth/Map or any viril technique.)**

Mid-term report:

2-3 typed pages (maximum) address specific social work values, knowledge or skills of elderly service in students' own country. Include reactive content of topic from both a personal as well as social work perspective. Students are expected to make connections to current learning/changes in views or perspectives. The following information is the guide to be covered and used when writing the paper:

Content

- 1- What point stands out the most in your mind while discussion this topic?
- 2- What would your parents, friends, significant others think about elderly service in your country and/or classroom discussion around this content?

- 3- Who or what is relative to content –different experiences of various groups (working class or unemployed, 'disabled, demented, cultural diversity, married or single, homeless, with or without children, etc.)

Final Report:

3-5 typed pages (maximum) address specific areas of elderly service center in students' own country. Student could interview the social workers or caregivers at the agency. These skills are to be measured and discussed using the handouts or text book and written as the self-evaluation/process component of the paper (including code of ethics, specific service skills or practice model).

8. Course Assignment -Multiple measures

Class attendance 10%

Class involvement 10%

Oral report 10%

Discussion sheets and online discussion board 10%

Mid-term report 30%

Final report 30%