# Tamkang University Academic Year 113, 2nd Semester Course Syllabus

| Course Title | LONG-TERM CARE SYSTEM AND MANAGEMENT | Instructor | GER, MENG-YO |
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| Course Class | TZHBM1A<br>MASTER'S PROGRAM, DIVISION OF PRECISION HEALTHCARE, GRADUATE INSTITUTE OF SENIOR HEALTHCARE MANAGEMENT, 1A | Details | ◆ General Course<br>◆ Selective<br>◆ One Semester<br>◆ 3 Credits |
| Relevance to SDGs | SDG4  Quality education<br>SDG5  Gender equality<br>SDG9  Industry, Innovation, and Infrastructure<br>SDG10 Reducing inequalities | | |

## Departmental Aim of Education

Ⅰ. Development of problem solving capacity.

Ⅱ. Development of reserch and innovation capacity.

Ⅲ. Enhancement of cross-disciplinary capactiy.

Ⅳ. Development of lifelong self learning capacity.

## Subject Departmental core competences

A. Capacity of problem solving.(ratio:15.00)

B. Capacity of senior health managemnt.(ratio:15.00)

C. Capacity of Healthcare Industry Management.(ratio:15.00)

D. Analytical capacity of health informatics.(ratio:15.00)

E. Capacity of research and innovation.(ratio:15.00)

F. Capacity of Scientific Paper Writing.(ratio:10.00)

G. Capacity of lifelong self learning.(ratio:15.00)

## Subject Schoolwide essential virtues

1. A global perspective. (ratio:15.00)

2. Information literacy. (ratio:10.00)

3. A vision for the future. (ratio:15.00)

4. Moral integrity. (ratio:10.00)

5. Independent thinking. (ratio:10.00)

6. A cheerful attitude and healthy lifestyle. (ratio:15.00)

7. A spirit of teamwork and dedication. (ratio:15.00)

| | 8. A sense of aesthetic appreciation. (ratio:10.00) |
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| Course Introduction | This course explores the design and operational models of long-term care services while analyzing the development trends of global and local long-term care policies. This course covers the core concepts of long-term care systems, needs assessment, resource allocation, and management strategies, focusing on improving the quality and efficiency of care services. Through practical case studies and scenario simulations, students will learn to address the challenges of an aging population and develop innovative management solutions to promote the sustainability of long-term care systems. |

**The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.**

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

Ⅰ. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.

Ⅱ.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.

Ⅲ.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

| No. | Teaching Objectives | objective methods |
|---|---|---|
| 1 | 1. Understand the fundamental structure and operational models of long-term care systems, including their core concepts and development background. 2. Analyze global and local long-term care policies and evaluate their impact on service delivery and resource allocation. 3. Explore needs assessment and management strategies in long-term care to enhance service quality and efficiency. | Cognitive |

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

| No. | Core Competences | Essential Virtues | Teaching Methods | Assessment |
|---|---|---|---|---|
| 1 | ABCDEFG | 12345678 | Lecture, Discussion, Publication | Discussion(including classroom and online), Report(including oral and written) |

Course Schedule

| Week | Date | Course Contents | Note |
|---|---|---|---|
| 1 | 114/02/17 ~ 114/02/23 | Course Introduction and Current Environment Overview | |

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| 2 | 114/02/24~ 114/03/02 | Development of Long-Term Care Institutions in Taiwan | |
| 3 | 114/03/03~ 114/03/09 | Concepts Related to the Management of Long-Term Care Institutions | |
| 4 | 114/03/10~ 114/03/16 | Administrative Management in Long-Term Care Institutions | |
| 5 | 114/03/17~ 114/03/23 | Personnel Management in Long-Term Care Institutions | |
| 6 | 114/03/24~ 114/03/30 | Environmental Regulations for Long-Term Care Institutions | |
| 7 | 114/03/31~ 114/04/06 | Observation Week | |
| 8 | 114/04/07~ 114/04/13 | Operational Management of Long-Term Care Institutions | |
| 9 | 114/04/14~ 114/04/20 | Service Program Regulations for Long-Term Care Institutions | |
| 10 | 114/04/21~ 114/04/27 | Application of Rehabilitation Services in Long-Term Care Institutions | |
| 11 | 114/04/28~ 114/05/04 | General Administrative Management in Long-Term Care Institutions | |
| 12 | 114/05/05~ 114/05/11 | Marketing for Long-Term Care Institutions (1) | |
| 13 | 114/05/12~ 114/05/18 | Marketing for Long-Term Care Institutions (2) | |
| 14 | 114/05/19~ 114/05/25 | Evaluation of Long-Term Care Institutions | |
| 15 | 114/05/26~ 114/06/01 | Lessons from Other Countries: Case Study of Japan | |
| 16 | 114/06/02~ 114/06/08 | Lessons from Other Countries: Case Study of Singapore | |
| 17 | 114/06/09~ 114/06/15 | Final Report | |
| 18 | 114/06/16~ 114/06/22 | Self-Directed Learning | |
| Key capabilities | self-directed learning<br>Information Technology<br>Social Participation<br>Humanistic Caring<br>Problem solving | | |
| Interdisciplinary | Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics) In addition to teaching content of the teacher's professional field, integrate other subjects or invite experts and scholars in other fields to share knowledge or teaching | | |
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| Distinctive teaching | USR curriculum<br>Special/Problem-Based(PBL) Courses |
| Course Content | Gender Equality Education<br>Logical Thinking<br>AI application |
| Requirement | Attendance times, Reporter |
| Textbooks and Teaching Materials | Self-made teaching materials:Presentations<br>Using teaching materials from other writers:Textbooks |
| References | 陳靜敏、游秋燕、陳桂敏、郭雅雯(2022)，台灣長期照護護理師的角色功能發展與政策倡議—護理專業團體之實證政策建議，護理雜誌，69(3)，85-94。<br>徐敏芳、鍾玉珠(2022)，運用系統性文獻回顧探討長期照顧管理制度之成效，領導護理，23(1)，1-10。<br>黃龍冠、楊培珊(2021)，以長照2.0為基礎回顧臺灣長照政策發展與評析未來挑戰，福祉科技與服務管理學刊，9(2)，212-236。<br>李世代、楊如雲(2020)，照護計畫樣貌芻議：台灣長期照護計畫之推動。文化實踐與社會變遷，(3)，137-157。<br>王俞樺、劉立凡(2020)，機構照護新思維－台灣長照機構推動生活自立支援對能力回復與生活品質之成效探討，商略學報，12(3)，211-226。<br>鄭清霞、熊昭、林依瑩、楊筱慧(2020)，以居家/社區為基礎的整合照護:伯拉罕的 all in one 全效合一型服務，台灣社區工作與社區研究學刊， 10(2)，165-197。<br>邱慈穎、陳雅美(2018)，長照整合機制概述，長期照護雜誌，22(1)，1-5。<br>蔡長穎(2017)，我國長期照顧服務法之政策評析，社區發展季刊，159，414-425。<br>陳正芬、官有垣(2011)，台灣機構式長期照顧服務組織屬性與政府相關政策演變之探討，社會政策與社會工作學刊，15(1)，91-135。<br>蔡闇闇、林麗嬋、李玉春(2011)，長期照護十年計畫:護理觀點，長庚科技學刊，(14)，25-31。<br>陳淑芬、鄧素文(2010)，台灣長期照護服務體系之發展，護理雜誌，57(4)，5-10。<br>曾慧姬、陳靜敏、李孟芬、蔡淑鳳(2010)，台灣長期照顧管理中心運作現況探討，長期照護雜誌，14(2)，161-176。<br>葉莉莉(2007)，長期照護中的個案管理服務，長期照護雜誌，11(3)，219-226。<br>許佩蓉、張俊喜、林靜宜、林壽惠、李世代(2006)，機構式長期照護綜論，台灣老年醫學雜誌，1(4)，198-215。<br>吳淑瓊(2004)，從「建構長期照護體系先導計畫」之執行看我國社區式長期照護體系之建構，社區發展季刊，106，88-96。 |
| Grading Policy | ◆ Attendance： 30.0 ％ ◆ Mark of Usual： ％ ◆ Midterm Exam： ％<br>◆ Final Exam： ％<br>◆ Other〈Final Reporter〉：70.0 ％ |
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| Note | This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . |
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