

Tamkang University Academic Year 114, 1st Semester Course Syllabus

Course Title	SOCIAL GERONTOLOGY	Instructor	GER, MENG-YO			
Course Class	TZHBM1A MASTER'S PROGRAM, DIVISION OF PRECISION HEALTHCARE, GRADUATE INSTITUTE OF SENIOR HEALTHCARE MANAGEMENT, 1A	Details	<ul style="list-style-type: none"> ♦ General Course ♦ Selective ♦ One Semester ♦ 3 Credits 			
Relevance to SDGs	SDG3 Good health and well-being for people SDG10 Reducing inequalities SDG16 Peace, justice and strong institutions					
Departmental Aim of Education						
I. Development of problem solving capacity. II. Development of research and innovation capacity. III. Enhancement of cross-disciplinary capacity. IV. Development of lifelong self learning capacity.						
Subject Departmental core competences						
A. Capacity of problem solving.(ratio:10.00) B. Capacity of senior health management.(ratio:20.00) C. Capacity of Healthcare Industry Management.(ratio:10.00) D. Analytical capacity of health informatics.(ratio:10.00) E. Capacity of research and innovation.(ratio:20.00) F. Capacity of Scientific Paper Writing.(ratio:20.00) G. Capacity of lifelong self learning.(ratio:10.00)						
Subject Schoolwide essential virtues						
1. A global perspective. (ratio:10.00) 2. Information literacy. (ratio:20.00) 3. A vision for the future. (ratio:10.00) 4. Moral integrity. (ratio:10.00) 5. Independent thinking. (ratio:20.00) 6. A cheerful attitude and healthy lifestyle. (ratio:10.00) 7. A spirit of teamwork and dedication. (ratio:10.00)						

8. A sense of aesthetic appreciation. (ratio:10.00)

Course Introduction	<p>This course aims to explore the multifaceted phenomena of aging societies in-depth, cultivating students' understanding of the impact that the growing elderly population has on society, economy, health, and policymaking. Through academic research and case studies in gerontology, this course equips students with the ability to analyze and address the challenges of aging societies, encouraging them to think about innovative strategies and service models to meet the diverse needs of the elderly population.</p>
---------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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	This course aims to explore the multifaceted phenomena of aging societies in-depth, cultivating students' understanding of the impact that the growing elderly population has on society, economy, health, and policymaking.	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	Report(including oral and written)

Course Schedule

Week	Date	Course Contents	Note
1	114/09/15 ~ 114/09/21	Course Introduction and Basic Introduction to Sociology	
2	114/09/22 ~ 114/09/28	Mid-Autumn Festival Holiday	
3	114/09/29 ~ 114/10/05	Overview of Gerontology	

4	114/10/06 ~ 114/10/12	Physiological Characteristics of the Elderly	
5	114/10/13 ~ 114/10/19	Developmental Tasks of the Elderly	
6	114/10/20 ~ 114/10/26	Theories in Gerontology	
7	114/10/27 ~ 114/11/02	Aging of Population Structure	
8	114/11/03 ~ 114/11/09	Social Needs of the Elderly	
9	114/11/10 ~ 114/11/16	Midterm Review Week	
10	114/11/17 ~ 114/11/23	Aging and Healthy Aging	
11	114/11/24 ~ 114/11/30	Career Planning for the Elderly	
12	114/12/01 ~ 114/12/07	Life Adaptation of the Elderly	
13	114/12/08 ~ 114/12/14	Social Security for the Elderly	
14	114/12/15 ~ 114/12/21	Reflections on Gerontology	
15	114/12/22 ~ 114/12/28	Development of Gerontology	
16	114/12/29 ~ 115/01/04	Research and Exploration in Gerontology	
17	115/01/05 ~ 115/01/11	Final Report Week	
18	115/01/12 ~ 115/01/18	student self-study	
Key capabilities		self-directed learning Humanistic Caring Problem solving	
Interdisciplinary		Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics)	
Distinctive teaching		USR curriculum Special/Problem-Based(PBL) Courses	
Course Content		Environmental Safety Sustainability issue	

Requirement	
Textbooks and Teaching Materials	<p>Self-made teaching materials:Textbooks</p> <p>Name of teaching materials:</p> <p>葉至誠(2016) · 老年社會學 · 秀威經典。</p>
References	<p>許志成(2022) · 台灣面臨超高齡社會的挑戰與因應 · 台灣衛誌 · 41(2) · 109-111。</p> <p>許雅喬、朱美珍(2022) · 由社會資本探討高齡者社會參與與幸福感之研究 · 台灣健康照顧研究學刊 · 25 · 74-99。</p> <p>林顥翰、林厚融、李晶(2021) · 探討高齡社會運動休閒專業人才培育政策趨勢 · 國立臺灣科技大學人文社會學報 · 17(3) · 217-237。</p> <p>羅孝賢、陳苑蕙、張家瑜、鄭羽均、王微雯(2020) · 高齡社會友善行人號誌設計之研究 · 運輸學刊 · 32(3) · 321-342。</p> <p>張學孔(2020) · 高齡智慧行動之數位生活環境發展願景 · 國土及公共治理季刊 · 8(1) · 68-79。</p> <p>劉宜君(2019) · 高齡社會的跨代共居議題探討 · 福祉科技與服務管理學刊 · 7(2) · 99-108。</p> <p>周玟琪(2019) · 迎向人盡其才與年齡融合的超高齡社會:因應臺灣勞動力已銀灰化的未來 · 國土及公共治理季刊 · 7(1) · 45-57。</p> <p>張蕙嫻(2019) · 金融業應對超高齡社會的創新思維 · 國土及公共治理季刊 · 7(1) · 58-69。</p> <p>陳亮恭(2018) · 超高齡社會智慧醫療應用再進化 · 福祉科技與服務管理學刊 · 6(1) · 81-87。</p> <p>徐業良(2018) · 充分應用智慧科技面對高齡社會挑戰 · 福祉科技與服務管理學刊 · 6(1) · 75-80。</p> <p>王等元(2018) · 我國高齡教育基本權的憲法基礎探究:終身學習權保障觀點 · 教育科學研究期刊 · 63(2) · 1-24。</p> <p>吳舜堂、陳欽雨(2017) · 高齡長者社會支持,社會參與與活躍老化關係之研究 · 福祉科技與服務管理學刊 · 5(4) · 331-352。</p> <p>黃筱芳、黃嗣棻、孫瑞昇、洪冠予(2016) · 高齡社會來臨,我們準備好了嗎? · 醫療品質 · 6(2) · 28-36。</p> <p>郭振昌(2015) · 高齡社會與社會政策:新加坡熟齡勞動力發展政策的經驗與啟示 · 社會科學學報 · 22 · 78-106。</p> <p>郭振昌(2015) · 高齡社會與社會政策:新加坡熟齡勞動力發展政策的經驗與啟示 · 社會科學學報 · 22 · 78-106。 15. 郭振昌(2014) · 臺灣地區中高齡者低勞參率及其人力充分運用之展望 · 國家與社會 · 15 · 37-61。 16. 林子郁(2012) · 邁向長壽社會:日本高齡者成功老化與運動資源 · 休閒與社會研究 · 6 · 57-67。</p>
Grading Policy	<p>◆ Attendance : 40.0 % ◆ Mark of Usual : 10.0 % ◆ Midterm Exam : %</p> <p>◆ Final Exam : 50.0 %</p> <p>◆ Other < > : %</p>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at https://web2.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.</p> <p>※"Adhere to the concept of intellectual property rights" and "Do not illegally photocopy, download, or distribute." Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>