



# 高齡者之心智功能照護

## MENTAL FUNCTION CARE IN ELDERLY POPULATION

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### 基本素養 Basic Literacy

- 學生應具備人本取向能力與團隊合作精神。  
Students should have a teamwork spirit.
- 學生應有以生命為最高價值的理念，並運用臨床心理專業知識於社會與服務。  
Social involvement and devotedness with their professional knowledge of clinical psychology
- 學生能參與社會活動，展現高度關懷與專業服務。  
Students are anticipated to provide social service.
- 學生應具備多元文化觀點，也展現專業本土化之能力。  
Students aim to understand multicultural perspectives ,and have localizable abilities.

### 核心能力 Competence

- 學生具備運用心理學知識幫助人的基本能力。  
The ability to help people with psychology
- 基於臨床心理學界與社會的契約基礎，學生具備達成臨床心理專業責任能力，遵守臨床心理師倫理原則，亦是跨領域合作之臨床心理專業人員。  
Having the ability of clinical psychology, abiding by the ethics of clinical psychologist
- 使學生具備行為科學及神經科學的研究能力，遵守動物研究的倫理，並具備研發動物模型之能力。  
It is designed to equip students with current and edge-writing research skills and methodology in Behavioral Neuroscience
- 使學生具備精神醫學足夠知識，對相關研究提出批判思考，並培養跨領域獨立研究能力。  
Students are expected to develop the knowledge of Psychiatric Medicine, and they should have some criatical thinking on related research.
- 針對疾病可提出自我獨到見解與提供具體研究方法。

開課系所 Department/Institute: 行醫所  
Behavioral Medicine

開課教師 Instructor: 余睿羚 Yu, Rwei-Ling

開課學年 Academic Year: 0108

開課學期 Semester: 2

開課序號 Serial Number: 009

課程屬性碼 Course No (Attribute Code):  
BM 6036

課程系統碼 Course System Number:  
S864300

分班碼 Class Code:

學分數 No. of Credits: 3

課程語言 Medium of Instruction: 中文  
Chinese

### 課程網址 Course Website:

### 先修課程或先備能力

#### Prerequisite Course(s):

先修科目：臨床神經心理學、臨床心理病理學

### 教師聯絡資訊 Contact with Teacher

email: lingyu@mail.ncku.edu.tw ; 電話:  
+886-6-2353535-5102(O)

### 助教資訊 Contact with Tutor

行醫所 臨床心理組 碩二 莊育涵  
E-mail: az11030114@gmail.com

About disease, student can have their unique insights and provide some research method.

■ 學生具有各種心理異常與疾患之病理專業知識，心理歷程及行為之衡鑑能力，以及研發心理治療模式的能力。

It is designed to equip students with knowledge and skill in clinical psychology and pathology, psychological assessment, and psychological therapy.

■ 學生具有良好語文專業溝通能力，善用專業知識，達到有效溝通。

Students should be good at communication with their profession.

□ 學生具備自主管理能力，終身不斷學習專業新知。

Lifelong learning, encouraging more individuals to take responsibility for their own learning.

## 課程概述 Course Description

此課程為臨床神經心理學之進階應用課程，進一步將專業知識與技巧延伸應用於不同範疇之高齡族群。期能藉由學生主動學習，並透過小組合作學習，並培養學生批判思考與統整理論技巧之能力，讓學生瞭解人類進階腦神經認知科學，培養學生批判思考與統整理論技巧之能力。

MENTAL FUNCTION CARE IN ELDERLY POPULATION

## 課程學習目標 Course Objectives

- 訓練臨床科學家能結合理論、研究與實務
- 探討高齡者心智功能改變之病理、衡鑑方法及有效的治療模式
- 培育學生具有心理專業素養及照顧高齡者心智功能問題的能力
- 培養應用神經心理學於助人工作與日常生活能力
- 提昇全人照顧的醫療品質

## 課程進度 Course Outline

週次 Week	進度說明 Progress Description
1	Introduction
2	The impact of aging on health care
3	Mid-Autumn Festival
4	Elders in community

## 學習規範 Course Policy

### 評量方式 Grading

方法	百分比%
個人口頭報告 Presentations	50
其他 others:課堂參與	50

### 教學方法 Teaching Strategies

方法	百分比%
講授 Lecture	40
報告 Presentation	40
其他:演練 others	20

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## 課程教材 Course Material

請見參考書目

## 參考書目 References

Stuart-Hamilton, I. (2006). The Psychology of Ageing: An Introduction. London: Jessica Kingsley Publishers.

Schaie, K. W., & Willis, S. L. (2002). Adult development and aging (5th ed.). Prentice Hall: Pearson Education.

Smyer, M. A. & Qualls, S. H. (1999). Aging and Mental Health. London: Blackwell.

Dreher, B. (2001). Communication skills for working with elders (2nd ed.). New

5	Cognitive reserve theory
6	Cognitive reserve in ageing and Alzheimer's disease
7	Cortical plasticity and resistance to dementia
8	Aging and neurocognitive changes
9	Mid-term Exam
10	Cognitive training for elderly (I)
11	Cognitive training for elderly (II)
12	Social functioning in elderly
13	Emotional and somatization in elderly population
14	Communication skills for working with elders
15	Hygiene education and presentation skills in community for working with elders
16	Counselling with older people and their family
17	Quality of life and well-being
18	Final Exam

以上每週進度教師可依上課情況做適度調整。The schedule may be subject to change.

### 課程是否與永續發展目標相關調查

#### Survey of the content relevant to SDGs

本課程與SDGs相關項目如下：

This course is relevant to these items of SDGs as following:

- 健康與福祉 (Good health and Well Being)
- 教育品質 (Quality Education)
- 性別平等 (Gender Equality)
- 全球夥伴 (partnerships for goals)

### 有關課程其他調查 Other Surveys of Courses

1.本課程是否規劃業界教師參與教學或演講? 否

Is there any industry specialist invited in this course?

How many times? No

2.本課程是否規劃含校外實習(並非參訪)? 否

York: Springer Publishing Company. Hooyman, N. R., &

Kiyak, H. A. (2011). Social gerontology: A multidisciplinary perspective (9th ed.). Boston, MA: Pearson Education, Inc.

### 備註 Remarks

Are there any internships involved in the course? How many hours? No

3.本課程是否可歸認為學術倫理課程? 是，含學術倫理課程  
3 小時

Is this course recognized as an academic ethics course? In the course how many hours are regarding academic ethics topics? Yes, about 3 hours

4.本課程是否屬進入社區實踐課程? 是，社區名稱 成大社區

Is this course recognized as a Community engagement and Service learning course? Which community will be engaged? Yes, Community name 成大社區