



混齡課程設計與溝通輔導

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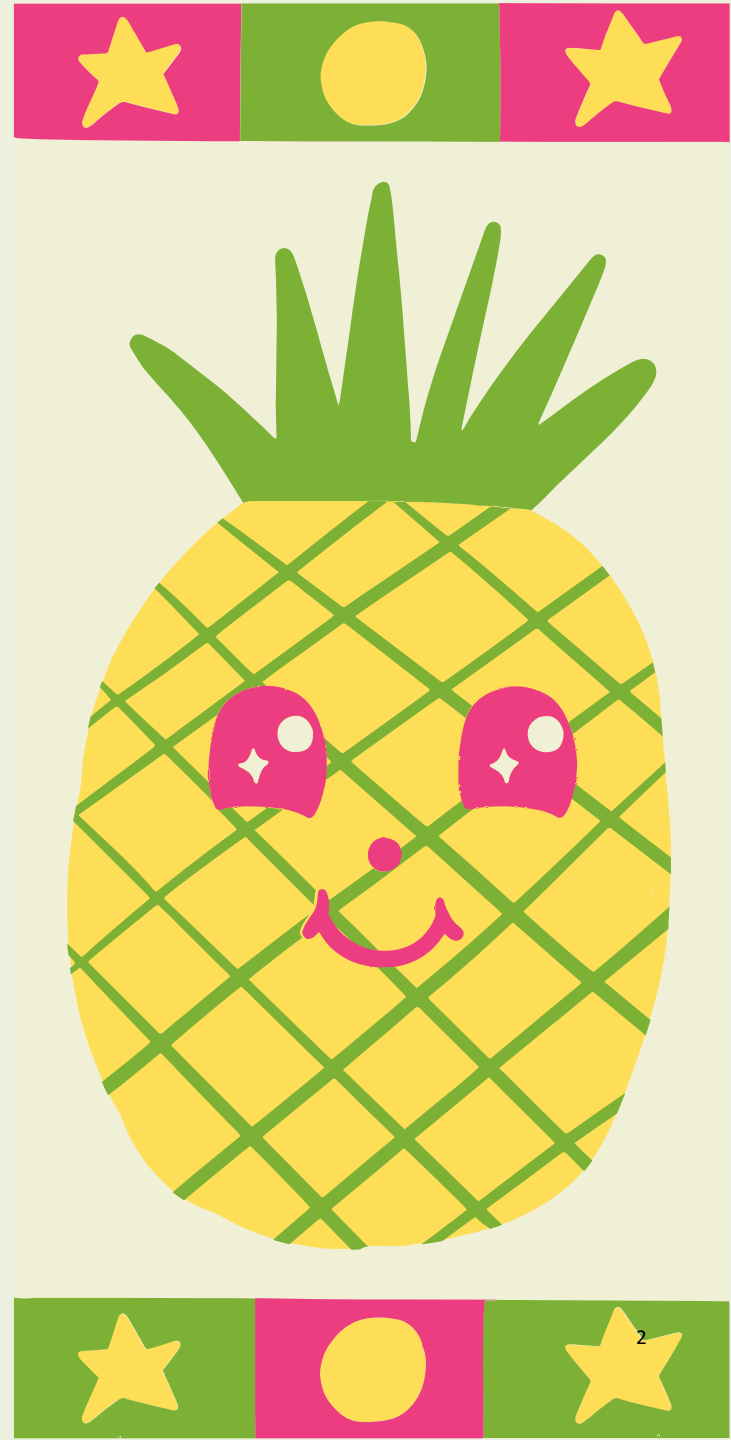
個人簡介

■專業證照：

- 高考社會工作師
- 照顧服務員單一級證照
- 長照管理師、人力資源管理師

■實務經驗與榮譽

- 新竹縣寶山社區大學校長、竹北社區大學副校長
- 中華民國社區教育學會秘書長
- 國立臺中科大學術發表成果優良獎
- 國立臺中科技大學彈性薪資優秀人員
- 教育部樂齡學習中心、樂齡大學訪視委員
- 照顧服務員課程評鑑委員
- 社區大學評鑑委員
- 「中華民國教育學術團體聯合年會」木鐸獎





大綱

WHAT WE WILL
TALK ABOUT

01 混齡課程設計的概念

02 有關年齡的問題意識

03 課程中溝通輔導的功能

04 討論、對話、分享



01

混齡課程設計的

概念



學習社會白皮書

人口高齡化與少子女化



家庭型態的解組與重組



社會的排除與包容議題



全球化、國際化和數位科技



出生到
臨終

貫穿一生
全民參與

傳承與
創新

傳承過去
前瞻創新

扎根本土
接軌國際

本土
到國際

發展專業
跨域合作

專業
與跨域

規劃理
念

族群的移動、對立與融合



財富的累積與貧富落差



都會的發展與城鄉差距



環境的開發與生態惡化



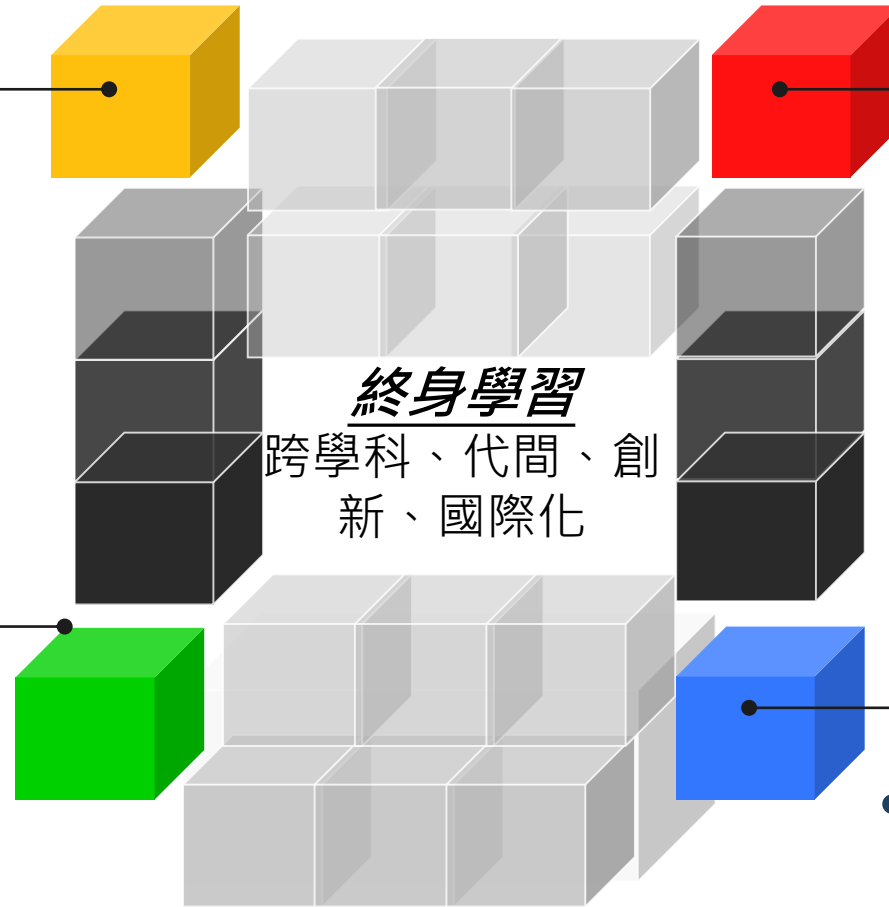
學習社會白皮書

■ 四大目標

- 個人層面：培養終身學習者
- 家庭層面：發展學習型家庭
- 組織層面：推動學習型組織
- 城市層面：建構學習型城市

■ 重要理念與關鍵能力

- UNESCO(2003) 5 大支柱、(2015)17 項永續發展目標、(2019) 成人學習與教育全球報告
- OECD(2005) 3 大關鍵能力
- 歐盟(2005) 3 大關鍵能力、(2010)終身學習指標

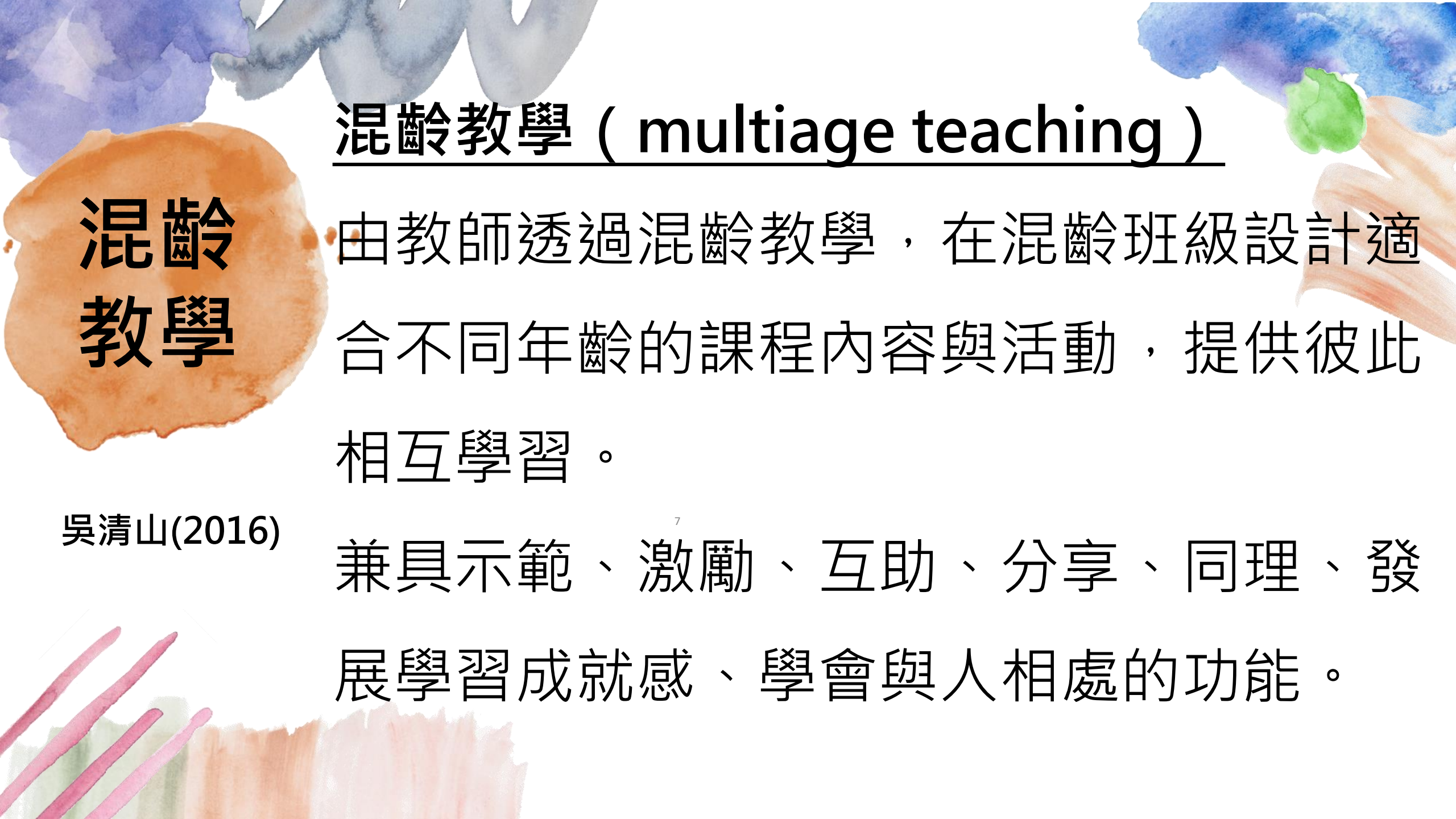


■ 八大途徑

- 健全法制基礎
- 培養專業人才
- 擴充學習資源
- 提供多元管道
- 推動跨域合作
- 加強國際接軌

■ 共同願景

- 全民愛學習的臺灣—學習型臺灣 (Learning Taiwan)
- 愛學習，i-learning
- ✓ 如 interdiscipline、intergeneration、innovation、internation ...



混齡教學

混齡教學 (multiage teaching)

由教師透過混齡教學，在混齡班級設計適合不同年齡的課程內容與活動，提供彼此相互學習。

吳清山(2016)

兼具示範、激勵、互助、分享、同理、發展學習成就感、學會與人相處的功能。

混齡課程設計的問題意識

面對宅

接受宅

處理宅

放下宅

法鼓山聖嚴

超高齡社會與社大混齡教學課程設計



14%

臺灣

高齡社會



2018年三月底時，
內政部正式宣告臺灣老年人口突破 14.05%，
達到世界衛生組織「高齡社會」標準。

超高齡社會與社大混齡教學設計

從教育到照顧---預防延緩失能架構

長者健康促進



慢性病預防 及管理



友善環境



常見教學策略

講述法(Didactic Teaching) 、 心智圖(Mind Mapping)

協同教學(Team Teaching)

遊戲式學習 (Game-Based Learning)

問題導向學習法 (Problem-Based Learning , PBL)

翻轉教室、學思達

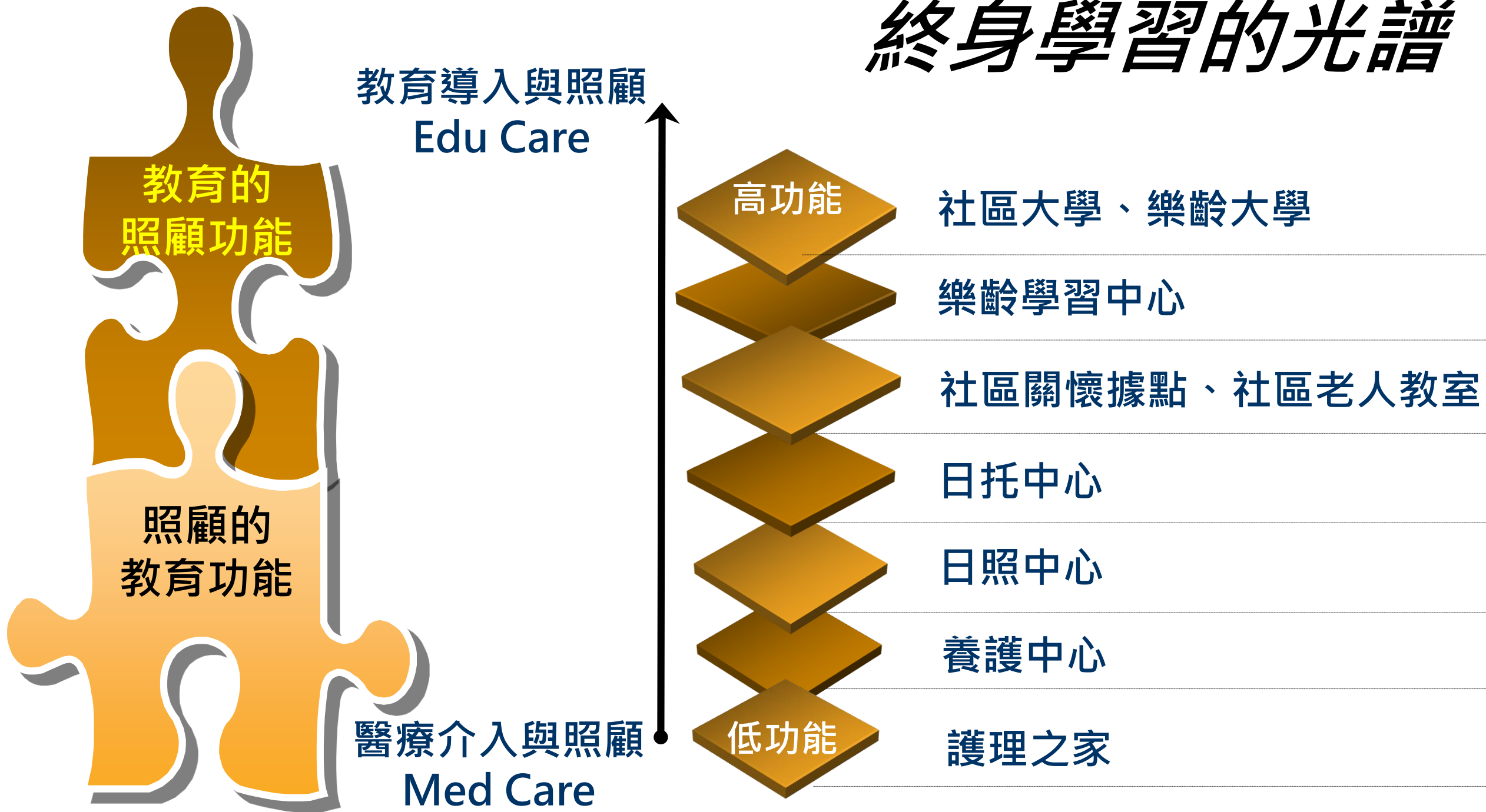


02

有關年齡的問題 意識



終身學習的光譜



「年齡其實只是一個數字。」

給某人貼上一個標籤並稱為「年長」，無法真正描述這個人的生活品質和功能。

因此需要**提高人們對健康高齡化的認識**，並提供關於如何實現它的教育。

消弭年齡歧視、刻板印象及其潛在危害的方法，是**不再過於強化年齡與衰老之間的關聯**，而是更**專注於健康本身**。



年齡歧視

根據聯合國新編寫的年齡歧視問題報告，**世界上二分之一的人持有年齡歧視態度**。

- 導致老年人身心健康狀況惡化和生活質量下降，社會每年蒙受重大經濟損失。

年齡歧視對人民健康和福祉產生嚴重和廣泛的影響，**造成老年人身心健康惡化、社會孤立和孤獨感加劇、缺乏財務保障、生活質量下降和過早死亡**等問題。



何謂年齡歧視？

1969年美國喬治華盛頓大學醫學院醫學院教授 Dr. Butler 首次提
及

10.1093/geront/9.4_Part_1.243

Age-Ism: Another Form of Bigotry

Robert N. Butler, MD¹

MALCOLM X, the Kerner Commission Report, and a variety of other persons, events, and materials have made the concept of racism familiar. Social class discrimination also needs no introduction. However, we may soon have to consider very seriously a form of bigotry we now tend to overlook: age discrimination or age-ism, prejudice by one age group toward other age groups. If such bias exists, might it not be especially evident in America; a society that has traditionally valued pragmatism, action, power, and the vigor of youth over contemplation, reflection, experience, and the wisdom of age?

In the affluent community of Chevy Chase, recent events have revealed a complex interweaving of class, color, and age discrimination that may highlight the impact of these forces in our national life.

On January 30, 1969, the National Capital Housing Authority, the public housing agency of the District of Columbia, held hearings on its proposal to purchase Regency House, a high-rise apartment building in Chevy Chase, for the elderly poor. If finally approved, Regency House would be the first public housing project west of Rock Creek Park, the traditional boundary between black and white in Washington, D.C.

The middle-class and middle-aged white citizenry of Chevy Chase appeared at both the hearings and at the Chevy Chase Citizens' Association meeting at a local public school on February 17. They vigorously protested on a variety of grounds the National Capital Housing Authority proposal. Some of these aroused citizens demonstrated that they could practice the politics of protest and confrontation in a manner as impassioned as that of the young and alienated.

Chevy Chase residents were irritated and angered by a proposal to provide what they considered luxury housing (there is a swimming pool

on the roof of Regency House) for older people who were not accustomed to "luxury."

Among statements heard at the meetings and quoted in the local newspapers were: "You would open the door for people who don't know how to live." "Slums are made by the people who live in them." "It (public housing) has to come sometime but not this time or in this place." "I am not against old folks, believe me." "Who wants all those old people around." Zoning, tax losses, costs, and property values were also mentioned, but it was clear that more than concern over the pocketbook was operating.

Class, color, and age have always been parts of the structure of American communities. Since the passage of the Public Housing Act of 1937, we have tended to increase the divisions within America by separating the poor and segregating the non-white. Today, despite Social Security, the elderly poor are common, and they are frequently black. There has also been a trend in recent years toward segregation of the middle-class elderly in "retirement communities" and "housing for the elderly."

Neighborhood reaction against the use of Regency House for the elderly poor carries implications beyond Chevy Chase. The classic or scapegoat explanation for prejudice turns upon the unconscious effort to justify one's own weaknesses by finding them in others—in other races, religious, or nationalities. Personal insecurity, once generalized, becomes the basis of prejudice and hostility.

Age-ism describes the subjective experience implied in the popular notion of the generation gap. Prejudice of the middle-aged against the old in this instance, and against the young in others, is a serious national problem. Age-ism reflects a deep seated uneasiness on the part of the young and middle-aged—a personal revulsion to and distaste for growing old, disease, disability; and fear of powerlessness, "uselessness," and death.

¹ Washington School of Psychiatry and George Washington University Medical School, 3815 Huntington St., NW, Washington, D.C. 20015.

不同的年代

不同的年齡歧視定義

- Butler (1969) described it as a “prejudice by one age group toward other groups” (p. 243).
- Iverson et al. (2009) mentioned ageism is “defined as negative or positive stereotypes, prejudice and/or discrimination against (or to the advantage of) elderly people on the basis of their chronological age” (p. 15).
- Cary et al. (2017) explored benevolent and hostile attitudes toward older adults.

年齡歧視的定義

最早由Butler於 1969 年引入，他將其描述為
“一個年齡組對其他年齡組的偏見”
(Butler, 1969)。



根據高齡者實際年齡
對其（或對其有利）產生之消極
或積極刻板印象、偏見和/或歧
視” (Iversen et al., 2009).

- 01 Cary et al. (2017)創造了矛盾年齡歧視量表 (AAS) 來探索對老年人的仁慈和敵對態度。
- 02 Cherry and Palmore (2008)開發了與老年人相關的評估 (ROPE) 量表來檢查積極和消極的年齡歧視行為。





03

課程中

溝通輔導¹⁹導的功能



溝通能力是天生的嗎？



- ☑ 溝通不是一種學問
- ☑ 也不是一種知識
- ☑ 溝通是一種習慣

沒有練習就學不會!!!!

溝通的意義

溝通是一個雙向資訊傳遞過程，參與溝通的雙方在溝通過程中既都扮演發送者的角色，又扮演接收者的角色。

有效溝通 = 有效傾聽 + 有些表達



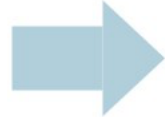
運用語言及非語言溝通的技巧：

- ✓ 使用開放式問句 以延續或衍生更多談話的話題，避免使用封閉式對話或問句
- ✓ 減緩說話速度 一次說一件事情，避免用高頻音談話及打斷，以免影響其思考過程。
- ✓ 適當的回應 如自然的眼光接觸、微笑、肯定的點頭或發出嗯、喔、哈的聲音，鼓勵對方表達意見。
- ✓ 面對面或坐在高齡者旁 距離 60-120 公分為最適當溝通距離，身體前傾以表示關心及親近的感受。
- ✓ 尊重的態度 避免使用權威的態度或以命令的方式，要求對方無意見的遵從。



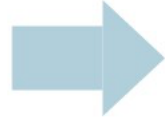
長者可能會遇到這些問題：

個人與社會疏離



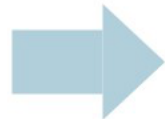
因身體老化，在社會互動上減少資訊取得。

寂寞與孤獨感



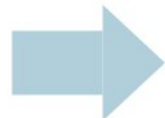
退出職場、家庭成員重組、另一半死亡。

焦慮感



疾病與死亡的威脅，擔心身邊沒人照顧，或造成他人負擔，環境適應力不好、怨天尤人。

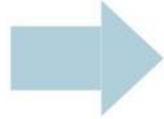
認知與情緒的改變



悲傷、憂鬱、無助、憤怒。

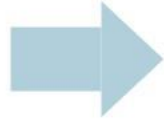
長者可能會遇到這些問題：

依賴性增加



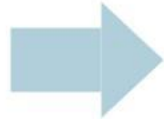
因疾病與退化，造成身心方面的依賴。

經濟的依附



因沒有工作，經濟上需依賴家人與陪伴。

情緒起伏不定



老年期不斷的失落與傷悲交錯。





04

討論、對話 與分享



課程設計的核心價值

學習者的
自我覺察



找回彼此連結



簡報結束，感謝聆聽

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