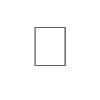
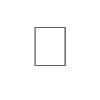
**Transcript**

18 November 2024, 12:00am

 **Joe Liang** started transcription

 **Joe Liang** 0:14  
First, I want to acknowledge the traditional owners of the land elders from past, present and future.  
And I also want to acknowledge all the Aboriginal lands that you are leaving in today and pay my respect to all others, Aboriginal people.  
Of course, I'm the people, their family and the lands.  
Always I always want to acknowledge all the older people that we know or that we in contact with because they give us lots of good wisdoms about life, you know about.  
How to be more resilience?  
Since you know things like that. So I think I want just want to thank all.  
The aging population that.  
We related to what we're studying and I think that also link back to Justin's question about.  
The assessment one.  
So today, definitely we will talk about we're giving you lots of chance to ask me assessment questions.  
This is the benefit of you attending the online workshop, but if you listening to the recording you can also ask me the assessment question in our discussion board.  
I have a specific forum.  
On assessment Q&A. But today we also travelling in Week 3, so we are up to topic three, that's still under module 1, module 1 have three topic topic one topic two, topic 3.  
So today I also do a brief summary of module one and we have some kind of discussion online discussion about some important thing.  
So that back to what I referred to, when you click discussion.  
You will see.  
The Q&A for the assessment textbooks or activities appended on the top so that is the place that I want you to ask me lots of assessment question there but also yeah definitely in our online workshop now and the upcoming online workshop.  
You're very welcome to ask me any assessment questions. So before talking about this assessment, two discussion board, post and respond.  
Respond to Jacinda's question about the.  
Poster.  
So you all all know we will still have two weeks roughly for you to make the poster. And I sent an announcement last week.  
I make a briefing video and is attached in the announcement.  
I also put the briefing video the same video in under the assessment one folder in our canvas learning Graphic site. So.  
Just let me know if you can find that video, because that video is very important to let you know.  
Some tips to interview an older person.  
Some important tips about what the poster should include and the mocking criteria related to it, but in in terms of the audience, I think because this is just for our our class sharing. So I think you probably your main reader of your poster is your your your peer.  
Classmates OK so.  
I want you to still write professionally, have a professional poster.  
Consider your your peer classmate.  
You may also consider they they can be a future practitioner.  
So your poster.  
Definitely not.  
Just only to that older person that you interview with. But but I think you know yet you can also share with the older person that you interviewed with. That's also OK that can be the wider audience.  
So I think that maybe back to the tips of your poster, I think need to be in simple languages, you know.  
If you use some Dragon Dragon or some kind of theory.  
Make sure they are.  
You can, you know, elaborate all highlighting in bullet point in Pang Pang languages.  
So people, even they don't have specific knowledge. You know they can understand, they can read, you know. And I also I've mentioned in post you can also use tables, figures you know there.  
Make sure your layout of the poster is clear.  
So yeah, pretty much your poster is for.  
Your peer classmates, or maybe wider for older people you know?  
Who? Who? You know.  
Because I I also want you not only use this poster as assessment to submit to me for marking, I also want you to maybe to put in your portfolio.  
When you're looking for a job, you know you can show your future employer or the workplace that, oh, you know, you took this course. You did this poster, which is very good, you know, showing your knowledge about it.  
So I think that that basically, but feel free other students.  
Me any questions about this poster assessment? You can put it in our chat box and then I can respond it to it during our online workshop.  
I think another thing about back to the assessment 2.  
So assessment two is Co current, you know another task you were doing at the moment is the discussion board post and respond. But that assessment two you have.  
Two week 11 to finish it.  
So you you still have time for for those who who yet to get onto the discussion board, I suggest you to start getting on to it this week.  
Because each I think I also announced before each topic only have a two weeks period for for you to put your post and respond for example.  
The week one topic one you know how is all the that discussion board now now are closed.  
Because now it's week 3, so we have the so mean that you you you can no longer put any common a post in in the topic one.  
Topic 2 still available, so stop is to open last week and we close on Sunday this week.  
So I think the main purpose is this is that I really want you to keep pace.  
On regularly checking the discussion board, participating in the discussion board discussion.  
So so that you know you're not doing in the last minute?  
And you can't do it in the last minute because you know, if you in week 11, you can't do it in a one one day before the deadline because you need to post your four pieces of post and response 2 posts.  
Two responses need to be in four different topics, so that means you need at least have four weeks engagement in the discussion board.  
Somebody said, oh, you know, I will start a bit later.  
You know, I don't want to do this week. I'm still busy.  
I think that's OK, but my recommendation is I think this call our main learning platform is on the discussion board.  
I see lots of the good posters from you, and having including those who are attending our workshop today. Thank you.  
Lots of good thoughts and and discussion.  
I think it's great.  
Great for us. Just to to read, you know each other's posts and things.  
So I think, yeah, just a reminder of your assessment 2.  
You can't do it from at the last minute. OK, set up at least four weeks. Time to to get it done.  
So that's assessment 2, but also mean that you know you can you can put as many posts as you can as many responses as you can.  
You just need to select two posts and two responses for submission for the assessment 2.  
So back to your question.  
So I think there was another question about the poster preferring PowerPoint word I I providing a template about the assessment one you know the poster.  
That template I think is in.  
Maybe in a PowerPoint format, but yeah, you can open that template downloading it.  
Use it as your own, because that template already have 5.  
Must include component there.  
So that was under assessment one folder. When you click on assessment 1 briefing and resources, you'll find that template.  
But having said that, you know, I also said you can have your poster as one document your references because you need to include a references for all together.  
For your online poster, so your reference list you can you can create like a Word document, a separate Word document and attach it in a single post.  
Because when we when we put on a post, we can attach our poster as one document and then our references as another document.  
So another questions.  
Is that yeah, the poster in regard to diagrams.  
Charts, whistles.  
Are they always in this part?  
Poster. No, no. Yeah, this a quick question, danna.  
Yeah, you.  
Yeah, that the in text citation one can the reference one can and this there were in the diagram and chart won't come to your 800 to 1000 word count OK.  
But that's a good question, but also make sure.  
Your your the words in your chat or tables are visual.  
Able to see because I think it's E copy, but when you enlarge it.  
Sure, people can view, can see things that.  
So for in in terms of the temp template.  
Yes. So I I I think.  
I don't want you to include abstract, I think.  
No, no, no.  
No need to have an abstract because they already have quite a bit section there.  
So Sam, I think to your question, I I I would prefer, yeah you you do need to include an introduction because when we look out the whole poster, we will have a good sense of starting with your reflection from your interview, right. And then the literature review thing.  
So they will ready.  
There are many parks you know you need to put your words in.  
So yeah, no need to put the introduction.  
But also reminder about your first part, the review of from your reflection from your interview.  
Just make. Make sure you keep your the older person's name anonymous.  
Don't don't say that.  
The real name? OK, because I think we really want to respect this is just a a course assignment and then we just want to share, you know it.  
Among ourselves.  
So that's hopefully that also answered the questions. But yeah, keep asking me question.  
I will keep my eyes on the chat box, but thanks. I think it mean that you're all on on it now.  
So let's. Yeah, let's start with some a bit longer summary of the module 1.  
Module one is about, you know, the generated aging, the concepts, you know, the successful aging, the diversity.  
In the aging populations, I think all this set of important foundation, but also that refer you know to conversation me with a student before this is what this course is.  
It is called the psychology course.  
You know, I mean that's a good question.  
This course I think you know, because I'm from the social work discipline.  
And the way I I see this course is a multidisciplinary.  
Introductory course to to aging issue, so we pretty much using mainly using some psychology.  
Theory, sociology. Theory.  
We also looking at policy.  
You know, we're looking at some social work approach like communication, empowerment, working with family, working with carers, you know, engaging with the community organization.  
Government organization, we also look at aged care support worker, something like that's more like a social psychological well-being of the older person, the the family and the community.  
So this course is not a pure medical course.  
You know we we we do mess about the health issue, but we're more in general generic way understanding dementia.  
For example diabetes, but we won't, particularly looking at the biological.  
All the medical.  
Side of the illnesses of fame.  
So I think that is another subject that we we I think by taking this course I want you to in general have a holistic approach of knowing all this health, social, psychological policy can be all related, but we're more focusing on the social part of the ageing issue.  
So that also.  
Giving you idea in your poster when you do your literature review, right?  
I want you to more in that kind of social social part, you know, looking at what kind of the main kind of the the the debate, you know, of the ageing issue you are selected.  
Some of you may do dementia, so I want you to look at what are the prevalence, you know, like the prevalence of dementia in Australia population, you know, the impact of dementia on the older people.  
Can be medical can be.  
Social can be familial family, you know can be.  
Psychological. So. So this is something you can't focusing on in your literature review pub, but also in the poster. You see the tone is that we really also also the learning outcome of the course. We want you to able to know about different resources, services that are avail.  
For older people facing different ageing issue and how you critically evaluate those resources and services for example.  
Dementia of Australia is a very important organization.  
You know, they do provide lots of good learning resources.  
For the carer, you know. So I mean, that's something I want.  
Your food is course to understand all diabetes.  
You know, maybe if you are looking after older person with diabetes, you know there was different kind of initiative from the government or things happen you know in the in the nursing home that can be support you know all the people living with diabetes.  
So I think that it is in the food a poster.  
I really want you to achieve the learning outcome is, yeah, we're looking at social part. We're looking at the resources services.  
Evaluating those and providing some recommendation. So I think pretty much.  
Using your common sense sometimes, but also using your, your, your, your academic kind of skill to looking at the literature.  
Because I really want you to form your ideas, backing up with the literature, backing up with some studies.  
You know, empirical studies, for example, maybe we have already have done many study about all the people with loneliness, you know, and then how that kind of impact.  
On the older people.  
Being or impacting on their their social with others you know.  
So based on reading all these studies, you can get some better idea that OK when.  
Discovering the service, you know, for the older people experiencing loneliness, I need to really pay attention to where these older people come from.  
You know, maybe this older people has come from.  
Bonding overseas, you know, don't have any family member in Australia or maybe this old people is asylum seekers asylum seeker.  
Before and arriving Australia by themselves.  
So when we kind of supporting them, we need understanding all this thing can impact you know on the connections or maybe they will one more connection with the people in the home country.  
So all this is based on, not just. Yeah, common sense important from you or your personal experience.  
Also very important.  
Like when I'm reading the discussion board, lots of you.  
Yeah, have great posts about. Oh, what you experienced yourself.  
You know, like your.  
Mom, your grandma. You know something they think about?  
Getting older things, so I think, yeah. Also have a personal experience or some of you maybe being a nurse for many years or being a support worker in the aged care for for years.  
So you also can bring in the the practice experience to help you to do all these course assignment. So seems we have landed on this quote. You know, as I saw in the slide for a long while.  
So Roslyn Carter is Jimmy Carter is one of the president in the USA.  
Rosalynn Carter.  
She create a foundation, you know, losing Carter.  
Is like a more NGO, but the more important thing I want to share is the quote that Rose Lynn Carter said about us.  
OK, everyone.  
I think it's a private everyone is that there are only four kinds of people in the world.  
Those who have been caregivers, those who are currently caregivers, those who will be caregivers.  
And those who will need caregivers. And so I want you to have a read, you know, again.  
But this is the the the quote that I learned from the International Caregivers Conference that are attending last week in Hong Kong.  
We so that also giving us an idea why we learning this course.  
You know why we talking about why we need to discussing about the aging issue.  
Because even you are not the older person.  
You probably you will be the caregiver for an older person or you have been a caregiver, or maybe in the future you know you will need caregiver.  
As a older person or now maybe you are.  
You will become a practitioners.  
Working alongside older people.  
So I think all this related caregiving is actually a journey for everyone.  
Aging is also a journey for everyone, so I think that.  
When we continue in our learning on different topic, I want you to able to yeah, even though if you and you are not the older person but think about you as a carer caregiver, what will you do? You know, in when you kind of having looking after older.  
Person who facing discrimination, you know, in the workplace, what will you do as a caregiver?  
How can you help that that older person to voice out? So I think.  
These all are helpful because that will.  
Make us a closer touch with the thing we're going to discuss, because all related to us.  
In some extent. So I really want you not only seeing this course as academic course.  
We do have assignments, you know that need references.  
You know our final essay.  
Also, academic essay, but I think the whole learning journey I want you to be able to really to have a good touch of your personal and professional experience.  
With older people.  
So yeah, just to warm up.  
Really, really talking in 20 minutes, but I really want you to after this video I want to show you a video about a conversation with a older woman and maybe I'll just show you the first few.  
To minutes of the video, but after that I want you to share.  
Did have you done your interview or conversation?  
What's that look like? No.  
Any kind of reflection on on your interview because I really want that as a good learning activity. Even that interview is not marked, but I really want through this. We being together we can unpack some of the the good experience you know from the interview actually this this.  
Task is already been a very kind of been in this course for a long, long time, because we always think.  
We we can't learn about agent issue without talking to older people, right?  
We we we can't just from our perspective to assume what's the best for them.  
So I think even you finish your interview, I want you to continue to have conversation with the older people that you know.  
You know don't need to be formal to chatting.  
Learning from them all your neighbour.  
Talk to them. You know, talk to them about. Oh, what kind of thing that worry you. You know, like the living of the living cost impacting us all.  
So let me just show you the video and then we can unpack our interview experience and then we can further go to the summary of the module one learning.  
Over here.  
I'm bossing people around.  
That's my job.  
My stylus is here with me.  
You're not recording this, of course.  
Oh yes, I was secrets to the life.  
What? What kind of diet are you on?  
Do you exercise?  
Because I think that you can't live to be 100 without doing something special.  
What kind of cream do you use for your face?  
Now, what are some of the things that as you get older, more difficult to do?  
What do I see positive about this generation?  
What is my favorite cuss word which is?  
Damn.  
What were some of my obese as I did as a kid, as a child?  
And some of the obvious that I do now.  
When did I know I was?  
Asked about my husband.  
What events stood out?  
And when I was a kid, I'll do it again.  
Don't laugh, now me, you won't laugh.  
Ask about my husband.  
What has changed?  
With women in our society now.  
Absolutely none.  
Create them like they're a person, not they're old, but like it, like they were young.  
You know, they always put their heads down like this.  
I just full of wisdom because I'm older and that silly 'cause. I have a 20 year old brave still but no body.  
Me right now. Sometimes I feel so.  
Yeah. So let's pause on here.  
You're welcome to use the chat or raise your hand to share.  
What you learn from the video, but I think the one I really want to highlight is that treat me treat all piece of people also as a person you know not not treat them as say oh, I mean that's a very important thing for us to.  
To value, you know, they're also a person like us.  
Yeah, I think that's lots of.  
Yeah, yeah, yes.  
You have a great sense of humour. You know she's she's above 100 years old. So I mean that that loss of thing, you know.  
Where we have a conversation with older people, we will find joy.  
We find a lot of thing. We can't assume you know.  
Actually.  
That you know, they, they they teach us.  
Not faint.  
So yeah, I also agree.  
You know, it's learning how to balance the respect, you know.  
Yeah, without condensation or.  
Sometimes tricky, isn't it?  
Sometime we may when older people.  
Are really in that kind of late stage. For example, in the late stage of dementia.  
Them themselves may be.  
Chronicate chronically, you know, can't really.  
Kind of clear.  
Or really can't.  
Understanding comprehensive thing anymore so that that, that stage we still show respect, but sometime you may need to take over the decision making for the older person that also is need some good balance of how we respect. But sometimes we also need to take over something from them.  
Another comment there, yeah, related young.  
Mine, you know. Yes, good attitude.  
Patience is important, definitely.  
So maybe back to you.  
You know, you don't need to share the whole story of your interview, but if you have done your interview, you know, maybe give me a thumbs up, you know, in in, in your, in your in your.  
In your, yeah, there I will say your name, but so at least I know how many of us, you know, getting the done the interview. So we roughly have two weeks.  
To to go for the online poster and definitely the interview is very important. First step for you to make your a good poster so so don't worry if you haven't done it. As I said, you know definitely in my briefing video about assessment one I talk about how.  
Some good ways to conduct the interview and another thing I want to remind you don't need to.  
You don't need to.  
Record it. You know that there's no need to recording.  
You may take some brief notes, but make it informal. Make it safe and comfortable for the older person to chat with you.  
And you don't need to submit any transcript to me.  
No need and you don't need to submit any additional document. To me, even the consent. I think I asked talk about the consent, even the consent.  
You can just oral consent, you know, ask the older people say I agree.  
To have a conversation with you and all the thing we talk about is just private, you know, confidential.  
Anonymous. You know the name.  
You know, so they will know the name of the older person and it's just for our class use, not for any other uses.  
So.  
Another question here.  
Yeah. The leeway I we have, we do have assessment policy, I think.  
I'm not sure whether now is 10% or or 5%, but for this assessment, yeah, I'm happy to give you some leeway.  
So 100 word more maybe than 1000.  
It's OK because I also want to make it fair, you know, to to other all student.  
So we we don't have student writing 2000 words and then one student writing 800 words in a poster. Because I mean the poster.  
As I said, you are not writing a full essay. You know you're using.  
Some good bulletpond or good kind of summary of things to highlight your idea and previously also the the the work in your chart and table.  
One count, so hopefully also give you good confidence to using within 800 to 1000 word to to share a good some good idea in a poster.  
So here back to just a summary of topic one, but I think this is also important.  
Ageism is something important throughout our discussion.  
This learning journey.  
And in your final final assessment final essay, also you will talk about how we come back.  
Agism you know, particularly looking at the media portrayals of older people.  
So I think I want you to start to have some good idea about ageism from the beginning of our learning journey.  
So here are just some highlight. I'm not reading them all.  
There are, I think in our discussion board. We also started talking about.  
Stereotypes, you know, prejudice assumptions about older people.  
So ageism is basically is set up beliefs that originating in the biological variation between people.  
Relating to the ageing process.  
So it it, it can include stereotype, justice discriminations and ageism is not happening in a particular time point.  
You know, it can be pervasive.  
It can affected people from all age. It can affected people from childhood all onwards.  
And he had.  
Far reaching consequence, you know, for the health well-being.  
Human rights so agism.  
Is also can be found in institutions in between interaction of people and within ourself.  
So. So that's why, you know, maybe it's easier for you to aware of some.  
Wrongdoing, you know, individual level about.  
Discrimination or prejudice about other people because easy to to, to reflect, or to find out, like for example, some of you may mention. Like if you are a support worker, you know you're seeing a a caregiver.  
Come with a older person, you know, to you to to get support. Some of you may be just say hi to the care caregiver first because you may assume.  
The older person can't speak, but that may be also a bit like a discomination thing that you know, or maybe like a old mindset, but I think you always need to be addressed with the older person first.  
First, you know and then ask you know, are you happy for me also to talk to your care caregiver? So this individual of of of interaction level may be more easy to identify.  
To I'm not saying to correct them, but identify and.  
Reflect and do better.  
But I think the most difficult one is the ageism embedded in our institution. In, in our organizational process, some hidden discrimination about people, older people, older employees. You know that are more difficult for us to solve.  
But I think this is always kind of leave space for you to think like you know, now you're you're studying different disciplines.  
I want you to think about your your workplace.  
Or your future workplace.  
Think about any organizational culture or procedure that tolerate all kind of make this ageism still happen and what can you do to stop them.  
So I think this is aism is not a one off thing you know, say unrealised, it's wrong.  
You know, we need to do something right now.  
We need to consistently.  
To to fight, to come back even.  
Maybe sometime you take some collegial or ally ship. You need to work with your Co worker to voice that alone.  
In in terms of the procedure of our nursing home, you know, with this kind of thing, deal with the older people, it's not right because we kind of put them into a disadvantage situation.  
So yeah, there are.  
There are also a common there. Yeah, definitely.  
I use them can exit.  
You know the other way, yeah.  
So right, like you know, when older people, they will see another side.  
How? How? How, how? That could be look like something?  
Yeah, this is.  
It's it's a comprehensive concept and I don't need you to understand it fully now, but I'll just keep in mind to to pay attention to different forms of ageism, to pay attention to how ad some are still prevalence in our society.  
And how we can do something with it by our effort or by working together with colleagues, you know and friends to fight against it.  
So 87 has also happened widely, reflecting in the media.  
So that's why as I mentioned, your final assessment three will be more looking at the media portrayals. You know of the aging issue, particularly how it come back in ages.  
In the media.  
How we work together with media.  
To to come back.  
Aegis believe can can still happen in our healthcare system, in our workplace, in our personal relationship and you have different perspective, you know have financial perspective.  
Like seeing older people as a burden, you know, of the economy.  
It has a linguistic perspective, you know.  
So that's why I think in the last workshop I mentioned.  
Our languages.  
Our languages, how we say different thing about aging or aging issue older people is also important even myself.  
You know, I'm learning about appropriate or respectful languages to describing things related to older people.  
So I want you to to think about it as well, you know.  
Try not to use any inappropriate languages, because I think languages does matter.  
Languages is powerful.  
Like you know, when we say, you know what we say can can be having impact on people.  
Yeah, the tone, definitely.  
I agree.  
The tone is very important as well. The pace, the tone and.  
Or using simple languages.  
Or using languages that like, you know, like don't, don't, don't, don't treat them as a child and use that. Languages that. Oh, you know. Yeah, yeah. Mimic, you know, the older person.  
That they're also wrong as well.  
Educational perspective as I know you know we you know that's why we're taking this course.  
But we we do see, you know, in our for example in our HK industry, there's still lots of issue about not knowing how to respect older people.  
So I think that's something I hope you you know you can take the leadership when you graduate.  
You know in your in your profession to.  
To help you know, to train, to supervise.  
Better stuff more.  
Have a respectful.  
Communication skill with older people.  
So ages.  
It can happen and continues.  
It happen when we over generating older people for example, maybe like the video we just watched, you know.  
We we we may just assume all the older lady are happy.  
Are humors you know?  
So this also generated because.  
We we don't know.  
You know, every individual are are special, so try not to over generate. Also this happen like you know yeah.  
Caucasians, you know, aging population could be different than the the Asian ageing population, right?  
So I think we also know from one race or ethnicity that can generating that or every older person from that race or ethnicity have the same thing.  
This is what we are talking about, you know, topic three, I think particularly important is.  
That in our original community, our original older peoples, they are also deserve a better respect, deserve a better acknowledgment of their their the things that they encounter.  
You know, it's not just simply we put our.  
Colonisations mindset about what is right for the for the mainstream population can be applied to the original torch, and the older people we need to really have that kind of culture.  
Humility, cultural sense, to think about things.  
Even distancing is is a shorter ages.  
Some like, you know, you may kind of see them as two separate.  
You know you won't interact with them, you know that. Also a bit of agism denial assume is is some kind of agism.  
So all this I think can be quite related to our daily experiences. You know is, is, is so it mean that you know.  
Yeah, it it.  
It's also a difficult question, like when you're seeing someone yell at an older person in the workplace.  
If you if you walk away from it, you may also part of that perpetration perpetua of agism, you know. So I think that.  
A call for us to to do something, you know, not not. Not denial of distancing.  
I pretend not to, seeing that wrong doing thing happen to older people.  
Yeah. So it's also ethical thing for you as a practitioner to be.  
Is that when you're seeing such thing happen, what will you do?  
So I think this is going to our discussion one, but I think because of time I want to skip this discussion is about agism. But I want you to take home to think about it.  
You know definitely in our our discussion board.  
I want you to keep thinking about how the ages some impact on different aging issue, how ages some impacting on the retirement issue of the older people.  
How is some impacting on the housing issue?  
So lots of thing I want you to think about.  
Yeah. Can you think about any example you know from yourself that that you can do or you did, you know you will do to come back ages them?  
So I think this is the summary of topic one. Topic two, I think we are ready in the in the discussion board.  
Lots of poses last week.  
Already successful ageing.  
So successful ageing is a very important concept.  
That I want you to understand in this course learning journey.  
So successful ageing is quite like a worldwide campaign about how we should looking at the aging process and I think many of you also read the the the last S4 stage of aging and you know you will see the 4th, 4th stage is that.  
A first stage is the achievement. You know, things that happen.  
So I think this this giving us a theoretical base.  
Aging actually is, or not gearing to a negative trajectory.  
Aging can be a process of.  
Rediscovery can be a process of life.  
Fulfilment can be a process of actively engaged, you know, or doing things that you want to achieve. When people do have time when they are previously working or raising the family.  
So successful ageing is a multi dimension concept.  
In I think in in the discussion board, I think many of you mentioned about is not only the older person themself, it's not a matter of the older person themself to be in that kind of active aging thing, but also should be a whole society need to create.  
Support the organization support or you as a practitioners to be also need can play a role.  
To support that.  
So it's a social movement, is more like a mindset.  
We're seeing older people.  
They can be a active agent, you know of their life.  
So I think one is originating from roll and Khan they are having a model of successful ageing and the original fairy say about 3 criteria you know. But I think now they all been critically developed to more dimension of the successful ageing.  
But the original criteria is, you know to be less disease and disability.  
High level quality of the physical function, active social engagement. But I think we nowadays we we we like even older people with disability can still have active active access.  
So for aging we can see lots of older people, even day with limited physical capacity, they can still living actively, you know, with the mind with the the thing engaging with others.  
So I think this is telling us, you know, yeah, when we when we started develop these kind of things.  
Starting from more like a health perspective, but now we're more understanding successful ageing should be long to all. You know, older person, regardless of their the health. You know the mental health or the social, economic status, etcetera.  
Or we should have the same right?  
To enjoy successful ageing.  
So there are.  
Different concept of related, but I think the the more key thing I want you to summarize from this topic two is some key implication for our future practice is that we need to critically reflecting on our current values and attitudes in ageing.  
We think about our value about older people.  
Are they morally and culturally appropriate?  
I think this also leaves space for you to write your reflection.  
In from the interview, you know that that was part of the component in your poster.  
Is that? Yeah. What? What? What? The interview did interview. Change your your idea about your own value about aging.  
So where we need to always questioning ourself.  
You know when we're looking at successful ageing, as I mentioned, successful ageing is not just belong to a certain population, certain ageing population or certain ageing group.  
It belong to every everyone. And don't don't, just don't.  
Kind of get stuck with the worst successful. I think that successful is more about.  
A positive active aging. You know it is the process that the older people can be more in their driver's seat and can be more supported by by others, by family, by caregiver, by practitioners, even by the social structural support.  
But what we need is we need really, we need valid sufficient holistic information to guide our thinking behaviour.  
When we're working with older people so.  
Mean that we can't achieve.  
We know that link to ages we when we're looking at successful or positive aging, we need to really have conversation to learn from the older people, to learn from the strengths and what the things that need.  
Is telling us the important that we need to listen to the older people. I think in one of the discussion post talking about the narrative, the live life stories. So this is another good practice approach.  
Is that to to learn about the life stories from the older people and from there we can learn about their concern, their hopes and dreams.  
I'm not sure whether Griffith University, we still have another aging course. We used to have another aging course offered by by the School of Arts, you know, or social sciences.  
The aging course, the main assignment is that they go to a nursing home to talk to older people and write a life story from their older people.  
So that is a major assignment.  
Bobbing Dad also telling us that's important. Like your interview, right?  
You go to interview all the person you continue to have conversation with other person.  
It's important that we learn the life story because it's all LinkedIn. What they are experiencing now, what they are they are presenting, they all have. They kind of life, life span perspective on it.  
Another person are unique.  
You know is is a book. You know, we just in we just shouldn't just just cover.  
We need to read the content so it's more a matter for is that we need to respect.  
Their diversity. So this is leading to the topic.  
We're focusing this week topic 3 diversity in ageing experience.  
I mentioned about the original torch on the communities, but this topic I also want you to think about. Yeah, like older people who living in prison.  
That also we need to respect and think about them, you know, or older people from the cultural and linguistic diverse community like, so maybe some of you.  
Also have maybe grandparents are living overseas like myself. Both grandparents that living in China in a nursing home.  
So their experience is probably quite different than the older people's experience in Australia. So for me, I I really need to learn from them.  
What that looked like in, you know, in their experience in China and then so I can better support them.  
So I mean this is give us the idea of, yeah, there are there are different there was spectrum or the last diversity in the aging population some maybe also experiencing homeless some maybe experiencing long term illness, some experiencing long term disability.  
Or is important for us to recognize and learn from. And when we work with them, we need to.  
Not putting any.  
One side face all thing to them. We need to think about what work for them in terms of the individual circumstances. And in this topic we also want to highlight the social inequality.  
As a foundational determinant of health, which is we when we working with or care for older people or in our health services, you know many of you become a health, you know, looking in the health, healthcare or health services.  
LL health some of you may be working in the social services or or finances services, but all require us to critically reflect on the diversity or the privilege or the structural oppressions on older adults.  
So that is something we will continue to discuss in the discussion board this week is about, yeah, how we recognize.  
Like the the social determined can play some part in inequality.  
Another example is that all the people who living in the remote and rural area in Australia, they generally getting less resources in terms of healthcare hospital care, right, they're getting less.  
Resources in terms of.  
Leisure and entertainment, you know.  
I know many of their kind of Outback area.  
The pop you know is the main kind of social hub for the people.  
Yeah, but for the older people living in the urban city, you know, they may. They may enjoy better hospital access, emergency access. But leisure care, you know, activities.  
Lots of the library offer.  
Lots of senior activities in the urban area, so I think this also in inequality, you know, diversity that when we.  
Having to in contacts with older people in the rural and remote area, we need to recognise.  
That are the the difference. That is a thing we can do something to empower.  
I just see another good post there.  
Yeah, I agree.  
You know, remember, elderly are usually dealing with loss.  
For example, loss of the carer partner, the income.  
Yeah, the the job right and and lost his heart and adopt definitely.  
So we have one topic upcoming I think is in top pick.  
Nine or ten, we talk about grief and loss, definitely.  
That's also a very important skills. I want you to able to.  
Apply into your future practice, but definitely difficult.  
It's a difficult conversation.  
It's a sensitive conversation.  
Not only loss of partner, but just losing of their social status.  
Some sometime when? When?  
A older person or person just losing a job in in their in their mid 50s or 60s. It's very hard because it's not only about Money Box but also lots of lots of the connections based on work so.  
Of this can be we will put back into, yeah, the consideration of yeah, it's a it's a big diversity in the aging experience that asks us to think about the importance of us to help.  
So I have a video about how, particularly in Singapore, you know, like this time when I attended the International Conference, I have a keynote speaker from Singapore.  
Singapore generated doing very well.  
To supporting caregiver.  
They do very well in supporting older person.  
Also put a link in Singapore. They have lots of active aging center.  
But I think it's it's difficult to to learn from Singapore because Singapore is a is a city nation, a whole country is a city, you know, so it's easier for them to build all this kind of ageing, active aging hub in the public housing or in the commun.  
Centre they are. They are better public transportation because, I mean what? What you may learn from the old person is the transportation is a big issue, particularly when they lose the driver licence they can drive.  
It Australia is a big thing because everything you need to be on a wheel to get access to the doctors. You know, even there's the bus services around.  
But yeah, probably very inconvenient. But in Singapore, yeah, there was. The public transportation is good.  
Lots of convenience. You know they build the aging, active, aging centre in in the residency building.  
So it's easier.  
It's not a nursing home.  
It's just active aging centre. They also have nursing home, but I think that lots of thing happening globally. We can continue to put it as example there.  
Learn and to think about.  
Or maybe in the future when you able to, you are if you are privileged enough in a decision making position for organization, you may also bring in this kind of a good idea.  
To to it.  
So I think the the key thing I want you to take away from our topic three, you know the diversity of aging or even link back to successful ageing or having a good idea about how is old.  
All these I want you to put in into your practice is that we need to have a cultural safety approach.  
I want you to really.  
Being humble, you know, curious to learn from the older people to learn from.  
Their the experience, their strengths, so you can better interact but also not only from the other person themselves.  
The caregiver is also important.  
You need to.  
Kind of support.  
Where's the community?  
You know the community laying down with the Community resources.  
Respectful communication is important.  
Having conversation in about your inequality and discrimination with the older person also important, you know, talk to them about what kind of thing they feel upset.  
Also in the discussion in in the chat box, also having conversation about grief and loss is important too, because this is could quite impact significantly on their mental health well-being.  
So.  
Respectful communication is something I think you know when I talk about languages. Someone you mentioned here. The tone is also important. The gestures. You know the body language is important as well.  
So all this is required us, I think the very, very beginning step. I think this is also important.  
I hope you can demonstrate in your interview or conversation with the older person is having respectful communication.  
Not, not not just mean that you you can hear them or you can talk to them.  
So more than that is that you need to treat them.  
As you what you want to betrayed.  
I think this is a a good old quote by treat the older people as what you want to be treated.  
That is a very important principle that guide us every interaction, because if you don't want something to be happen to you, you don't want any, any bad thing happen to you say to you you don't say to the other people that you interact with.  
So that very crucial foundation critically reflect on your prologue.  
You do have privilege. You know you now a uni student.  
You now in a position you can do some kind of a further study and when you go to practice, you may become a supervisor manager in the organization.  
So you do have your power to make some differences to make some positive influence.  
So I want you to really recognize that when you interact with other people.  
My thought about your your own projectsland you know your your stereotype or your assumptions.  
Make sure you have a good in this equal power.  
Position with all people.  
Yeah, always try to learn from them. Capturing the live experience.  
Learn about their life circumstances.  
Acknowledge the the skills and live set.  
I think more practically, yeah, conveying respect through our words, our voice tone, yeah, our facial expression, our body languages.  
Sometimes you know if they're sitting on a wheelchair, you may need to.  
Also kneel down or kind of in the same eye contact level.  
Of them using Pang languages is always important.  
Using adult languages is important.  
Yeah, don't. Don't treat him as a child.  
You know, even some are living with dementia.  
Or they may be demonstrating some anger or things that will wash you.  
Always be patient and use adult languages.  
Use respect.  
Be patient.  
Be report is something you know my you know, social worker or nursing. You know, we talk a lot about how to build a report or empathy. So basically.  
Is about. Put your put yourself into their shoes.  
Think about if you are in that position, what were you?  
How do you feel?  
How will you feel?  
You know, like, if you're talking to other person experiencing homelessness.  
So how do you feel if you do have a roof? You know to to stay, do have a shelter?  
You feel nervous, right?  
So or you feel stressed. So when you talk to them, think about that kind of feeling and try to.  
Acknowledge their feeling and create some good support.  
And there was more, but I think all these are a good thing.  
I want you to start practicing or you have any. If you have any been practising, that's good. But I think this is something I really want every of of you to think about having a respectful communication and also that maybe related to our poster is yeah doing app.  
Assessment and services important. So when you do your poster right, you will talk about.  
Critically evaluating the the key services and.  
Resources applied to the older person.  
Who that?  
Not that old person that to the to that the older people who facing that ageing issue. So think about the whether these services have cultural and social diverse consideration and whether the services address the challenges.  
Of what happened in the border community, whether they're addressing the risk of social isolation, whether the services provide.  
Ethanol specific service or cultural sensitive services, right?  
For example, bilingual services, whether the services allowed older people to have more autonomy, have a say with the community.  
So I think this is a very good guideline for you in your poster to critically evaluate the services and make them make some recommendation.  
In that recommendation part in your poster.  
But we know we will keep talking about the services or what kind of we can should have a appropriate service.  
Assessment about it.  
So I think this pretty much about our.  
Workshop today as Greg to have you all you here actually participating.  
I know even you are silent, but lots of great discussion in the discussion board and also one of you mentioned it being genuine is very important. Yeah, genuine authentic.  
What that means is that we also acknowledge something you don't know.  
You know, acknowledge something you don't know.  
You should learn from them or something you don't know yet.  
You know you can.  
You can further to learn, for example, older people ask you all know be a risk of homelessness.  
Can you help me to find a house, maybe in that position? If you are a public health practitioner, you you may not at the moment. You may not have the the position to find a house for them, so you need to acknowledge that to give them fake prom.  
That you can't do so I think that also very important is to acknowledge what we don't know, but we happen to explore something.  
Together with them.  
So thank you very much for listening.  
Hopefully you find this workshop helpful.  
You know, we will continue to do it in this way in our upcoming we have four more online workshop, so fortnightly, so that our next one will be two weeks and but always available e-mail or you know discussion board discussion so.  
Please be patient it sometimes.  
Give me some time.  
I need to read and respond so, but I will try to respond all all the posts you have put there so.  
Yeah, maybe you also can read my reply and further discuss with me in the discussion board. But if you have any have any other questions in general, just welcome to contact me and we can have a talk.  
Thank you very much and I hope you enjoy your week and enjoy this study in our our course.  
Thank you so much.  
See you next time.  
Bye.

 **Joe Liang** stopped transcription