

GRT/SWO/SOC 4395 Aging and Mental Health

Course Outline

I. Course Description:

This Aging and Mental Health class will provide you with an introduction to major psychosocial and biomedical issues that are common in older persons. The main emphasis of this course is on equipping you with fundamental knowledge and developing skills to understand more fully the aging process as well as common emotional, psychiatric, and cognitive disorders that present in the elderly. It is my desire that by course end you will fully empathize and relate to older persons who are facing threats to their emotional and mental well-being.

II. Learning Objectives:

After participation in the Aging and Mental Health course you will be able to:

1. Values, Ethics and Theoretical Perspectives

Competency

1. Assess and address values and biases regarding aging.
 2. Respect and promote older adult clients' right to dignity and self determination.
 3. Apply ethical principles to decisions on behalf of all older clients with special attention to those with limited decisional capacity.
 4. Respect diversity among older adult clients, families, and professionals (e.g., class, gender, and sexual orientation).
 5. Address the cultural, spiritual, and ethnic values and beliefs of older adults and families.
 - *6. Relate concepts and theories of aging to social work practice (e.g., cohorts, normal aging, and life course perspective).
 - *7. Relate social work perspectives and related theories to practice with older adults (e.g., person-in environment, social justice).
 8. Identify issues related to losses, changes and transitions over their life cycle in designing interventions.
 9. Support persons and families dealing with end of life issues related to dying, death, and bereavement.
 - *10. Understand the perspective and values of social work in geriatric interdisciplinary practice while respecting the roles of other disciplines.
- * This indicates learning objectives specifically for graduate students.

2. Assessment

Competency

1. Use empathy and sensitive Interviewing skills to engage older clients in identifying their strengths and problems.
- *5. Assess cognitive functioning and mental health status of older clients (e.g., depression, dementia).
- *8. Administer and interpret standardized assessment and diagnostic tools that are appropriate for use with older adults (e.g., depression scale, Mini Mental Status Exam).
- * This indicates learning objectives specifically for graduate students.

3. Intervention

Competency

2. Enhance the coping capacities and mental health of older persons through a variety of therapy modalities (e.g., supportive, psychodynamic).
- *3. Utilize group interventions with older adults and their families (e.g., bereavement groups, reminiscence groups).
- *4. Mediate situations with angry or hostile older adults and/or family members.
6. Use educational strategies to provide older persons and their families with information related to wellness, and disease management (e.g. Alzheimer's disease, end of life care).
- *9. Adhere to laws and public policies related to older adults (e.g., elder abuse reporting, legal guardianship, advance directives).
- * This indicates learning objectives specifically for graduate students.

Additional Learning Objectives for Graduate students

1. To be able to employ behavioral, task centered and existential methods when working with older adults.
2. To identify medical and psychiatric disorders and know how to treat them from a social work perspective.
3. To identify the interdisciplinary team and how to make referrals both within an agency and to other agencies
4. To have a working knowledge of Medicare/Medicaid/Social Security

III. Instructor Information:

IV. Instructional Materials: Texts for the course are the following:

Required Books

Frankl, V. E. (1984). *Man's Search for Meaning*. New York: Washington Square Press.

Gelfand, D. E. (2006). *The aging network* (6th ed.). New York: Springer Publishing Company. ISBN #0826102069

McInnis-Dittrich, K. (2009). *Social Work with Older Adults: A biopsychosocial Approach to Assessment and Intervention* (3rd ed.). Boston: Allyn & Bacon.

Beers, M. H., Jones, T. V., Berkwits, M., Kaplan, J. L., & Porter, R. (Eds.). (2004). *The Merck Manual of Health & Aging*. Whitehouse Station: Merck Research Laboratories.

Book Sections from which material will be expected to be read

Ellor, J. W., & Bracki, M. A. (1995). Assessment, referral and networking. In M. A. Kimble, S. H. McFadden, J. W. Ellor & J. J. Seeber (Eds.), *Aging, spirituality, and religion: A handbook*. Minneapolis: Fortress Press.

Ellor, J. W. (2003). The role of spiritual assessment in counseling older adults. In S. McFadden & M. Kimble (Eds.), *A practical handbook for aging, religion and spirituality*. Minneapolis: Fortress Press.

Ellor, J. W. (2005). Spiritual and Religious Growth. In L. W. Kaye (Ed.), *Perspectives on Productive Aging*. Washington D.C.: NASW Press.

He, W., Sengupta, M., Velkoff, V. A., & DeBarros, K. a. (2005). *65+ in the United States: 2005*. Washington D. C.: U.S. Department of Health and Human Services.

Kimble, M. A. (Ed.). (2000). *Viktor Frankl's contribution to Spirituality and Aging*. Binghamton: Haworth Press.

Missinne, L. E. (2001). Three Approaches to the Mystery of Suffering: Frankl, Gray, and Kushner. In D. R. Watkins (Ed.), *Religion and Aging: An Anthology of the Poppele Papers*. Binghamton: The Haworth Press.

Moody, H. R. (1992). *Ethics in an Aging Society*. Baltimore: Johns Hopkins Press.

Pinkston, E. M., & Linsk, N. L. (1984). *Care of the Elderly: A Family Approach*. New York: Pergamon Press. Chapters 1 - 4

Pinkston, E. M., Levitt, J. Green, G., Linsk, N. and Rzepnicki, T. (1982). Effective Social Work Practice: Advanced Techniques for Behavioral Intervention with Individuals, Families and Institutional Staff. New York: Jossey-Bass Press. Chapters 1-4.

Worden, J. W. (1991). *Grief Counseling and Grief Therapy*. New York: Springer Press.

See: <http://bearcat.baylor.edu/search/p?SEARCH=ellor> for the reserve material for this class.

V. **Evaluation Method:** The course grade for students will be determined on this basis:

1. . Quizzes (10 pts each)100 pts
2. . Paper (Graduate Students Only)80 pts
3. . Class Participation20 pts

Undergraduate students should see exceptions noted below.

Attendance and class involvement is critically important in this class. In accordance with Baylor University policy, you must attend 70% of all class meetings to get credit for this course.

VI. Grading Policy:

1. For Graduate students, the following grading scale will be used:

A+ = 195 – 200

A = 194 – 188

A- = 187 - 182

B+ = 181 - 180

B = 179- 166

B- = 165 – 162

C+ = 161-154

C = 153 – 146

C- = 145 - 142

D = 141 - 120

F = <119

The above is based on the standard graduate scale:

A+ 98-100

A 94-97

A- 91-93

B+ 87-90

B 83-86

B- 81-82

C+ 77-80

C 73-76

C- 71-72

D 60-70

F Below 59

For Undergraduate Students the following scale will be used:

A 120 - 109

B+ 109 - 104

B 104 - 97

C+ 97 - 92

C 92 – 85

D 85 - 72

Below 72 = F

Based on the following undergraduate scale:

A 91-100

B+ 87-90

B 81-86

C+ 77-80

C 71-76

D 60-70

F Below 59

2. Test & Paper Policy:

If a quiz is missed, you may take a make-up exam at a time convenient to the professor if you have a university excuse signed by the proper authority (physician, coach, dorm director, mortician, etc.) If you have no excuse, a

grade of “0” will be recorded. Quizzes may not be made up unless arrangements are made prior to the due date.

Student Responsibilities:

- 1) Attend class regularly. If you can't be there, please email me for this will allow me to forward any assignments that might have been given out in class.
- 2) Be on time. Class starts promptly on time. You will sign in at each class, but the register will be taken up at 5:30. If you are late and didn't sign-in, see me after class.
- 3) Ask questions and actively participate in class.
- 4) Take examinations as scheduled.
- 5) Turn in assignments ON time.
- 6) Participate in off campus learning experiences.
- 7) Turn **off** cell phones and do not text message. Phones will be taken up.
- 8) Laptops should only be used for note taking; I will ask you to turn them off if you are abusing this privilege

Attendance Policy

1. Class attendance is required based on the fact that a significant part of the learning takes place in the classroom interaction. The primary goal of social work education is preparation for professional practice. To achieve this goal, social work courses are interactive in format and are designed to help you apply theory, knowledge, skills, and values. Absence from classes reduces your learning opportunities and negatively affects the interactive process with other students.
2. Baylor University attendance policy states, “A student who misses more than 25% of the class meetings of a course automatically fails” (Student Handbook). **Students who miss more than 25% of the classes (four classes), regardless of how extenuating the circumstances, must to re-take the course.**
3. **Four late arrivals will be counted as one absence. 10 points will be deducted from the final grade average for each absence beyond two.** When unusual situations like major illness occur, students should meet with me to determine whether it is possible to arrange appropriate supplemental assignments to make up the work.

Blackboard

Reading assignments not found in class texts, such as journal articles, should be accessible online through the Baylor University Blackboard system.

Academic Integrity

Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work submitted under your name is expected to be your own, neither composed by anyone else as a whole or in part, nor handed over to another person for complete or partial revision. Be sure to document all ideas that are not your own. Failure to do so

constitutes theft of intellectual property. Instances of plagiarism or any violation of academic integrity will result in failure of the assignment and will be reported to the Honor Council. Be sure to read and understand the Baylor University Honor Code. The text is available at <http://www.baylor.edu/honorcode/index.php?id=44060>. If you are uncertain or unclear about the guidelines regarding the documentation of sources, consult the *APA Handbook*.

Turnitin

"Students agree that by taking this course, all required papers, exams, class projects or other assignments submitted for credit may be submitted to turnitin.com or similar third parties to review and evaluate for originality and intellectual integrity. A description of the services, terms and conditions of use and privacy policy of turnitin.com is available on its web site: <http://www.turnitin.com>. Students understand all work submitted to turnitin.com will be added to its database of papers. Students further understand that if the results of such a review support an allegation of academic dishonesty, the course work in question as well as any supporting materials may be submitted to the Honor Council for investigation and further action." Access the [TurnItIn Student User Guide](#) or go to [TurnItIn.com](#) or [TurnItIn Research Resources](#) for more information is found on the library website.

Students with Special Needs

Student Success

Your academic success is important to me. Thus, to assist you in improving your performance, I may refer you to the Paul L. Foster Success Center for substandard academic performance and/or excessive absences. The Success Center offers a wide range of academic opportunities helpful for improving your grades.

OALA

- Any student with a documented disability needing accommodations should contact the Office of Access and Learning Accommodation at: 254-710-3605.
- If you have a documented disability and wish to discuss accommodations, please contact me as soon as possible.
- Any student who needs learning accommodation should inform the professor immediately at the beginning of the semester. The student is responsible for obtaining appropriate documentation and information regarding needed accommodations from the Baylor University Office of Access and Learning Accommodation (OALA) and providing it to the professor early in the semester. The OALA phone number is (254) 710-3605 and the office is in Paul L. Foster Success Center - Sid Richardson - Room 189.

Undergraduate Social Work Students Only

Portfolio Development

All BSW students will prepare a portfolio during their final semester in the program. The portfolio will include samples of coursework demonstrating social work competence. Please keep your papers, presentations, and projects from this course for possible inclusion in your portfolio. You will want to keep multiple copies on disk, hard drive, and/or hard copy to avoid losing them before your capstone seminar and orals.

COURSE TOPICS AND ASSIGNMENTS

8/23	Introduction to the course Normal Vs. Abnormal Aging Strengths Perspective Successful Aging/ Positive Aging	Dittrich – Gelfand – Beers –	Chapter 1 Chapter 1 Chapter 1
8/30	Understanding the Aging Factor Identifying the older adult Older adults in a family context Biology of Aging Adjustment to aging Demography of Aging Life Stage Theory Possible Guest Speaker	Gelfand – Dittrich – Beers –	Chapter 2 Chapters 2-3 Chapter 2 & 3
9/6	Communication with older Adults	Beers –	Chapters 8, 36 - 39
9/13	Assessment & the Elderly Burnout Mini Mental Status Brink Depression Scale Spiritual Assessment	Dittrich – Beers – Ellor –	Chapter 4 Chapter 10 spiritual assessment Chapter Assessment, referral & networking found on Blackboard
9/20	Assessment Continued Psychometrics DSM IV and the elderly Quiz on Medical Aspects of Aging	Handouts Dittrich – Beers	Chapter 5 Chapter 61
9/27	Cognitive Disorders	Beers -	Chapters 24 – 27
10/4	Cognitive Disorders Quiz on Assessment techniques	Dittrich –	Chapter 6 & 7
10/11	Behavioral Intervention with Older Adults	Pinkston & Linsk (1984)	Chapters 1-4

- Quiz on Cognitive Functioning** Pinkston (1982) Chapters 1-4
- 10/18 Existential Intervention Kimble Chapters 1,3,4,6,7,8,9
Quiz Behavioral Intervention
 Missinne Chapter in Watson book
 Frankl – Man’s Search For Meaning
- 10/25 Finish Existentialism
 Ethical Decision Making with older adults Moody – Chapters 1-2
 Introduction and Chapter 1 from: Meilaender, G. (1996). *Bioethics: A primer for Christians*. Grand Rapids: Eerdmans Press.
 Chapter 3, 8,9,10 from: Kane, R. A., & Caplan, A. L. (1990). *Everyday ethics: Resolving dilemmas in nursing home life*. New York: Springer Pres
 Identifying the values and ethics involved in elder care
 Applying ethical decision making to cases with older adults
- 11/1 Major Psychiatric Disorders Dittrich – Chapter 11
 Elder abuse and Neglect & Abuse Reporting Laws
 Guardianship Law
Quiz on Ethical Decision Making
Quiz on Existential Intervention
Guest Speaker
- 11/8 Mood Disorders Handouts
 Addictions Dittrich – Chapter 8
 Personality Disorders Handouts
Quiz on Elder Abuse
Guest Speaker
- 11/15 Caregiving and Long Term Care
 Caregiving Dittrich Chapter 9 & 12
 Group work Gelfand – Chapter 13 - 16
 Grief and Bereavement Dittrich – Chapter 13
 End of Life issues Worden – Chapter 1 (Blackboard)
http://www.thehastingscenter.org/pdf/access_hospice_care.pdf
Quiz on Depression and the aged
- 11/22 Study day to work on final paper
- 11/29 Social Security
 Public Policy, Medicare and Medicaid and social service issues Gelfand
 Case management Issues
Guest Speaker
Quiz on Caregiving issues

all papers due

Please use TURNITIN.com...not the blackboard version, the website version...to turn your paper in.

Class ID: 3645989

Password: Aging

Assignment name: Paper (I know, not very creative, but what did you expect!)

Final Exam/Quiz on Medicare and Medicaid will be handed out. It will be due back December 2, 2011.

Quizzes (Undergraduate & Graduate Students):

Each quiz will be worth 10 pointes.

There will be skill quizzes in the following areas:

Medical Aspects of Aging – You will be expected to take a disease selected by the instructor and talk about the various issues that might come up in working with a person with this condition. Be aware that it could also be multiple conditions.

Assessment techniques - We may do this one in class. You will work with a colleague to demonstrate your capacity to utilize one of the various assessment techniques that we have discussed in class.

Cognitive Functioning - You will be given a case to analyze.

Behavioral Intervention – You will be given a case to analyze.

Existential Intervention - You will be given a case to analyze.

Ethical Decision Making – You will be given a case and asked to identify the Ethical Question and then how you would work with this case to resolve the issues presented

Elder Abuse - You will be given a case to analyze.

Depression and the aged - You will be given a case to analyze.

Medicare/Medicaid/Social Security – You will be given an assignment to help a client through the maze of personal funding options utilizing the internet to obtain your

information. **Public Policy** – This will be a more traditional quiz on the reading and class room lectures

Each topic will be handled somewhat differently, however most will be done as brief take home quizzes.

Paper (Graduate Students Only): The paper will be worth 100 points. One Research Paper that takes a significant look at a topic of the student's choosing is required for this class. Take a topic that is of interest to you and do a comprehensive literature search and reflection on this subject. This will mean selecting a topic that is specific enough to make this a manageable paper.

Under graduate Students:

Persons taking this course for Undergraduate credit can select to either take the quizzes or do the paper. This will mean that there will be 100 points possible, 10 for attendance and 90 for either the quizzes or the paper.

Websites on aging

AARP: <http://www.aarp.org/>

Administration on Aging: <http://www.aoa.gov>

Ageline: Go to Gerontology Subject group at BU Library

Alzheimer Association: <http://www.alz.org>

American Society on Aging:
<http://www.asaging.org/index.cfm>

Association for Gerontology in Higher Education:
<http://www.aghe.org>

Gerontological Society of America:
<http://www.geron.org/>

National Council on the Aging: <http://www.ncoa.org>