

Syllabus

Aging and Mental Health

T/R 2:30-4:20PM, C-102

Fall Semester

Instructor: David Burdick, Ph.D.

Office: F-231 Phone: (609) 652-4311

email: burdickd@stockton.edu

Introduction -- This advanced seminar is designed as a capstone course in the PSYC curriculum, and as an advanced elective in the GERO curriculum. It considers issues related to the mental health and wellbeing of older individuals. The advanced years of life often coincide with many changes in the individual and the context in which they live. Changes in economic status, family, friendship and other relationships, and physical health status all interact with mental health. Mental illnesses common in old age are discussed, as are treatment and intervention techniques. We will also focus on older individuals' strengths and how to utilize them in times of crisis.

Course Objectives: As a result of this course, students will:

1. **Gain factual knowledge** about the main theoretical approaches/paradigms to mental health/mental illness in older adults.
2. **Learn the basics of** screening, diagnosis, assessment and treatment of the most commonly diagnosed psychological disorders of later adulthood. Other topics that impact the mental health of older adults will be covered including: public policy, long-term care, preventative measures and successful aging.
3. **Learn to apply** course material to "real world" situations (e.g. with family & career) aided through review of a variety of clinical and research examples.
4. **Learn to analyze and critically evaluate** scholarly research in geropsychology.
5. **Develop writing skills**, specifically the use of APA style.

Readings – You must carefully read assignments before the class for which they are scheduled. You must be prepared to discuss each topic, and to express your informed opinions. Failure to do so will lead to grade reductions. If necessary, unannounced quizzes will be given to help encourage students to keep up with the readings.

SQS=Segal, D., Qualls, S. & Smyer, M. (2011 – or new edition if it is available on time). Aging & Mental Health, 2ed. West Sussex, UK: Wiley/Blackwell.

Book (available at the Stockton Bookstore and other Textbook Providers). Fairly inexpensive as textbooks go.

G = Generations: Journal of the American Society on Aging. Articles can be obtained online by following these steps:

1. Go to Stockton Homepage (<http://www.stockton.edu>).
2. Type "Library Databases" in the search box at upper right
3. Click on the 1st result,
4. In the Alphabetical Listing, click on "Academic Search Complete", (then, if you're off-campus enter your GO username and password).
5. In the first text entry box type the following exactly without the brackets: [JN "Generations" and DT 20020301]. *This gives you a list of all of the articles in this issue of the journal.* Click on the words "PDF Full-Text" directly after the article you wish to view or print. Or, follow the instructions online for e-mailing the article to yourself.

OBB=Other Readings & viewing from Blackboard: Miscellaneous other required and optional readings or audio/video reviews are provided in Blackboard. Some are listed in the schedule below, others are not.

Writing -- This is not a W2 designated class. However, as an advanced seminar, you are expected to demonstrate care and precision in your writing. Writing assignments will emphasize your understanding and reflections on clinical topics (i.e., case studies), research topics (summaries of journal articles), and other experiences related to the class. All written assignments will be graded for quality of critical thinking as well as quality/clarity of writing.

Attendance – Class Attendance is required. After three missed classes your grade will be subject to a step reduction for each additional absence (e.g. for 4 absences a student with a B+ average would receive a B for the course). Students who miss class due to the observance of religious holidays must notify professor in advance and will not be counted as absent for attendance purposes. Students have an obligation to make up any missed work, and to keep up with the class on Blackboard. Attendance at selected related outside events is *strongly recommended. Some are listed in the class schedule below, others will be added (announced in class and Blackboard).* Extra credit will be provided as an added incentive.

Reviews and Discussions of Relevant Primary Source Journal Articles: Advanced seminars expect students to read primary sources from the professional literature -- usually “refereed” professional journals. Each student will prepare a “Readings Portfolio” of 5 journal articles related to 5 different course topics (e.g. course chapters) and these must be completed and handed in *at the time we do each topic*. You are expected to *find* and *review* appropriate articles because the ability to seek out the best sources is an *essential learning outcome* for successful professionals. (Note: **two** of the required **five** reviews may come from those assigned from *Generations*.) You must **always** be prepared to discuss your articles in class and everyone will be called on **at least once** to give a brief, organized description of his/her article to the class. A portfolio template will be provided and will include a format for review for each reading -- they will be 1-2 pages, *carefully* typed. You must attach a copy of the article to the back of your review (using a staple in the upper left corner). Portfolios will be collected periodically throughout the semester and recollected at the end of the term.

Literature Review/Research Paper & Presentation: Students will prepare a 10-12 page paper, using at least 10 scholarly sources; will present findings to class during the last third of the semester using a PowerPoint. Detailed guidelines on preparing these papers and presentations, and a sign-up sheet will be distributed early in the semester.

Service Learning: *As an alternative to the research paper and presentation* students can select service learning as described below. If you successfully complete the requirements of the service-learning program, you are exempt from the research paper and presentation.

If you chose Service-Learning, you will be required to do the following:

- 1) Complete 20 hours of **quality** service in an approved project or at a site related to various issues of *Aging & Mental Health* that is approved by me and the Service Learning Office.
- 2) Attend an orientation session with the Service Learning staff (dates and times vary).
- 3) Attend 2 reflection sessions with the Service Learning staff (dates and times vary).
- 4) Complete three brief written assignments about your experience, and how it relates to the science of mental health.
- 5) Make a presentation in class about your S-L experience (during the last 1/3 of the semester).

Your SL grade will be reduced accordingly if you fail to successfully complete all requirements. The assignments will be graded. An Office of Service-Learning staff member will come to class to introduce the program and provide details about different options that will help you to make a decision. Adherence to customary professional standards and quality work expected from senior undergraduates in capstone courses will be expected. You will be prepared, and should mindfully utilize this preparation.

Course Grades: Based on two quizzes and a cumulative final (20% each), Reading Portfolio (10% total), research paper/presentation (or service learning grade) (20%), other written assignments (5%), and general class participation (5%). Late assignments are penalized by 10% off per day late, beginning with a penalty assessed if not submitted at the beginning of the class period when due (or by due date/time posted for online submissions).

Academic Honesty: In all of your work, (including exams, submitted papers, and presentation) the work you present is supposed to be yours. You are expected to review and adhere to the college's Academic Honesty Policy. Please review the policy here: <http://talon.stockton.edu/eyos/page.cfm?siteID=14&pageID=62>.). You are expected to learn and follow APA style in the appropriate citation and referencing of your sources.

Accommodations for Students with Special Needs:

The Richard Stockton College complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with physical, psychiatric or learning disabilities who seek accommodations should make their request by contacting the Learning Access Program located in Room J-204 (note new location) or by calling 652-4988. *Please register with the Learning Access Program by the end of the first week of classes.* Additional information: <http://www2.stockton.edu/wellness/lap.html>

Writing Assistance-- The final paper must be written in APA style. Assistance with writing, including APA style, is available in the **Writing Center in J-105**. You can call them at (609) 652-4441 or stop by to make an appointment. Links to online guidelines on completing literature reviews will be provided.

Contacting Me: Before or after class, during office hours or any other time you can find me in the event that you have questions, comments or suggestions regarding class. I'm a very busy professional with many responsibilities in addition to my teaching. But, I believe that *students come first*. I'm most accessible via e-mail and students and colleagues often find that I reply to them very quickly, day & night and weekends.

Fall Semester Schedule***

Date	Topic	Readings
Part I: Introduction		
Week 1: Sept 6	Mental Health & Aging: An Introduction	SQS Ch 1 Service Learning Presentation: Daniel Tome or Diana Strelczyk from Service Learning Office.
Week 2: Sept 11, 13	Intro & Basic Gerontology for Working with Older Adults Excellent 3 minute video: http://www.youtube.com/watch?v=QFKcPGZkuQ4 . Naomi Feil on the need for connection with others in old age.	SQS Ch 1 & SQS Ch 2
Part II: Models of Mental Health in Late Life		
Week 3: Sept 18, 20	Psychodynamic Model	SQS Ch 3
Week 4: Sept 25, 27	Cognitive-Behavioral Model Healthy, Successful Aging (Exercise: Recipe) OBB: McArthur Rowe/Oshanski Lecture 75min: http://www.youtube.com/watch?v=IBoMdQeQR1M&feature=relmfu	SQS Ch 4 OBB: Armin Grams Handout
Week 5: Oct 2	Stress and Coping Model	SQS Ch 5, G: Articles by Qualls; Bartel & Smyer
	Oct 4th: Exam One	
*** Sunday October 7 th , Walk to End Alzheimer's. AC Boardwalk: To join and/or donate to TeamStockton click here: http://act.alz.org/site/TR/Walk/PA-DelawareValley?team_id=61469&pg=team&fr_id=1585		
Week 6: Oct 9, 11	Family Systems Model Older People and their Families (Video: <i>My Mother, My Father (Then & Now)</i>) Special Concerns & Diversity	SQS Ch 6, G: Mittleman SG Diversity Sup, Exec Sum ; G: Abramson, Trejo, et. al (Video: <i>The Personals</i>). October 11 is National Depression Screening Day – service projects.
Part III: Introduction to Mental Disorders		
Week 7: Oct 16, 18	Cognitive Impairment	SQS Ch 7, SG 5 (Alzheimer's)
18 th :	Tentative: Guest Lecture - Dr. Christine Gayda: Cognitive Disorders: Screening, Diagnoses, & Treatment	
Week 8: Oct 23, 25	Depression G: Hegel & Reynolds Articles Tentative: Guest Lecture - Dr. Christine Ferri: Depression and Aging	SQS Ch 8, SG 5 (Depression)
Week 9: Oct 30 th	Precepting, No Class. Daylong Conference on Arthritis in Campus Center; other service opportunities	
Nov 1: Exam 2	PRESENTATIONS BEGIN SOON	
Week 10: Nov 6, 8	Severe Mental Disorders: Schizophrenia, etc. General Practice Issues & Treatment	SQS Ch 9, SG 5 Schizophrenia G: Palmer, G: Blow G: Oxman Article G: Abramson & Halpain Article
Week 11 & 12: Nov 13, 15, 20	Anxiety, Sexual, and Sleep Disorders	SQS Ch 10
Nov 13	Last day to Withdraw from Courses with a "W" Nov 22	Thanksgiving – Enjoy!
Week 13: Nov 27, 29	Substance Abuse, Personality Disorders, Family/Marital. Video: Old People Driving 24 min documentary: http://www.newday.com/films/oldpeopledriving.html	SQS Ch 11
Week 14: Dec 4, 6	Settings & Context, and Epilogue Video: Creating Caring Communities http://www.edenalt.org/vmchk/dvds ; also www.changingaging.org , Bill Thomas and TedTalk	SQS Ch 12, G: Becker, Beck, Bruce
Dec 11	Final Exam	Cumulative

*** This Schedule is subject to change. Changes will be announced in advance. It is your responsibility to make yourself aware of any such changes in the event that you are absent from class.