

**University of Tennessee
College of Social Work
Spring 2018**

**SW 555 Psychological Development and Mental Health in Later Life
3 Credit Hours**

Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539

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Office Hours: Tuesdays, 5:30-6:30 pm CST (6:30-7:30 pm EST) or by appointment.

I will respond regularly to emails on Monday through Friday. I will also check emails on Saturday mornings. Emails sent after Saturday morning may not receive a response until Monday.

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu).

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, you pledge that you will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming your own personal commitment to honor and integrity (*Hilltopics*).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity:

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description

This course is a concentration elective course. This course examines psychological, mental health and mental illness aspects of the aging process, with special emphasis on age, gender, race and ethnicity, socioeconomic status, and psychological resources across various mental health domains. The domains investigated include memory, cognition, intelligence, personality, mood and anxiety disorders, emotion, elder abuse, spirituality, and culture.

Course Rationale

Due to improvements in health awareness and medical technology, as well as demographic changes, the number of older people in the U.S. and most other countries is increasing rapidly. This trend has profoundly changed society in the past quarter-century and will continue to do so well into the next century. As a result, interest in the aging process has grown considerably within the last 25 years. The rapid increase of older persons will require an enormous increase in the number of professionals trained and competent to work with older adults and their families. This course will examine psychological and cognitive aspects of the aging process, with special emphasis on applied issues in aging/gerontological research. Consideration is given to biological and physiological aspects of psychological aging and mental health in older adults.

Course Competencies: By the completion of this course, students (through course activities, assignments, and/or exams) are expected to be able to:

1. Critically analyze and compare patterns of normal aging with patterns of psychological and mental health dysfunction in later life. HBSE Conc. #1, 2. (*Content: normal cognitive changes in aging, dementia, depression*).
2. Articulate and assess practice implications of the effects of the aging process on psychological functioning and mental health. HBSE Conc. #1, 2; CT/EBP Conc. #1. (*Content: attention & perception, memory, intelligence, personality*).
3. Assess and evaluate cognitive impairments and psychological challenges facing older adults, and the implications for practice. HBSE Conc. #2; CT/EBP Conc. #3. (*Content: Alzheimer's disease and other irreversible and reversible dementias, mental health disorders in later life (e.g., depression, anxiety disorders, and psychotic disorders)*).
4. Articulate risk and protective factors in the development of resiliency in later life, and those associated with discrimination against older adults. Diversity Conc. #3; CT/EBP Conc. #2; AT-Risk Pop/SJ Fdtn. #1 (*Content: stress and coping framework, selection-optimization-compensation*).
5. Identify the effects of ethnic, racial, cultural, economic, and gender variables on individuals' psychological and mental health in later life. Values/Ethics Conc. #3; HBSE Conc. #1, 2; Diversity Conc. #1, 4. (*Content: influence of race and ethnicity, gender, SES on development, physical health, functioning and mental health; gender-role identity; social support*).

Synthesize knowledge of the interactive influence of biological, psychological, and social factors on human development and behavior. HBSE Conc. #1, 2; CT/EBP Conc. #3; Practice Conc. #2; AT-Risk Pop/SJ Fdtn. #1 (*Content: myths and stereotypes of aging, normal physical changes of aging, health and functioning in later life, psychological functioning*).

Classroom Courtesy

Discussion boards are a major component of this online course. While opinions, thoughts, and feedback to the readings and to others students' comments are invited and even required, please demonstrate respect for others' feedback through your own comments and discussions.

REQUIRED READINGS

- Alwahhabi, F. (2003). Anxiety symptoms and generalized anxiety disorder in the elderly: A review. *Harvard Review of Psychiatry*, 11, 180-193.
- Ayers, C. R., Sorrell, J. T., Thorp, S. R. & Wetherell, J. L. (2007) Evidence-based psychological treatments for late-life anxiety. *Psychology and Aging*, 22, 8-17.
- Bartles & Smyer, (2002), Mental disorders of aging: An emerging public health crisis? *Generations*, 26, 14-20.
- Beisgen, B., Kraitchman, Marilyn Crouch, & ProQuest. (2003). *Senior centers: opportunities for successful aging*. New York: Springer Pub.
- Blow, F. C., Oslin, D. W., & Barry, K. L. (2000). Misuse and abuse of alcohol, illicit drugs, and psychoactive medication. *Generations*, 26, 50-54.
- Cavanaugh, J. C. & Blanchard-Fields, F. (2006). *Adult development and aging*. Belmont, CA: Wordsworth, Thomas Learning.
- Chang, C. F., Nocetti, D. & Rubin, R. M. (2005). Healthy life expectancy for selected race and gender subgroups: The case of Tennessee. *Southern Medical Journal*, 98, 977-984.
- Corey-Bloom, J. (2000). Dementia. In S. K. Whitbourne (Ed.) *Psychopathology in later adulthood* (pp 217-243). New York: John Wiley & Sons, Inc.
- Cummings, S. M. & Cassie, K. M. (2008). Perceptions of biopsychosocial services needs among older adults with severe mental illness: met and unmet needs. *Health & Social Work*, 33, 133-143.
- Davidson, F., & Kanopy. (2016). Aging successfully: psychological aspects of growing old.
- DeCoster, V. (2001). The challenges of type II diabetes and the role of healthcare social work. *Health & Social Work*, 26, 26-37.
- Edelstein, Martin & McKee (2000). Assessment of older adult psychopathology. In S. K. Whitbourne (Ed.), *Psychopathology in Later Adulthood* (pp 61-88). New York: John Wiley & Sons, Inc.
- Harvey, P. D. (2005). Clinical features and course of schizophrenia in late life. In P. D Harvey (Ed). *Schizophrenia in Late Life* (pp 35-51). Washington, D.C.: American Psychological Association.
- Hegel, Stanley & Arean, (2002). Minor depression and subthreshold anxiety symptoms in older adults: psychosocial therapies and special considerations. *Generations*, 26, 44-49.
- Hooyman, N. R. & Kiyak, H. A. (2008). *Social gerontology: A multidisciplinary perspective*. Boston, MA: Pearson Education, Inc.
- Knight, B. G & Sayegh, P. (2011). Mental health & aging in the 21st Century. *Journal of Aging and Social Policy*, 23, 228-243.

- Koenig, T. L., Chapin, R. & Spano, R. (2010). Using multi-disciplinary teams to address ethical dilemmas with older adults who hoard. *Journal of Gerontological Social Work*, 53, 137-147.
- Lewis, J. P. (2011). Successful aging through the eyes of Alaska elders: What it means to be an elder in Bristol Bay, AK. *Gerontologist*, 51, 540-549.
- Molton, Ivan R. & Yorkston, Kathryn M. (2017). Growing older with a physical disability: A special application of the successful aging paradigm. *Journals of Gerontology: Social Sciences*, 72(2), 290-299.
- Oriol, William (2005). *Psychological issues for older adults in disasters*. Substance Abuse and Mental Health Services Administration Center.
- Qualls, (2002). Defining mental health in later life. *Generations*, 26, 9-13.
- Qualls, S., & Smyer, Michael A. (2007). *Changes in decision-making capacity in older adults: Assessment and intervention* (Wiley series in clinical geropsychology). Hoboken, N.J.: John Wiley & Sons, 15.
- Rabins, P. V (2005). *Getting old without getting anxious*. New York: Penguin Group, Inc.
- Roff, L. L. et al. (2004). Depression and religiosity in African American and white community dwelling older adults. *Journal of Human Behavior in the Social Environment*, 10, 175-189.
- Segal, D., Qualls, Sarah Honn, & Smyer, Michael A. (2011). *Aging and mental health* (2nd ed. / Daniel L. Segal, Sara Honn Qualls, and Michael A. Smyer.ed.). Understanding aging. Chichester, West Sussex, U.K; Malden, MA: Wiley-Blackwell.
- Schaerth, M. R. (2007). Addiction: Older adults and illegal drugs. *Geriatrics & Aging*, 10, 361-364
- Viglund, K., Aléx, L., Jonsén, E., Lundman, B., Norberg, A., Fischer, R., Nygren, B. (2013). Psychometric properties of the Swedish version of the selection, optimization, compensation questionnaire. *Scandinavian Journal of Caring Sciences*, 27(2), 460-467.
- Weintraub, D., Furlan, P & Katz, I. (2002). Depression and co-existing medical disorders in late life. *Generations*, 26 (1), 55-58.
- Wykle, M.L., Whitehouse, P.J., & Morris, D.L. (Eds.). (2004). Successful aging through the life span: Intergenerational issues in health. Retrieved from <https://ebookcentral-proquest-com.proxy.lib.utk.edu:2050>.
- Zarit, S. H. & Zarit, J. M. (2007). Mood and Anxiety Disorders. In *Mental health disorders in older adults*, pp78-98. New York: The Guildford Press.

COURSE REQUIREMENTS

1. **Discussion Board Participation** - The purpose of the discussion boards is to give students a chance to reflect on and respond to issues raised by the weekly readings. During 9 weekly sessions, discussion questions will be posted on Blackboard related to that week's readings. **Students are expected to post at least twice per discussion board. For full credit, students must 1) respond to the question(s) posed, and 2) respond to at least 1 other student's comments.**

Each discussion board will be open for 7 days before final comments are due. For example, if DB 1 is due by by Jan.29 (Week 2), you will have until noon that day to respond to the question(s) posed and respond to 1 other student. Students are

encouraged to post their initial comments early during this period and then visit the discussion board throughout the week in order to respond to other students' postings. A response to another student's posting must be substantive. In other words, comments such as "good point, Susan" or "I agree with Tom" are not acceptable solely on their own. **Responses must further and enrich the discussion.**

Students will receive a grade for their participation in each of the discussion boards. The grading rubric for the discussion board is:

0 = did not participate in the weekly discussion

1 = low participation. Comments are brief; little explanation is given for comments made; little reference is made relating comments to the weekly readings; all *comments are made during the last day* and so don't contribute to the overall discussion

2 = high participation. Comments are thoughtful and demonstrate an *understanding of the readings and the issues raised by these readings*; responses to other students' comments are thoughtful and serve to further enhance and extend the discussion.

DB 1	Life-Span Model
DB 2	Physical Functioning
DB 3	Personality
DB 4	Mental Health in Later Life; Assessment
DB 5	Dementia
DB 6	Depression
DB 7	Chronic Mental Illness, Mood Disorders, & Substance Abuse
DB 8	Special Topics
DB 9	Successful Aging

2. **Quizzes** - brief (10 item) multiple choice quizzes will be given online 10 times throughout the semester. Quizzes will focus on the major points covered in the weekly readings and lectures. **Students may take the quiz at any point during the week, but must be completed by noon on the due date.** The quizzes will be open book and have a 4 hour time limit. **Each quiz must be completed in one sitting as students cannot come back into the quiz after they have left the quiz site.**

Quiz 1 – lifespan development, adaptation, selection-optimization-compensation, successful aging

Quiz 2 – acute & chronic illness, emotional impact, diversity issues in health

Quiz 3 - intelligence, personality, memory

Quiz 4 – prevalence, multi-method assessment, strengths

Quiz 5 – Alzheimer's Disease, other dementias, race/gender differences

Quiz 6 – dementia, assessment, communication

Quiz 7 – depression, prevalence, risk and protective factors, needs

Quiz 8 – anxiety, prevalence, risk and protective factors, needs

Quiz 9 – severe mental illness; substance abuse

Quiz 10 – ethics, frameworks, principles, ethical dilemmas, healthcare decisions

3. Mental Health Assessment - Complete a mental health assessment of an older adult following the guidelines below. (Preferably, you should assess a client *with whom you are currently working*). You may use an older individual whom you know if you are not currently working with older clients. Choose to interview an elder who is facing some sort of mental health challenge in his/her life. The assessment should be 10 double-spaced pages in length (excluding the title and reference pages) and should reflect the assessment information and concepts covered in this course. Your assessment should include summaries of the following:

1. Identifying info: sex, age, ethnicity or race, living arrangements, financial resources, marital status. Include a brief description of your relationship with the person including the context/circumstances of the interaction. Do not include the client's real name. (1 paragraph) **5 points**
 2. Presenting Problem: reason(s) the client is seeking assistance (#1 and #2 combined should be no more than 1 page) **5 points**
 3. Physical status: disabilities, chronic or acute illnesses, ADL & IADL functioning, sensory impairments. *Indicate what, if any, impact these have on psychological and social functioning* **15 points**
 4. Strengths: Personal and Environmental (consider the full range of strengths a person may have) **10 points**
 5. Psychological status: mental status, current mental health issue (e.g. dementia, depression, anxiety, substance abuse, severe mental illness, other) - symptoms, duration and severity of symptoms, contributing factors; prior episodes of this or other mental health issues **15 points**
 6. Lifespan perspective – losses (physical, cognitive, social, etc.) and gains the individual has experienced; what factors across the lifespan have contributed to this individual being at risk; how the client has adapted/not adapted to loss and change. Use the selection-optimization-compensation model to discuss this adaptation **15 points**
 7. Results of a standardized measurement tool - select and administer a brief standardized scale that measures a domain that is relevant to the primary challenge with which your client is dealing (e.g. cognitive impairment, depression, anxiety, etc.). Describe the scale, the scoring (e.g. possible scores range from 0-20 with higher scores indicating greater depression) and the score for your client. **10 points**
 8. Diversity issues – what diversity issues (e.g. gender, race, SES, sexual orientation, country of birth, etc.) are involved in this case? How do these issues impact this client (include both strengths and impediments) and the major mental issue(s) facing the client? **5 points**
 9. Overall assessment of the client's current functioning -including strengths, vulnerabilities, adaptation. *Don't just summarize the facts stated above*. Rather, integrate and interpret the facts. **15 points**
- Quality of writing (spelling and grammar, appropriate use of APA style) **5 points**
 - Use headers to identify the various sections of your paper! You must include

each section and every question within the 9 sections listed above in your paper. At times students skip complete sections or fail to respond to the items/questions listed for a section(s). This results in a lower grade. So, read the assignment description carefully. If you have any questions about this assessment before or as you're writing it up, please feel free to contact me.

To submit your paper, click on the link under the assignment name in your weekly folder and upload the file with this assignment

4. Group Presentation– Special Topic in Aging and Mental Health. The purpose of this assignment is to allow students to delve into an area of gerontological mental health not covered in class. The presentation should be creative and well-supported by the literature. Feel free to use any or all of the following: brief video clip, case study, demonstration of an assessment, etc. to convey the nature of the disorder. In your presentation, the following information should be conveyed:

1. Prevalence (break down into sub-categories, e.g. race, gender) – **10 points**
2. Nature (symptoms, characteristics, course of illness, co-morbidities, etc.): How do these differ from the symptoms, characteristics, etc. of the same disorder found in younger populations? – **25 points**
3. Risk factors – **15 points**
4. Consequences (could be psychological, physical, social, treatment related, etc.)– **15 points**
5. Assessment – recommended assessment methods; measures; special issues (provide copies of the most highly recommended measure for the class) – **10 points**
6. Treatments (psycho-social and pharmacological); evidence base for these treatments, including the types of older populations (e.g. race, gender, SES) used for studies of the treatments; how available are treatments for older adults with this disorder, in general and in Middle Tennessee? – **20 points**
7. Resources for individuals & families facing the disorder (local, online, books, etc.) – **5 points**

Presentation groups should consist of 3-5 students and must be done on Wiki. Links to Wiki tutorials will be made available as needed. Immediately prior to the presentation, EACH group member should email the instructor a written statement of what his or her role was in the development of the presentation.

*Suggested possible topics include – PTSD, Hoarding, Somataform Disorders, Personality Disorders, Relocation Stress Syndrome, Caregivers of Persons with early Alzheimer's, HIV/sexually transmitted disease (and related mental health issues), Adjustment Disorder, etc. Other topic ideas are welcome, but must be approved in advance.

Other Requirements:

In addition to the assignments listed below, each student is expected to read 100% of the assigned reading material. Students are expected to participate actively in discussion boards, prepared to discuss the reading material (e.g., ask and answer relevant questions).

All work is expected to be original and a product of the student's own efforts. Any plagiarism will result in failure of the assignment. Remember to cite all of your sources and place quotes in quotation marks, and that copying work from the internet is plagiarism.

EVALUATION PROCEDURES AND GRADES

Assignments

Discussion Board – 25%

Quizzes – 25%

Mental Health Assessment paper – 30%

Group Presentation – 20%

****Please Note: Any assignment that is submitted late without prior permission of the instructor will automatically receive a 3 point deduction per day late.**

Grading system

The following scale will be used for the final course grade:

A (95-100) Outstanding/Superior - Exceptional performance. Consistently exceeds expectations.

B+ (90-94) Very Good. - Student consistently meets, and occasionally exceeds, normal expectations for the course.

B (85-89) Good - Student consistently meets normal expectations for the course.

C+ (80-84) Average - There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

C (70-79) Poor - There is lack of understanding of course content. Student does not meet course expectations.

F (69-Below) Very Poor - There is a lack of attendance or incomplete assignments. Course expectations are not met.

CLASS OUTLINE –

Please note that assignments are due on FRIDAYS AT NOON. Dates shown below are the DUE DATES for assignments. Also note that our 2 LIVE ONLINE SESSIONS will be held on THURSDAY EVENINGS, January 11 and February 15, 2018.

Jan 12 (remember the Live Online session is Thursday, Jan. 11, readings due by Jan.12)

Week 1 – Introduction to Psychological Development and Mental Health

Read - Cavanaugh & Blanchard-Fields, 2006, Chapter 1, pp. 1-10 – Studying Adult Development and Aging

Read - Beisgen, B., Kraitchman, Marilyn Crouch, & ProQuest. (2003). *Senior Centers: Opportunities for successful aging*

Read - Oriol, William (2005), Chapter 2, pp.13-23 - *Psychological issues for older*

adults in disasters.

Read – How to Live to be 100

Review – PowerPoint Presentation “Aging Demographics”

LIVE ONLINE: Thursday, January 11, 5:00-7:00 pm CST (6:00-8:00 pm EST)

Jan 19

Week #2 – Overview; Life-Span Perspective (adaptation, optimization, stress-coping);

Successful Aging

Read – Viglund, K., et. al. (2013) *Psychometric properties of the Swedish version of the selection, optimization, compensation questionnaire*

View – Video, *Aging Successfully: Psychological Aspects of Growing Old* (2016, Davidson)

Read – Wykle, M. L., Whitehouse, P. J., & Morris, D. L. (Eds.). (2004). *Successful Aging through the Life Span: Intergenerational Issues in Health*

Read – Lewis, 2011 – *Successful Aging through the eyes of Alaska Elders*

Read – Hooyman & Kiyak, *Stress, Coping & Adaptation*, pp 218-222.

Review – PowerPoint Presentation “Life-Span Perspective”

Take - Quiz 1

Complete – DB 1

Jan 26

Week #3 *Physical Functioning in Later Life and Psychological Well-Being*

(normal changes in physical health & functioning, emotional impact of illness)

Read – Molton, Ivan R. & Yorkston, Kathryn M. (2017) *Growing Older with a Physical Disability: A Special Application of the Successful Aging Paradigm*

Read – Hooyman & Kiyak, Chapter 4 “Managing Chronic disease and Promoting Well-Being in Old Age”

Read - Chang (2005) *Healthy Life Expectancy for Selected Race and Gender Subgroups: The Case of Tennessee*

Read – DeCoster (2001) “The Challenges of Type II Diabetes and the Role of Healthcare Social Work”

Review - PowerPoint Presentation “Defining Age-Associated Change”

Take - Quiz 2

Complete – DB 2

Feb. 2

Week #4 – *Intelligence, Memory and Personality*

(normal aging-related changes in cognition)

Read - Hooyman & Kiyak, chapter 5 “Cognitive Changes with Aging”, pp179-196

Read - Cavanaugh & Blanchard-Fields, 2006, chapter 10- “Personality”, pp. 341-354

Review – PowerPoint Presentation “Cognitive Changes & Personality”

Take - Quiz 3

Complete – DB 3

Feb. 9 (Remember the Live Online session next Thursday, Feb.15)

Week #5 – *Overview of Mental Health and Older Adults & Mental Health Assessment*

Read - Qualls, 2002, “Defining Mental Health in Later Life”

Read - Bartles & Smyer, 2002, "Mental Disorders of Aging: An Emerging Public Health Crisis?"

Read – Knight & Sayegh, 2011, "Mental health & Aging in the 21st Century"

Read - Edelstein, Martin & McKee (2000). "Assessment of Older Adult Psychopathology"

Read – Kivnik (1993). "Everyday Mental Health: A Guide to Assessing Life Strengths"

Read – Knight & Sayagh, 2010, "Mental Health and Aging in the 21st Century"

View Video - "Motivational Interviewing with an Older Adult"

Review – Powerpoint Presentation "Assessing Older Mental Health in Later Life: Overview and Assessment"

Take - Quiz 4

Feb. 16 (Remember the Live Online session on Thursday, February 15 this week, Readings & DB are due February 16)

Week #6 – Psychiatric Mental Status and Assessment Exam

Review – Mental Status Exam Key Terms

Review – Psychiatric Mental Status Exam Format

Read – Overview of Mental Status Exam notes

Review – Powerpoint Presentation "Psychiatric Mental Status Exam"

Review – Measures Folder

Review – Case Study "Clarence"

Complete – DB 4

LIVE ONLINE: Thursday, February 15, 5:00-7:00 pm CST (6:00-8:00 pm EST)

Feb. 23

Week #7 – Dementia

Read - Corey-Bloom (2000). "Dementia"

View Video - Inside the Brain: Unraveling the Mystery of Alzheimer's Disease

View HBO Video - "The Memory Loss Tapes" (85 minutes)

Review – Powerpoint Presentation "Dementia"

Review – Measures Folder

Take - Quiz 5

Complete – DB 5

March 2

Week #8 – Dementia – Assessment and Treatment Issues

Read - Qualls, S., & Smyer, Michael A. (2007). *Changes in Decision-making Capacity in Older Adults: Assessment and Intervention*

Read - Segal, D., Qualls, Sarah Honn, & Smyer, Michael A. (2011). *Aging and Mental Health*

Read - Zarit & Zarit – Chapter 6, "The Clinical Interview"

View Video - "Enhancing Quality of Life: Dementia with Dignity"

View - Video, "Coping with Memory Loss" (22 minutes)
Review – Powerpoint Presentation "Dementia – Assessment & Treatment"
Review – Measures Folder
Take -Quiz 6

March 9

Week #9 - Depression

Read – Zarit & Zarit, Chapter 4: Mood and Anxiety Disorders. pp. 78-89, 93-97
Read – Hegel, Stanley & Arean, 2002. "Minor Depression and Subthreshold Anxiety Symptoms, pp. 44-46
Read – Weintraub, Furlan & Katz , 2002. "Depression and co-existing medical disorders in late life.
Read – Roff et al., 2004. "Depression and religiosity in African American and White community dwelling older adults."
View Video – "Signs & Symptoms of Depressions in the Elderly"
Review – Powerpoint Presentation "Depressive Disorders in Older Adults"
Review – "NIH Senior Health" webpage
Review – Measures Folder
Take - Quiz 7
Complete – DB 6

March 16

Week #10 – SPRING BREAK WEEK

March 23

Week #11 – COMPS WEEK/NO ASSIGNMENTS DUE!

March 30

Week #12 – Anxiety; Psychotropic Medications and the Treatment of Mental Health Disorders in Older Adults

Read – Zarit & Zarit, Chapter 4: Mood and Anxiety Disorders, pp. 89- 92
Read – Hegel, Stanley & Arean, 2002. "Minor Depression and Subthreshold Anxiety Symptoms, pp. 46-48.
Read – Rabins, 2005, Chpt 1 "Diagnosing late-Life Anxiety" and Chpt 5 Generalized Anxiety Disorder"
Read – Alwahhabi, 2003. "Anxiety symptoms and generalized anxiety disorder in the elderly: A review.
Read – Ayers et al., 2007. "Evidence-based psychological treatments for late-life anxiety"
Review – Powerpoint Presentation "Anxiety Disorders Among Older Adults"
Review – Measures Folder
Review – Case Study "Mrs. Levine"
Take - Quiz 8
Due – Mental Health Assessment

April 6

Week #13 - Severe Mental Illness and Substance Abuse

- Read – Harvey (2005) “Clinical Features and Course of Schizophrenia in Late Life”
- Read - Cummings & Cassie (2008). Perceptions of BioPsychosocial Services Needs Among Older Adults with Severe Mental Illness: Met and Unmet Needs
- Read - Blow, Oslin & Barry, 2000. “Misuse and Abuse of Alcohol, Illicit Drugs, and Psychoactive Medication”
- Read - Schlaerth, 2007. “Addiction: Older adults and Illegal Drugs”
- Review – Powerpoint Presentation “Substance Abuse and Older Adults”
- Review – Powerpoint Presentation “Severe Mental Illness Among Older Adults”
- View Video: “Etta...” about living with Schizophrenia
- Review – Measures Folder
- Review – Case Study

Take - Quiz 9

Complete – DB 7

Due – Group Presentation Topic & Group Member Names

(Topic and group member info due, actual Group Presentation is due April 21)

April 13

Week #14 – Geriatric Mental Health Ethics; Mental Health & Aging – Special Topics

- Read – Cummings (2011). Ethical Practice with Older Adults
- Read – Koenig, Chapin & Spano (2010) “Using Multi-disciplinary Teams to Address Ethical Dilemmas with Older Adults who Hoard”
- View Video – “People Say I’m Crazy” (*optional*)
- Review – Powerpoint Presentation “Ethics”

Take – Quiz 10

Complete – DB 8

April 20

Week #15 – Special Topics; Successful Aging Revisited

- View Video - “In their own Words: Integrity & Despair”

Due – Group Presentation

Complete – DB 9

Complete - Course Evaluation please!