

Department of Social Sciences

COURSE NUMBER: MHT 216-01 (Spring 2012) CREDIT HOURS: 3
COURSE TITLE: Mental Health and Aging CLOCK HOURS: 45

INSTRUCTOR: Mark Kavanaugh, MS
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OFFICE: 453-5189

**E-MAIL ADDRESS:** mkavanaugh@kvcc.me.edu

#### **TEXTS:**

Cohen, D., & Eisdorfer, C. (2011). Integrated Textbook of Geriatric Mental Health. John Hopkins University Press.

Vaillant, G.E. (2002). Aging Well: Guideposts to a Happier Life. New York: Little, Brown and Company.

PRE/CO-REQUISITES: None

### **COURSE DESCRIPTION:**

This course provides a comprehensive overview of the unique health and treatment needs of the psychiatrically ill, older adult. It will enable mental health caregivers to provide age-sensitive care in a variety of settings. Topics will include biological, social, psychological, and physical aspects of aging, dementias, and major psychiatric disorders.

### **COURSE OBJECTIVES:**

Upon successful completion of this course, students should be able to:

- 1. Describe the aging process and its significance in caring for older adults with psychiatric and mental illnesses.
- 2. Discuss the crucial concepts of the strengths perspective, including empowerment, suspension of disbelief, dialogue and collaboration, membership, synergy, and regeneration.
- 3. Describe communication/interviewing skills to enhance interaction with the elderly, especially those with perceptual or functional impairments.
- 4. Assess the strengths, past achievements, and interests of older adults and their formal and informal support systems.
- 5. Recognize signs and symptoms of major psychiatric disorders as they manifest in the older adult, especially depression and dementia.
- 6. Identify the DSM-IV criteria for diagnosis of major mental and cognitive impairments for older adults.
- 7. Explain the current interventive strategies and mental health services for older adults.
- 8. Recognize the impact and interrelationship between social problems and mental health in the elderly.
- 9. List and describe the various types of elder maltreatment.
- 10. Identify and describe the stages and stresses of older adult caregiving for another older adult.

## **MHRT/C OUTCOMES:**

- 1. Knowledge of Americans with Disabilities Act (ADA)
  - Lesson 10
- 2. Understands benefit and entitlement programs

- Lesson 9
- 3. Understands interaction of co-occurring medical issues
  - Lesson 11
- 4. Knowledgeable about changing treatment needs for adult stages of transition
  - Lesson 28
- 5. Knowledge of community provider system
  - Lesson 9
- 6. Knowledge of generic community resources including available natural supports
  - Lesson 21

### **COURSE OUTLINE:**

Chapter assignments in this outline refer to Cohen & Eisdorfer (\*) and Vaillant (\*\*)

# Week 1 beginning Monday January 7

- Introduction to the Course
- Lesson 1: Conceptual Foundations of Geriatric Mental Health (Chapters 1 + 2)\*
- Lesson 2: The Study of Adult Development (Chapter 1)\*\*

## Week 2 beginning Monday January 14

- Lesson 3: Erikson and Generativity (Chapter 4)\*\*
- Lesson 4: Does Wisdom Increase with Age? (Chapter 9)\*\*

# Week 3 beginning Monday January 21

• Lesson 5: Interviewing and Assessment (Chapters 3 + 4)\*

## Week 4 beginning Monday January 28

- Lesson 6: Healthy Aging (Chapter 7)\*\*
- Lesson 7: Do People Really Change Over Time? (Chapter 12)\*\*
- Lesson 8: Retirement, Play, and Creativity (Chapter 8)\*

### Week 5 beginning Monday February 4

- Lesson 9: Benefits, Entitlements, and Community Services
- Lesson 10: The Americans with Disabilities Act

## Week 6 beginning Monday February 11

- Lesson 11: Cognitive Changes and Impairment (Chapters 5 + 6)\*
- Lesson 12: Emotional Maturation (Chapter 2)\*\*

# Week 7 beginning Monday February 18

Winter Break

### Week 8 beginning Monday February 25

- Lesson 13: Alzheimer's and Dementias (Chapters 7 + 8)\*
- Lesson 14: The Past and How much it Matters (Chapter 3)\*\*
- Lesson 15: Managing Behaviors and Symptoms (Chapter 9)\*

# Week 9 beginning Monday March 4

- Lesson 16: Mood Disorders (Chapters 10)\*
- Lesson 17: Anxiety Disorders (Chapter 11)\*
- Lesson 18: Schizophrenia (Chapter 12)\*

# Week 10 beginning Monday March 11

- Lesson 19: Substance Abuse in Late Adulthood (Chapter 13)\*
- Lesson 20: Other Psychiatric Conditions (Chapter 14)\*

# Week 11 beginning Monday March 18

- Lesson 21: Family, Caregiver, and Residential Care (Chapter 15)\*
- Lesson 22: Keeper of Meaning (Chapter 5)\*\*

## Week 12 beginning Monday March 25

- Lesson 23: Elder Abuse (Chapter 17)\*
- Lesson 24: Capacity (Chapter 16) \*

# Week 13 beginning Monday April 1

• Spring Break

## Week 14 beginning Monday April 8

• Lesson 25: End of Life Care (Chapter 20)\*

## Week 15 beginning Monday April 15

• Lesson 26: Spirituality, Religion, and Old Age (Chapter 10)\*\*

## Week 16 beginning Monday April 2

- Lesson 27: Integrity (Chapter 6)\*\*
- Lesson 28: Positive Aging (Chapter 12)\*\*

# Week 17 beginning Monday April 29

• Wrap Up

#### **COURSE ACTIVITIES:**

For each week in this class you will be assigned specific activities. These activities may include reading in the textbook, reading outside material, participation in discussions, quizzes on the text content, and reflection quizzes.

### **Lesson Plans**

The entire course is divided into "Lessons" that cover specific topics and learning objectives in the class. The Lessons are listed in the Course Outline above. Each Lesson introduces you to specific subject matter and asks you to engage in a number of activities. These may include reading, exploring the web, researching, participating in online discussions, assessments (quizzes on other types of material aside from the book), and assignments (written work submitted as an attached document in a "drop box")

Everything you need to complete the Lesson is included in the Lesson page. These Lesson pages are distributed throughout the Weeks in the course and are accessed by clicking on the corresponding Week link.

The following information outlines the specific requirements and expectations for each of the types of graded activities you may need to do...more specific information on each activity is included in the Lesson plans.

#### **In-Class Activities/Attendance**

As part of the structure for the class I will be engaging you in class discussions and activities. At the end of many of these activities I will be asking you to reflect on what you have learned. At times it will be a free form writing assignment, at other times I will provide you with specific topics or questions to answer.

These written documents, completed right in class, will constitute the attendance grade for that particular session. When there are no written assignments in the class, your attendance grade with be a 100 if you are there and a zero if you are not

There is no make up for missed class work or missed classes regardless of the reason.

### **Lesson Quizzes**

These quizzes will consist of questions related to activities I assign in the class, the content of the discussions, or information you gather from research or from your interview (see below).

Within each Lesson outlined you will be provided with a lists of ALL the questions in the specific Assessment. You should prepare your answers ahead of time and then enter these answers into the appropriate online quiz.

Quizzes must be completed by the end of the week in which they are assigned. You may be able to work ahead on some of these quizzes as well.

Extensions on the due dates for Quizzes may be allowed with sufficient reason; however, I reserve the judgment to not grant an extension. If you anticipate needing extra time it is best to get in touch with me PRIOR to the due date.

#### **Assignments**

On occasion the activity of a given week may require you to submit a written document or a file of some kind. The specifics of this will be outlined in the Lessons for the given week. For this kind of activity you will need to upload the document or file to a specific "Drop Box".

In order for me to be able to view any file that you send me it is important that it is saved in a format that I can open with my computer. KVCC's standard file format for documents is Microsoft Word (any version). However, if you do not have Microsoft Word you can usually use your word processor to save the file in "Rich Text Format" (be mindful that RTF does not usually support pictures).

When you send a file you have to be sure to name it using the following convention:

The file should be named starting with your first initial, then your last name, then the name of the assignment. If I were to submit a document in Microsoft Word for the assignment titled "Assignment Intelligence" it would be named as follows:

MKavanaugh-Intelligence.doc

I will grade these documents by typing into them and sending you back graded copies.

Extensions on the due dates for Assignments may be allowed with sufficient reason; however, I reserve the judgment to not grant an extension. If you anticipate needing extra time it is best to get in touch with me PRIOR to the due date.

#### **GRADES**:

Grading for the course will be accomplished in the following manner:

1.	Attendance	50%
2.	Lesson Quizzes	25%
3.	Lesson Assignments	25%

Letter Grades---Based on a final grade scale of 0-100, the following letter grades will be assigned:

95-100	A
90-94	A-
87-89	B+
83-86	В
80-82	B-
77-79	C+
73-76	C
Below 73	F

Please note that I will not be giving grades below a C. The rationale to this is that students who do not master more than 72% of the material in this class are not prepared to meet the expectations of future classes or programs that require this course. It simply means that you have not learned enough material to really say that you have "passed" the class.

### **INCOMPLETES:**

Students who make arrangements for submitting work after the course is completed will be given a letter grade reflecting the work they HAVE done. I will not be submitting grades of "I" or "Incomplete". When the student has completed the work that is missing I will then change the final grade accordingly. Considering the structure of this class I anticipate that I will be rarely making these sorts of accommodations and they will only be made under extreme circumstances…do not assume that a request for an incomplete will be approved.

#### **LATE WORK:**

One of the key skills that one learns through their college career is task and time management. You have to learn to balance your life obligations and your school commitments. Each of us has only 24 hours a day to do what we need to do, so the difference between success and failure often comes down to how well you manage your time.

While you have to manage your time to get your work done, we, as instructors, need to manage our time in order to get your work graded and to provide timely feedback (where the REAL learning happens!). It is important that you submit your work by the due dates provided in the class so that your instructor can grade this work in a timely fashion.

If, for some reason, you are not able to get your work done, you must contact your instructor as soon as possible. This means you have to contact your instructor BEFORE the work is due, not after the due date. It is the sole discretion of the instructor as to if they will provide you any extra time to do any work. We are NEVER obligated, outside of official accommodations for disability, to provide extra time for you to get your work done, so do not consider this a "right" that you have under whatever circumstances you have encountered.

Hint: If you have unintentionally overlooked a due date for an assignment, your best course of action is to complete the assignment and send it to your instructor right away. Explain your circumstances and simply request that the instructor look at your work and provide feedback even if they are not going to award you any grade for the work. It is STILL the sole discretion of the instructor to award credit or not, but this method will demonstrate more commitment on your part and may influence that decision.

## ATTENDANCE POLICY:

Attendance in this class is crucial for you to pass this class. Attendance in this class is monitored by your completion of the assigned weekly activities and your attendance in class (face-to-face classes) or participation in online discussions (online classes). If you fail to come to class and/or participate in the assigned activities for a given week you will receive an attendance warning, even if you have logged into the course. You are given credit for the WORK that you complete, not just logging in. Consistently missing class, discussions, and/or other assignments will devastate your grade.

Regardless if this is a face-to-face or online class, if you have inconsistent access to a computer or the Internet it is likely that taking this class is NOT a good idea. It is YOUR responsibility to assure that you have the computer, software, and Internet access to participate in the course. Keep this in mind...the vast majority of this class can be done from any public workstation...a library computer, a friend's computer, etc. There really is no excuse for not accessing the class to complete assignments.

If you anticipate that you will have difficulty meeting these requirements due to vacations, weddings, childbirth, alien abduction, or any other reason, you should consider taking the class at another time.

The "No Excuse" Policy

While I am deeply dedicated to your success as a student and as a person, and I understand that "life" can get in the way of your goals, I am also deeply committed to ensuring that my grading and interactions with you are fair and equitable. To this end, I have developed a policy that I call my "No Excuse" policy. Portions of this class, whether conducted online (mainly discussions) or in class (attendance) simply cannot be "made up" in any way. As adults, you entered into a "contract" to take this course understanding the demands that it will make on your time and external commitments.

Therefore, I do not incorporate any process of "make up" for specific aspects of this class that require your

"presence" (such as online discussions and class attendance). If you miss class or miss participating in any graded online discussions you simply cannot make it up regardless of the reason why you missed them. It is not for me to judge the decision you made to not attend or participate therefore I do not place myself as a judge in these circumstances: determining which "excuses" are valid or not.

Consider this course as you would a "part-time, hourly job". You get "paid" when you are "here" and you would certainly not expect to get paid if you were not "there".

This includes medical and disability issues related to your ability to take this class. Accommodations for medical and disability-related conditions need to be verified through the Dean of Students (see below) but apply only to "non-essential" aspects of the course. Attending class and participating in online discussions are considered essential aspects of the course and are not subject to accommodation.

# *For example:*

Let's say you broke a leg while skydiving in Peru and you didn't get back home in time to participate in class. If you missed a live class or missed online discussions during that absence, you could not make that up (because participation in these aspects of the course are time dependent and essential to the class).

However, if you missed an online test during that time, I might be able to make accommodations for you to take the test at another time (since being available during a specific time period is NOT essential to taking the test---though an alternative test may be created to ensure that you don't benefit from others having already taken the test!)

If circumstances arise that impact your ability to meet the ESSENTIAL aspects of this course (class attendance, participation in online discussions, lack of access to the internet), you need to contact me immediately so that we can do what we can to find the best solution for your circumstances.

#### STUDENTS WITH DISABILITIES

In accordance with state and federal law, this College is committed to assisting qualified students with disabilities achieve their educational goals.

## If you are in need of an accommodation in this course:

- Students must contact the Dean of Students, Enrollment Services Center, Frye, 453-5019, knormandin@kvcc.me.edu
- Students must provide current, appropriate documentation of their disability.
- Students must make a timely request for accommodation to the Dean of Students.
- Accommodations will not be provided until the faculty member receives a request form for accommodations. This form is created with The Dean of Students and is supported by the documentation of said disability.
- Requests for accommodation must be renewed each semester for each course.

This document is available in enlarged print and on audio tape. Please contact the Dean of Students at 453-5019 or knormandin@kvcc.me.edu

### **NOTICE OF NON-DISCRIMINATION:**

Kennebec Valley Community College does not discriminate on the basis of disability in the admission to, access to, or operation of its programs, services or activities. Students requesting classroom accommodation should be forwarded to Barbara Conner, Director of the Marden Center, 130 King Hall, phone: 453-5084 or Karen Normandin, Dean of Students, Enrollment Service Center, Frye Building, 453-5019.

Complaints about College decisions related to disability accommodations or discrimination must be forwarded to John Delile, Affirmative Action Officer and ADA Compliance Officer, KVCC Annex Building, 50 Eskelund Drive, Fairfield, ME 04937, phone: 453-5000.

Revision Date: December 29, 2012