

Course Syllabus

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PSY630: Treatment of Older Adults

Dates: 8/28/17 - 10/22/17**Meeting Day/Time:**

Mondays, 6:00 p.m. - 8:00 p.m.

Wednesdays, 6:00 p.m. - 9:00 p.m.

Location: Mission Valley Campus, Room 308**Credit Hours:** 3

COURSE DESCRIPTION

Treatment of Older Adults is a specialized course for students who wish to work with the rapidly expanding elderly segment of society. Focus is on the application of assessment and intervention techniques for older adults and their families.

GROUND RULES OF THE COURSE

Together we will create a dynamic learning environment where:

1. Learning is challenging but safe
2. Learning is experiential and active
3. Communication is open . . . opposing viewpoints are welcomed
4. All are learners and all are teachers . . . we will learn from each other
5. Mistakes are okay . . . this is a no-guilt, no-blame zone
6. The point is to learn and grow ... grades are a by-product and not the goal
7. Integrity and honesty are expected

Please jot down some of your expectations for this course.

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Instructor: Nancy Burlak, Ed.D., LMFT**Office Phone:** 858.437.3597**Office Hours:** By Appointment



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REQUIRED TEXTS AND RECOMMENDED RESOURCES

Hooyman, N. R. & Kiyak, A. (2010). *Social Gerontology: A Multidisciplinary Perspective*. 9th Edition. Upper Saddle River, NJ: Pearson Education.

ADDITIONAL READINGS

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*, 6th Edition. Washington, DC: American Psychological Association.

PROGRAM LEARNING OUTCOMES

The core curriculum of the MACC program will develop students with these key outcomes:

- Students will articulate a clear, accurate understanding of their professional identity as either an LMFT or LPCC, or both.
- Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity and advocacy; assessment; research & evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, research and cultural context).
- Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical counseling.
- Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, and ethical practice).
- Students will deliver mental health services with multicultural competence and sensitivity.
- Students will demonstrate ability to integrate faith with clinical counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

COURSE LEARNING OUTCOMES

After completing this course, you should be able to:

Student Learning Outcome	Objective	Assignment Used to Assess
Students will become knowledgeable about the various social aspects of gerontology.	Demonstrate the various social and developmental aspects of aging	Classroom discussion Midterm Classroom Case vignettes
Students will become knowledgeable of the terminology, criteria for diagnosis.	Demonstrating knowledge of the diagnostic criteria based on DSM5	Classroom discussion

		Classroom case vignettes
Students will develop basic skills for presenting a case to peers such as in a treatment team	Demonstrate the ability to organize various data and conceptualize and present a client concisely with diagnosis with DSM5 Criteria	Class Case presentation
Students will demonstrate basic knowledge of the DSM5, criteria for diagnostic groups related to older adults.	To be familiar with the DSM 5, major sections, various instruments within the diagnostic criteria	Final Test
Students will demonstrate cultural considerations of symptom presentation and cultural awareness.	Discuss how symptoms may present in different cultures and potential biases to be aware of and avoid	Classroom discussion and case vignettes.

COURSE REQUIREMENTS

1. Exam

a) *Description:* This course requires the successful completion of an exam (a mid-term). It is important that each student determine, on an individual basis, the appropriate amount of time needed to study for the exam. **This exam comprises 25% of your final grade.**

b) *Requirements:* The exam will cover the assigned readings, lectures, and any other material presented in class (e.g., audio and video presentations, as well as handouts). The course calendar indicates, in more specific detail, the readings and other assignments that will be covered on each exam.

c) *Style Standard:* The exam will consist of multiple choice questions, and the final will include a case presentation designed to facilitate your ability to use and recognize the DSM-5 diagnostic categories and treatments often seen in older adults.

2. Vignettes

a) *Description:* There are two specific vignettes that you will complete, demonstrating your ability to make a diagnosis using DSM-5 criteria, as well as your ability to recognize symptoms and environmental stressors for older adults. You will provide a case conceptualization of the vignette and discuss the modality of treatment you might use for the vignette. **The two vignettes are 20% of your grade.**

3. Final Case Presentation

As a therapist, you will be presenting cases in treatment team meetings, utilization reviews, and in supervision. A clinician needs to be able to conceptualize their client's presenting problem, differential diagnosis, precipitating factors, treatment plan and present these aspects in a clear and concise manner for other therapists and providers. To assist in building this skill involving older adults, you will choose from various given vignettes. You will provide a case conceptualization, determine a primary and secondary diagnosis, list any medications you believe the psychiatrist might prescribe for your patient, administer an

appropriate psychological inventory, role play a session with your client using a model of treatment discussed in class, create a treatment plan and a discharge plan with resources for your client. **This final project comprises 25% of your final grade.**

Case / Diagnostic Presentation / Grading Criteria	Maximum Points
Case conceptualization- Vignette modification	10
Diagnosis is supported by DSM 5 with differential diagnosis considered	15
Modality of treatment and tools used	10
Medications psychiatrist might use, and your supporting thoughts as to why	5
Treatment planning with resources-Consider any safety concerns you may have for your patient	10
Teamwork on presentation	10
Total:	60

4. Diagnosis Presentations

Students will evaluate a case study using diagnostic questions to demonstrate the ability to present a diagnosis; to use the DSM 5; to demonstrate critical thinking related to how the diagnosis might be different for older adults and any special considerations you would have based on some of the information you have learned in class and to determine possible treatments for these diagnoses. The class will be divided into groups to address the following topics: Depression and Anxiety, Serious Mental Illness - Bipolar D/O and Schizophrenia, and Personality Disorders. **This group presentation is 10% of your final grade.**

5. Written Assignments

Students will complete several written assignments as assigned in the modules in addition to the main course assignments. **The written assignments are 10% of your final grade.**

6. Participation

You are an important part of this course, without you the course becomes about just a book and assignments. For this reason, **participation is 10% of your final grade.** I encourage you to ask questions, share ideas and make this class an interactive experience. You will learn more and find the class more interesting if you participate and share your experiences. As this course is an adjunct to your clinical placement, participation is considered a key component of the learning experience. Students are required to share clinical concerns, clinical insights, questions, and successes as aspects of class participation. If a

student is absent more than 2 times from class, five points will be deducted from the participation points. Two tardies are equivalent to one absence.

APA Papers

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- [APA Style Essentials - Prof. Degelman Vanguard University](http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/)
(<http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/>)
- Downloadable APA Style Helper: [APA for Psychology](http://www.docstyles.com/apaguide.html) (<http://www.docstyles.com/apaguide.html>)
- [Psychology with Style: A Hypertext Writing Guide](http://www.uwsp.edu/psych/APA4b.htm) (<http://www.uwsp.edu/psych/APA4b.htm>)
- [The OWL at Purdue: APA Style](https://owl.english.purdue.edu/owl/section/2/10/) (<https://owl.english.purdue.edu/owl/section/2/10/>)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting helps.

This course meets PLNU and WASC credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

Assignments	Pre-Course Hours	Course Hours	Post-Course Hours
Face-to-face Class Sessions		40	
Online Participation in forums, groups, etc.	5		5
Reading	10	5	10
Writing		10	20
Other Assignments and Learning Activities	5	5	5
Exams & Quizzes	4	5	5
	24	65	45
TOTAL HOURS			134

ASSESSMENT AND GRADING

Assignments	Points
Written Assignment (Interview)	50
Written Assignment (Obituary)	20
Mid-Term Exam	50

Assignments	Points
Final Project Presentation	60
Two vignettes (20 points each)	40
Diagnoses Presentation	50
Participation	30
Total:	300

GRADE SCALE

Grade Scale Based on Percentage of Points Earned				
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Note: In graduate school, MFT students must maintain a minimum cumulative GPA of 3.0 throughout the period of their enrollment. Students will be placed on academic probation if a cumulative 3.0 grade-point average is not maintained, or when they obtain a grade below a B- in their course work. MFT students may be disqualified from further graduate work if a cumulative 3.0 GPA is not maintained or if they obtain a total of two grades below a B- in their coursework.

ACADEMIC ACCOMMODATIONS

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the professor. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University).

If you have a diagnosed disability, please contact the Center for Student Success (CSS) within the first two weeks of class to demonstrate need and to register for accommodations by phone at (619) 563-2810. You may also ask your academic advisor or program director for any additional accommodation information.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules \(https://www.pointloma.edu/offices/records/class-schedules\)](https://www.pointloma.edu/offices/records/class-schedules) site. No requests for early examinations will be approved.

USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. In this course, we will rely on Canvas for accessing course materials, submitting assignments, and collaborating in discussion boards and blogs. We will also use cell phone polling when it enhances our in-class activities. You'll want to make sure you are comfortable with these tools, so take advantage of our computer LabTechs to answer questions and help you with any technology issues. You may also call the Help Desk at x2222.

You are welcome to bring your laptop, iPad, and/or cell phone to class, which we will utilize during many class sessions—but please make sure you use them appropriately and responsibly. ***If a tech tool becomes a distraction or disruption while class is in session, I will simply invite you to no longer bring it to class.***

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, "Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course." See Academic Policies in the [current PLNU catalog \(https://catalog.pointloma.edu/\)](https://catalog.pointloma.edu/) for full text.

SPIRITUAL CARE

A cornerstone of a PLNU education is helping students realize their mental, physical, social, moral, and spiritual ideals. Understanding and living out a personal commitment to faith and our Wesleyan heritage are means for achieving self-worth and understanding, the motivation for building a just social order. Students receive support to build skills and habits in spiritual formation that motivate a life of service which is lifetime. PLNU encourages community engagement among students, faculty, and staff that honors service to others as an expression of that commitment. There are resources for your Christian faith journey available at [Graduate and Professional Student Spiritual Life \(https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life\)](https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life).

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

COURSE SCHEDULE AND ASSIGNMENTS











Course schedule, topics, evaluation and assignments may be changed at the instructor's discretion.

Date	Day	Topic	Chapter	Assignment
Week 1:				
		Hooyman- Social Gerontology		
8/28	Monday	Attitudes About Aging	1 & 2	
8/30	Wednesday	Theories on Aging	3 & 8	
Week 2:				
		Holiday - Enjoy your time		

9/4	Monday			
9/6	Wednesday	Research and Successful Aging	4	
Week 3:				
9/11	Monday	Working With Older Adults, What is Different?	5 & 6	
9/13	Wednesday	Peers, Love, Intimacy, and Sexuality in Old Age	7 & 9	
Week 4:				
9/18	Monday	Pharmacology and adverse drug reactions		
9/20	Wednesday	Spirituality, Death, Dying, Bereavement and Widowhood	13	Written Assignment (Obituary)
Week 5:				
9/25	Monday	Mid Term		Written Assignment (Interview)
9/27	Wednesday	Treatment and Psychological Inventories		Vignette 1
Week 6:				
10/2	Monday	Personality Disorders		Vignette 2
10/4	Wednesday	Depression/Anxiety- Group 1 Presentations		Presentation
Week 7:				
10/9	Monday	Serious Mental Illness (Bipolar and Schizophrenia) - Group 2 Presentations		Presentation
10/11	Wednesday	Personality Disorders - Group 3 Presentations Borderline, Antisocial, Histrionic		Presentation
Week 8:				

10/16	Monday	Delirium, Dementia, Alzheimer's	
10/18	Wednesday	Final Project Presentation	Presentation: All 3 Groups

Course Summary:

Date	Details	
Wed Sep 20, 2017	 WK4: Written Assignment (Obituary) (https://canvas.pointloma.edu/courses/35716/assignments/204453)	due by 11:59pm
Sun Sep 24, 2017	 WK4: Mid-Course Evaluation (https://canvas.pointloma.edu/courses/35716/assignments/204444)	due by 11:59pm
Mon Sep 25, 2017	 WK5: Mid-Term Exam (https://canvas.pointloma.edu/courses/35716/assignments/204442)	due by 11:59pm
	 WK5: Written Assignment (Interview) (https://canvas.pointloma.edu/courses/35716/assignments/204454)	due by 11:59pm
Wed Sep 27, 2017	 WK5: Vignette #1 (https://canvas.pointloma.edu/courses/35716/assignments/204448)	due by 11:59pm
Mon Oct 2, 2017	 WK6: Vignette #2 (https://canvas.pointloma.edu/courses/35716/assignments/204449)	due by 11:59pm
Wed Oct 18, 2017	 WK8: Final Case Project Presentation - All 3 Groups (https://canvas.pointloma.edu/courses/35716/assignments/214945)	due by 11:59pm
Sun Oct 22, 2017	 Attendance and Participation (https://canvas.pointloma.edu/courses/35716/assignments/204446)	due by 11:59pm
	 WK8: End-of-Course Evaluation (https://canvas.pointloma.edu/courses/35716/assignments/204450)	due by 11:59pm
	 Diagnosis Presentation (https://canvas.pointloma.edu/courses/35716/assignments/204447)	