

Course Syllabus

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|  <p>POINT LOMA NAZARENE UNIVERSITY</p> | <p>College of Health Sciences</p> <p>MA in Clinical Counseling</p> <p>PSY6030: Treatment of Older Adults</p> <p>3 Units</p> |
| <p>Summer 2024</p> <p>May 6 - August 25</p> | |
| <p>Meeting day/time:</p> <p>Tuesdays, 5:30 p.m. - 8:15 p.m.</p> | <p>Instructor: Hollis Adams</p> |
| <p>Meeting location: Mission Valley Campus</p> | <p>Email: hadams1@pointloma.edu (mailto:hadams1@pointloma.edu)</p> |
| <p>Office hours: Email for an appointment</p> | <p>Phone: by appointment</p> |

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.

COURSE DESCRIPTION

In this course, we will explore the social aspects of aging and how aging impacts our lives and those around us, as well as communities, nations and the world. Students will gain insight into the social determinants of the human life course, including the biological and sociodemographic dimensions of aging. Sociological theories in the field of aging, and the ways in which the experience is socially constructed will be explored. Students will examine how the United States and other countries will be challenged by “aging societies” and the effects of this change—positive and negative—for individuals, families, employers, community service providers, and public policy.



INSTITUTIONAL LEARNING OUTCOMES (ILO)

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. Growing, In a Christ-Centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.

3. Serving, In a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.

PROGRAM LEARNING OUTCOMES (PLO)

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT or LPCC, or both.
2. 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 & 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).
3. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical counseling.
4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
5. Students will deliver mental health services with multicultural competence and sensitivity.
6. 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:

1. Analyze principles, processes and constructs of sociological gerontological perspectives on aging through practical application.
 - *Pre-class readings, essays, quizzes and final case project presentation*
2. Assess cultural constructs and biases of the aging population
 - *Pre-class readings, essays, quizzes and final case project presentation*
3. Appraise the developmental aspects of aging and diagnostic criteria and domains based on the DSM 5.
 - *Final case project presentation, in class discussion, and oral and written communications*
4. Evaluate personality and mental health in old age
 - *Pre-class readings, essays, quizzes and final case project presentation.*
5. Analyze social supports for older adults



- *Pre-class readings, essays, quizzes and final case project presentation*
6. Examine death, dying, bereavement and widowhood in old age
- *Pre-class readings, essays, quizzes and final case project presentation*

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

REQUIRED TEXTS AND RECOMMENDED RESOURCES

Hooyman, N. R., & Kiyak, H. A. (2018). *Social gerontology: A multidisciplinary perspective*. 10th ed. Pearson. ISBN 10: 0-13-389477-0

ADDITIONAL READINGS

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

ASSESSMENT AND GRADING

Assignments by Points

| Assignments | Percentage | Points |
|---|------------|--------|
| Attendance (5 points each class includes participation) | 11% | 80 |
| Diagnosis Presentation | 14% | 100 |
| Final Case Conceptualization Paper | 21% | 150 |
| Essay Chapter Quizzes (4 – 60 points each) | 33% | 240 |
| Multiple Choice Chapter Quizzes (6 – 25 points each) | 21% | 150 |
| Total: | 100% | 720 |



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 | |

Students must achieve a minimum grade of B- to pass this class.

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 professors. 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)

LATE POLICY

Assignments submitted up to 24 hours past the due date will be deducted 10% of the grade.

Assignments submitted up to 48 hours past the due date will be deducted 20% of the grade.

Assignments submitted up to 48 hours past the due date will be deducted 30% of the grade.

Any assignment turned in after 72 hours past the due date will receive no credit.

CREDIT HOUR INFORMATION

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

| Course Hours | | | |
|--|------------------|--------------|-------------------|
| Assignments | Pre-Course Hours | Course Hours | Post-Course Hours |
| Face-to-face Class Sessions | | 40 | |
| Online and in person 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 |
| Subtotal | 24 | 65 | 45 |
| TOTAL HOURS | | | 134 |

PLNU SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. We have an onsite chaplain, Rev. Gordon Wong, at the Mission Valley (MV) campus to service Graduate students at the Mission Valley and Balboa Campuses. Rev. Gordon Wong is available during class break times across the week. If you have questions for, desire to meet or share a prayer request with Rev. Wong you can contact him directly at mvchaplain@pointloma.edu (<mailto:mvchaplain@pointloma.edu>) or gordonwong@pointloma.edu (<mailto:gordonwong@pointloma.edu>). Rev. Wong's cell number is 808-429-1129 if you need a more immediate response.

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

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.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See the [Academic Honesty Policy \(https://catalog.pointloma.edu/content.php?catoid=54&navoid=3048#Academic_Honesty\)](https://catalog.pointloma.edu/content.php?catoid=54&navoid=3048#Academic_Honesty) in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY



PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu (<mailto:EAC@pointloma.edu>) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies \(https://catalog.pointloma.edu/content.php?catoid=54&navoid=3048#Academic_Honesty\)](https://catalog.pointloma.edu/content.php?catoid=54&navoid=3048#Academic_Honesty) in the Graduate and Professional Studies Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

This is a social gerontology course. As such, it is critical to understand that your success, as well as the success of others, is dependent upon participation in activities and assignments. You are expected to attend class and actively contribute to class discussions and activities. Five points are available per class, two for attendance and three for participation.

What is considered "class participation"?

- Raising your hand and answering questions.
- Sharing ideas, observations, and personal experiences.
- Pointing out relevant data.
- Generating potential solutions.
- Relating and synthesizing the ideas of others.
- Pointing out relationships to earlier discussions.
- Helping others develop their views and ideas.

USE OF TECHNOLOGY

I want electronics to be used to facilitate our dialogue and learning. Therefore, I ask you to consent to the following: "I will silence my cell phone before coming to class, and will refrain from using it dur



class time for anything other than the *direct support of my engagement with the class material*. In my use of computers or tablets, I will refrain from accessing my personal email, social media account, or any other material that does not directly support my engagement with the class material.” If for some reason you cannot consent to these statements, please let me know.

Email the IT department at help@pointloma.edu (<mailto:help@pointloma.edu>), or call 619-849-2222, or through the resources available on IT’s website below:

<https://help.pointloma.edu/TDClient/1808/Portal/Home/?>

[ToUrl=%2FTDClient%2F1808%2FPortal%2FHome%2FLinks to an external site.](https://help.pointloma.edu/TDClient/1808/Portal/Home/?ToUrl=%2FTDClient%2F1808%2FPortal%2FHome%2FLinks%20to%20an%20external%20site.)

<https://help.pointloma.edu/TDClient/1808/Portal/Home/?>

[ToUrl=%2FTDClient%2F1808%2FPortal%2FHome%2FLinks%20to%20an%20external%20site.\)](https://help.pointloma.edu/TDClient/1808/Portal/Home/?ToUrl=%2FTDClient%2F1808%2FPortal%2FHome%2FLinks%20to%20an%20external%20site.)

ONLINE TEACHING VIA ZOOM WHEN NECESSARY DUE TO COVID

- Zoom Link is on Canvas
- Show up to Zoom on time.
- Turn on camera and make sure your camera is turned on for the entire length of the class.
 - If you need to have camera turned off an email MUST be sent to me prior to class otherwise I will consider this an unexcused absence.
 - Excused reasons for intermittent camera being off: need to use the restroom, may need to protect roommate
- Participate with professor and peers by unmuting OR using the chat.
- Make sure you are in a quiet space (when possible) free of distractions.
- Students will not get participation points if they are driving in a car, at work etc.

TEACHING METHODOLOGY

There are different ways in which to approach the teaching of the same subject area and materials. The focus of this course will be applying the concepts presented in the textbook to practical examples and experiences in the real world. This will be done through contemporary articles from leading sources, class exercises, mini-cases and in-depth cases. The objective is to get students to move past a regurgitation of the materials and to apply what they have learned to solving practical organizational issues that are not often monolithic and are instead integrative and complex.

Not all of the chapter materials will be covered in class; however, students are expected to know all of the materials covered in each chapter on the syllabus and to apply them to graded assignments.

Reading Hooyman & Kiyak text – Critical to your success is that assigned reading is done prior to class in order to do well on quizzes and to promote a rich class time experience to demonstrate you can apply what you have learned.

COURSE REQUIREMENTS

1. **Essay Chapter Quizzes – (240 points/60 points each)**



There are four essay quizzes that cover materials from the textbook, class discussions/lectures.

2. **Multiple Choice Chapter Quizzes - (150 points/6 at 25 points each)**

There are five multiple choice quizzes that cover materials from the textbook, class discussions/lectures.

3. **Senior Interview Paper and Brief Presentation - (100 Points)**

This assignment is aimed at helping you find out more about seniors and their views on aging. Choose a person **at least 65 years old** to interview. It might be a family member, friend, a friend of a friend, someone from your church, or just someone you find interesting. If you choose a relative, please know that your questions may be more difficult and your interviewee may not be as candid as someone you do not know.

You are likely to get more information from your interviewee if you give the person a copy of the questions so he/she has some time to think about the topic. You may want to consider completing the interview over more than 1 session so as not to overwhelm your interviewee and to ensure you are getting full responses. You will be leading the conversation so familiarize yourself with the questions you are going to ask. It's always better to ask the questions in the context of conversation rather than in a checklist fashion.

Below are some possible interview questions and some structure if you need it (You do not have to ask every question on the list - keep in mind your own goals for the interview and what you feel is most important for you to understand about their views on aging).

The goal of this assignment is for you to listen to the stories your interviewee is sharing with you, experience interacting with an older adult, and increase exposure to views on the aging process. Listen carefully, they have much to teach you!

The first part of this assignment is a written summary of your interview and your reflections from the assignment. Consider how this assignment has impacted your own views on the aging process. Your paper should be approximately 3-4 pages in length. APA format is required. You may use first-person when appropriate. Because this is a voluntary interviewee and not a client, you may use his/her name with their permission. If he/she wishes to remain anonymous, choose an alternative name.

The second part of this assignment is a brief synopsis of your interview to the class. This part will be informal, from your seats, and should be about 5 min in length. You will be graded on this part of the assignment as well.

4. **Oral Diagnosis Presentation in Class – (100 points)**

Students will present a diagnosis to the class based on a vignette the student has created which will be used in their Final Case Conceptualization paper assignment. Students will demonstrate critical thinking skills applying a DSM 5 diagnosis based on a neurological, biological, psychological, social, environmental and spiritual lens to identify concerns, goals and treatment strategies based on readings and class discussions/lecture. Expectations are that the student's presentation will be on



in a professional manner, like you are speaking with a treatment team at your agency or hospital during practicum. This information will be an oral assignment, but the material is to be included in the final case conceptualization paper. You will have 10-15 minutes for your presentation.

5. Final Case Conceptualization Paper – 6 pages (150 points)

Students will write a paper presenting a client case study they have created. It will include their client's presenting problem from a neurological, biological, psychological, social, environmental and spiritual lens. A DSM-5 diagnosis is required with a discussion on how case was conceptualized, and the criteria the client presents with for the diagnosis that was determined by the student. Information on antecedents, and a treatment plan (with short, and long-term goals) are necessary. Pertinent knowledge from text readings is expected to be applied to your client's symptomology. Paper will be graded on its clarity and concise manner following APA 7 standards (cover page and reference page with running head expected, no abstract).

Final Case Conceptualization Paper Rubric




















| Grading Criteria | Maximum Points |
|--|-----------------------|
| Case Conceptualization (client's presentation and symptomology based on a neurological, biological, psychological, social, environmental and spiritual lens) | 50 |
| DSM 5 diagnosis and criteria | 25 |
| Treatment Plan (short- and long-term goals – 2 each) | 25 |
| Cognitive Changes with Aging | 10 |
| Personality and Mental Health in Old Age | 10 |
| Social Concepts and Supports for Older Adults | 10 |
| Application of coursework concepts and critical thinking | 10 |
| APA 7 (clarity and conciseness) | 10 |
| Total: | 150 |

COURSE SCHEDULE AND ASSIGNMENTS











Course schedule can be found on the [Course Schedule page](https://canvas.pointloma.edu/courses/75398/pages/course-schedule) (<https://canvas.pointloma.edu/courses/75398/pages/course-schedule>).

Course Summary:













| Date | Details | Due |
|------------------|--|----------------|
| Tue May 7, 2024 |  Week 1 Overview | to do: 5:30pm |
| Tue May 14, 2024 |  Week 2 Overview | to do: 5:30pm |
| Fri May 17, 2024 |  Chapter 1 Essay Quiz https://canvas.pointloma.edu/courses/75398/assignments/1034085  | due by 11:59pm |
| Fri May 17, 2024 |  Chapter 2 Multiple Choice Quiz https://canvas.pointloma.edu/courses/75398/assignments/1034076  | due by 11:59pm |
| Tue May 21, 2024 |  Week 3 Overview | to do: 5:30pm |
| Tue May 28, 2024 |  Week 4 Overview | to do: 5:30pm |
| Fri May 31, 2024 |  Chapter 3 Essay Quiz https://canvas.pointloma.edu/courses/75398/assignments/1034086  | due by 11:59pm |
| Tue Jun 4, 2024 |  Week 5 Overview | to do: 5:30pm |
| Tue Jun 11, 2024 |  Week 6 Overview | to do: 5:30pm |
| Fri Jun 14, 2024 |  Chapter 4 Multiple Choice Quiz https://canvas.pointloma.edu/courses/75398/assignments/1034080  | due by 11:59pm |
| Tue Jun 18, 2024 |  Week 7 Overview | to do: 5:30pm |
| Fri Jun 21, 2024 |  Chapter 5 Multiple Choice Quiz https://canvas.pointloma.edu/courses/75398/assignments/1034077  | due by 11:59pm |
| Tue Jun 25, 2024 |  Week 8 Overview | to do: 5:30pm |
| Tue Jul 2, 2024 |  Week 9 Overview | to do: 5:30pm |



| Date | Details | Due |
|------------------|--|----------------|
| Tue Jul 9, 2024 |  Week 10 Overview | to do: 5:30pm |
| Fri Jul 12, 2024 |  Chapter 7 Multiple Choice Quiz https://canvas.pointloma.edu/courses/75398/assignments/1034075  | due by 11:59pm |
| Tue Jul 16, 2024 |  Week 11 Overview | to do: 5:30pm |
| Fri Jul 19, 2024 |  Chapter 6 Multiple Choice Quiz https://canvas.pointloma.edu/courses/75398/assignments/1034082  | due by 11:59pm |
| Tue Jul 23, 2024 |  Week 12 Overview | to do: 5:30pm |
| Fri Jul 26, 2024 |  Chapter 8 Multiple Choice Quiz https://canvas.pointloma.edu/courses/75398/assignments/1034081  | due by 11:59pm |
| Tue Jul 30, 2024 |  Week 13 Overview | to do: 5:30pm |
| Fri Aug 2, 2024 |  Chapter 9 Essay Quiz https://canvas.pointloma.edu/courses/75398/assignments/1034079  | due by 11:59pm |
| Tue Aug 6, 2024 |  Week 14 Overview | to do: 5:30pm |
| Fri Aug 9, 2024 |  Chapter 14 Essay Quiz https://canvas.pointloma.edu/courses/75398/assignments/1034083  | due by 11:59pm |
| Sun Aug 11, 2024 |  Final Case Conceptualization Paper https://canvas.pointloma.edu/courses/75398/assignments/1034089  | due by 11:59pm |
| Tue Aug 13, 2024 |  Week 15 Overview | to do: 5:30pm |
| Tue Aug 20, 2024 |  Oral Diagnosis Presentation https://canvas.pointloma.edu/courses/75398/assignments/1034090 | due by 5:30pm |



| Date | Details | Due |
|------|--|---------------|
| |  | |
| |  Week 16 Overview | to do: 5:30pm |
| |  Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/75398/assignments/1034078) | |
| |  | |
| |  Attendance and Participation (https://canvas.pointloma.edu/courses/75398/assignments/1034087) | |
| |  | |
| |  End-of-Course Evaluation (https://canvas.pointloma.edu/courses/75398/assignments/1034088) | |
| |  | |
| |  Mid-Course Survey (https://canvas.pointloma.edu/courses/75398/assignments/1034084) | |
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