



GERO-531: MENTAL HEALTH AND THE OLDER ADULT

Effective Term

Spring 2025

BOT Approval Date

04/11/2024

Discipline

GERO - Gerontology-Aging Studies

Course Number

531

Course Title

Mental Health and the Older Adult

Short Title

Mental Health and Aging

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

Discussion boards- Course and technical issues are addressed in a separate discussion board. It is recommended that faculty will respond within 48 hours, except for holidays and weekends.

E-mail Communication - E-mail may reinforce announcements and discussion board communication. It is recommended that the faculty will respond within 48 hours, except for holidays and weekends.

Catalog Description

This course offers an overview of the mental health of older adults from a variety of perspectives. Key topics include the dual continuum model, changes in cognitive functioning, mental illnesses, assessment protocols, treatment methods, systems-level perspectives on mental health as it relates to aging and older adults, models of care, care contexts and methods of support.

Attach Supporting Documents

Sample Program Map Gerontology with Mental Health Certificate of Achievement (Revised April 2023).pdf
Occupational Outlook_Medical and Health Services Managers.pdf
Riverside County Office on Aging Report.pdf
California Master Plan for Aging.pdf
AGHE Competencies.pdf
Centers for Excellence LMI_Gerontology.pdf
Occupational Outlook_ Social and Community Service Managers _ US Bureau of Labor Statistics.pdf
Deans Meeting_Gerontology-Aging Studies.pdf
Centers for Excellents LMI_Human Services.pdf

Codes

TOP Code (CB 03)

1309.00* - *Gerontology

CIP Code

30.1101 - Gerontology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective
1. Identify normal aging characteristics and age associated memory impairments.
2. Differentiate between organic, behavioral and degenerative mental illnesses and and pseudodementia, and identify the reversible causes of memory impairment.
3. Compare and contrast assessment tools such as the Mini Mental State Exam (MMSE)
4. Classify drug and other treatment interventions.
5. Evaluate the features of environmental design that influence persons with mental health challenges.
6. Develop skills to make ethical decisions regarding older adults with mental illness
7. Identify the influence of diversity and cultural differences in caregiving and in the design and delivery of services.
8. Identify and describe several theoretical perspectives of mental health and aging
9. Examine the experience of different mental illnesses, including the signs and symptoms, assessment protocols and possible treatments for the illness
10. Describe the context in which mental health and aging occurs in the United States including considerations of the healthcare system, and the intersectionality of culture, gender, race, sexual orientation on availability and quality of mental healthcare.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will develop a better understanding of the targeted mental health needs of older adults.
2. Students will understand key issues relating to depression, anxiety and suicide later in life.
3. Students will identify the impact of mental health issues in addressing the complexities in caregiving for older adults.

Program Learning Outcomes

Learning Outcome
Student will demonstrate knowledge of relationships among older adults, their families, and society.
Student will apply current theory and research in the interdisciplinary field of gerontology and its role in society to assess biological, social, and psychological issues that impact older adults and those who work with and care for them.
Student will integrate information and perspectives from various disciplines to understand the biological, social, and psychological aspects of aging related to diversity and equity shape the experience of aging.
Student will demonstrate the ability to conduct and evaluate gerontological information and research using a variety of methods
Student will understand and evaluate social policy and its impact on programs and services for older adults and examine how issues
Student will express ideas effectively in oral and written formats.
Student will analyze critical issues, aspects of ageism in American society and socially conscious behavior regarding the older population and apply knowledge to the field of aging.
Student will apply acquired interdisciplinary knowledge of older adults in varied career applications, such as the design of services for older adults, patient care, and engineering and technology for independent living.

Institutional Learning Outcomes

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Mental Health and Aging- An Overview
 - a. Basic gerontology for working with older adults
 - b. Psychological bases of positive mental health
 - c. Reminiscence/life review
 - d. Developing rapport
2. Models of Mental Health in Later Life
 - a. Psychodynamic model
 - b. Cognitive-behavioral model
 - c. Stress and Coping Model
 - d. Family Systems Model (Family Issues)
3. Mental Health Systems
 - a. DSM V
 - b. Mental Health terminology
 - c. culture and mental health
4. Etiology of Mental Disorders
 - a. Cognitive impairment and neurocognitive disorders
 - b. Major depression and bipolar disorder
 - c. Severe mental disorders in older adults (schizophrenia and other late-life psychoses; anxiety disorder, hoarding disorder, and post-traumatic stress disorder)
 - d. Sexual disorders, sleep disorders and chronic pain
 - e. Substance-related disorders
 - f. Personality related disorders
 - g. Depressive and suicide
 - h. Interventions with depression and suicide
5. Aging, Death and Loss
 - a. Loss and grief
 - i. Interventions with grief and loss
 - ii. Adjustment
 - iii. Resilience
6. Settings and Contexts of Mental Health Care
 - a. Health services delivery systems
 - b. Housing, Social Services and Mental Health
 - c. Family and Friend relationships and caregiving
 - d. Ethical issues in work with older adults; advance care, financial decision-making and the impacts of climate change.
7. Cultural competency in mental health
 - a. Unequal power distribution and the existence of social inequalities in accessing mental healthcare.
 - b. Cultural diversity, including factors such as ageism, gender, culture, religion/faith, socioeconomic status, physical ability and caregiver bias related to care planning.
 - c. Identify the unique mental health challenges experienced by racial and ethnic minorities throughout the lifecourse, but especially in later life.

Methods of Instruction

Method

Lecture

Integration

Lectures encompass a range of perspectives, on mental health, diagnosis and treatment, including insights derived from both research and personal anecdotes. These lectures, along with supplementary visual materials, are delivered in diverse formats, including text, video, websites, and interactive external resources. Notably, these resources include materials from the World Health Organization, providing a global perspective on mental health, as well as resources from local programs like Age Wise and Inland Empire Mental Health, offering region-specific information.

DE Adaptations for MOI

Lectures can be communicated through the CMS in a variety of formats, including accessible Powerpoint presentations and lecture videos. A variety of websites and online videos can be incorporated as part of these lectures, including sources of current research and consumer education on mental health issues and aging. Lectures can be delivered through video conferencing platforms.

Method

Discussion

Integration

Mental health is a delicate subject, and discussion boards encourage students to exchange ideas in a setting where they feel safe and and respected expressing different views and experiences with the topic. Discussions, both large and small group asynchronous format, will provide opportunities for students to share insights and observations, and draw connections between the theoretical frameworks presented in lecture, and their own personal experiences with mental health. All discussions will be conducted within the course management system (CMS) and meet accessibility requirements.

DE Adaptations for MOI

Student discussion will be achieved using asynchronous threaded discussions with other students and the instructor within the CMS, or by participating in synchronous discussions using accessible video conferencing platforms. Students can also be divided into breakout groups during synchronous group meetings to compare their ideas before being brought back to the main session to compare their ideas as a class as a larger group, in a way that meets all accessibility needs

Method

Visiting Lecturers

Integration

Guest speakers may be invited to offer lectures on specialized areas related to mental health and aging. Professionals from medicine, psychology and social services, homeless advocates and first responders care can provide students with insights beyond the scope of lectures or reading, and provide different perspectives on the field.

DE Adaptations for MOI

Guest Speakers can join online classes via CMS videoconferencing tools.. It can be synchronous or asynchronous. Instructors may also elect to post videos/media interviews of guest speakers with closed captioning or other tools that best meet accessibility needs

Method

Reading

Integration

Students will have access to a rich array of literature aimed at providing comprehensive education on the biopsychopathology of late-life mental illness. They will engage with materials from various sources, including traditional textbooks and contemporary references, offering insights into the causes, treatment, and prevention of mental illness in late life. Additionally, students will have the opportunity to explore unconventional resources, such as case studies, oral histories, poetry, and other non-traditional materials. These diverse materials will effectively illustrate the multifaceted concepts, themes, and experiences associated with mental illness in older adults, shedding light from the perspectives of both the afflicted individuals and their caregivers and communities.

DE Adaptations for MOI

To ensure accessibility needs are met, relevant readings can be delivered through materials provided in the CMS or the assigned texts, or students can access current research through MSJC's online library collections. Some papers and projects related to class readings may also use asynchronous threaded discussions in Discussion Boards, where students can compare their ideas from a reading and also compare research projects or share resources or websites related to reading content. Students can also use discussion boards to share common issues related to the project, such as Q & A forums where students can ask questions about the reading or project, and the instructor or other student can answer.

Methods of Evaluation

Method

Class Participation

Integration

In recent times, there has been a noticeable increase in discussions about mental health within our culture. However, it's crucial to recognize that we are yet to openly engage in dialogues regarding the conditions that predominantly affect the mental health of older adults, particularly those who belong to minority groups or face economic disadvantages. Through consistent engagement with the course material, students will gain exposure to essential concepts related to aging and mental health from a culturally competent, patient-centered perspective. This includes insights into the trajectory of mental health conditions, their treatment, and the existing barriers to care within various cultural contexts and issues related to accessibility, emphasizing the importance of addressing mental health challenges experienced by minority older adults and individuals with economic or other disadvantages.

To facilitate learning and assess students' progress, discussion boards and graded assignments will be employed. These assignments will serve as a platform for students to showcase their evolving understanding of both normative and non-normative mental health in later life, encompassing the causes, treatment approaches, and preventive measures related to mental illness. The environment created through these discussions will offer a safe and respectful space for students to share their observations and experiences, both with the instructor and their fellow classmates, emphasizing the critical role of mental health in lifespan wellness.

DE Adaptations for MOE

Accessibility needs will be addressed by leveraging tools within the CMS, such as video captioning and voice transcription tools. Utilization of accessible discussion forums and blogs within the CMS will facilitate the assessment of class participation in asynchronous courses. For synchronous online course meetings, platforms like CCCConfer, Zoom, etc., will be employed. The instructor commits to providing accurate responses, comments, and grades within two weeks of the due date for quizzes, accessible through the gradebook within the CMS.

Method

Exams/Tests

Integration

Regular exams are thoughtfully designed to evaluate the foundational knowledge of students in the context of late-life mental illness. These periodic, concise tests will cover the learning objectives relevant to the course and are intended to be a rigorous assessment of the accuracy of students' understanding. The grading process for quizzes and exams may be conducted manually or through an auto-grading system, facilitated either within the course management system (CMS) or through scantron methods.

To ensure students receive timely feedback and support in their learning journey, instructors will provide accurate responses, comments, and grades within two weeks of the due date for these assessments. This approach aims to foster a conducive environment for effective learning and ongoing improvement in understanding the complexities of late-life mental illness.

DE Adaptations for MOE

Unit quizzes offered through CMS will assess course learning objectives. Using accessible tools in the CMS, including objective tests, captioned video discussions, and other accessible tools, students will demonstrate understanding of course content. Quizzes should be timed, open book/note, focusing on course learning objectives. Quizzes may be graded manually by the instructor or through the CMS auto-grading system. The instructor will provide correct responses, comments, and grades within two weeks of the due date of these quizzes within the gradebook using the CMS.

Method

Papers

Integration

Students will explore and share findings on a broad spectrum of mental health issues, delving into the etiology and treatment of conditions, while also examining the profound influence of cultural, social, economic, or familial factors on the diagnosis, treatment, and social stigma associated with mental health across the lifecourse, with a specific emphasis on old age. This exploration will address the significant challenges faced by older adults with mental illness who may go untreated due to limited access to diagnosis, financial barriers, or challenges related to medication compliance and treatment adherence.

Writing assessments will encourage students to delve into research related to a variety of mental illnesses and their specific impact on older adults. The selected topics will encompass conditions such as depression, anxiety, delirium, organic brain disorders, compulsion disorders, and other mental health issues that may manifest uniquely in later life. Through these assessments, students

will gain a comprehensive understanding of the complexities surrounding mental health in older adults, emphasizing the importance of considering diverse factors in diagnosis, treatment, and the overall well-being of this population.

DE Adaptations for MOE

Assessment of student application of aging concepts will be submitted through the CMS, ensuring accessibility needs are met through tools like video captioning and voice transcription. Rubrics and clear instructions will be provided to guide the evaluation process, focusing on correctness, clarity, completeness, and precision in the papers. Students can anticipate receiving both a grade and constructive feedback from the instructor within two weeks of the assignment's due date, accessible through the gradebook within the CMS.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Assignment Description: Case Study - Henry and Ertha

Using a case study provided by the National League for Nursing, students will learn about Henry and Ertha, an elderly couple experiencing issues of transitions, depression (Henry), and cognitive impairment (Ertha). Students will utilize a variety of tools to identify symptoms, medications, treatment opportunities and challenges. Using a discussion board format, students will share observations and work together to develop a specific care plan for both Ertha and Henry.

Evaluation:

Students will use the course management system (CMS) to submit their work, assuring that accessibility standards are upheld. They will also benefit from clearly defined rubrics and instructions to guide their assignments. The evaluation process will emphasize correctness, clarity, completeness, and precision in the submitted papers.

Upon submission, students can anticipate receiving both a grade and constructive feedback from the instructor. This feedback will be provided within two weeks of the assignment's due date, conveniently accessible through the gradebook within the CMS. This approach ensures that students receive timely assessments and valuable insights to further enhance their understanding and proficiency in the course.

How assignment will be adapted in online format

Student discussion will be achieved using asynchronous threaded discussion with other students and the instructor within the accessible course management system (CMS). Use of text or captioned video in discussions will meet accessibility needs, and offer students options in how to best document and share their thoughts. Students may be divided into breakout groups for discussions using accessible discussion board tools.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Assignment Description: Literature Review

A literature review is a descriptive summary of research on a topic that has previously been studied. The purpose of a literature review is to inform readers of the significant knowledge and ideas that have been established on a topic. Its purpose is to compare, contrast and/or connect findings that were identified when reviewing researchers' work. Oftentimes, literature reviews are written to ground a study in a particular context of what is known about a subject in order to establish a foundation for the topic (or question) being researched.

The purpose of this assignment is to provide you the opportunity to dive deeply into one area of mental health and aging that sparked your interest. Your goals for this assignment are to (1) identify and formulate an inquiry question that defines what you'd like to learn about a specific area of mental health and aging (Alzheimer's Disease, Parkinson's Disease, Depression, etc.), (2) apply your knowledge on reading research that you've learned in class, (3) analyze information found in educational journal articles, and (4) synthesize new knowledge into a written small-scale literature review. Don't worry. It's not as scary as it may seem!

Assignment Description:

For this assignment, you are asked to complete a small-scale literature review on an area of mental health and aging, or a specific diagnosis common to mental illness and aging (dementia, depression etc.) of your choice. You are asked to locate at least 5 educational journal articles on your topic and write a 4-5 page literature review on the articles you've selected.

Steps to complete your small-scale literature review:

1. Choose a topic that you are interested in studying.
Example: Dementia in LatinX Women

2. Formulate an inquiry question that specifically describes what would like to know about your topic.
Example: What is the experience of older LatinX women who develop dementia?

3. Go to the library (online or in person) to search for and locate journals that include your topic's information. You may also use web-search engines like GoogleScholar.

4. Find articles, read the abstracts and skim the articles to determine if they correspond well to your topic AND inquiry question.

Examples:

Alam, R., Sirdich, B., & Schwingel, A. (2023). UNDERSTANDING CHALLENGES IN DEMENTIA CARE AMONG AFRICAN AMERICAN AND LATINX POPULATIONS. *Innovation in Aging*, 7(Supplement_1), 748-748.

Adames, H. Y., Chavez-Dueñas, N. Y., Salas, S. P., & Manley, C. R. (2020). Intersectionality as a practice of dementia care for sexual and gender minoritized Latinxs. *Caring for Latinxs with dementia in a globalized world: Behavioral and psychosocial treatments*, 205-229.

5. Select at least 5 journal articles and either download them or copy/paste them into a word processing document.

6. Read your articles and begin to sort and classify them according to their findings. DO NOT rely on the abstract (short summary) to be enough information. You really need to READ these articles to find the deep thinking.

7. Organize your articles by sorting and classifying their findings in a meaningful way, always considering your original topic and inquiry question.

8. Write an outline for your small-scale literature review to help you organize your thoughts.

9. Write your review. Each article will be listed in APA format, including the URL if you obtained the article online. Follow this citation with a 4-5 sentence summary of the findings of the article.

Evaluation:

Student work will be submitted via the course management system (CMS) to ensure compliance with accessibility requirements. Clear and comprehensive instructions and rubrics will be provided to guide the students in preparing their literature reviews. The evaluation process will assess the quality of the literature review based on criteria such as:

Thoroughness of Research: The literature review should comprehensively address relevant sources, studies, and existing literature on the topic.

Synthesis and Analysis: The student's ability to critically synthesize and analyze the information from various sources to identify key themes, trends, and gaps in the existing literature.

Organization and Structure: The literature review should be well-organized, with a logical flow and clear section headings.

Clarity and Cohesion: The writing should be clear, concise, and cohesive, ensuring that ideas are effectively communicated.

Citations and Referencing: Proper citation and referencing of sources according to the designated citation style, such as APA, MLA, or Chicago.

Contribution to Knowledge: The literature review should demonstrate how it contributes to the understanding of the chosen topic and its relevance to the course objectives.

Original Thought: Encouragement of students to include their own thoughts and insights while drawing from existing literature.

Upon submission, students can expect to receive both a grade and constructive feedback from the instructor, following these criteria. This feedback will be provided within two weeks of the assignment's due date, making it accessible through the gradebook within the CMS. This approach ensures that students receive timely assessments and valuable insights to enhance their literature review skills and their broader understanding of the topic.

How assignment will be adapted in online format

Evaluation of student work will be submitted via CMS to ensure accessibility requirements are met. Rubrics/clear instructions will be provided. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Assignment Description:

Writing Assignment: Developing a Culturally Competent Care Plan for an Older Adult with a Mental Health Condition

This is a two-part assignment. In the first part, you will create a scenario with a hypothetical older adult who has a mental health condition. As you create this hypothetical person, be sure to include a range of cultural, individual and economic factors that may influence the ability to diagnose and treat. Some factors may include personality challenges like unwillingness to comply, lack of interest in treatment or care, language barriers or inability to afford access to diagnosis or treatment. You may choose to have your hypothetical older adult living independently, in co-housing, institution care or even be unhomed.

The second step of the assignment is to create a care plan for this older person. How might mental health professionals intervene? What challenges might they encounter from the individual and/or the family or community? What resources are available in YOUR own community to provide person-centered, culturally competent care?

Here is an example outline of the assignment. From this outline, you will identify agencies who could provide support and services, and what role as a mental health practitioner you would play in managing this person's care.

Scenario: Mrs. Rodriguez, a 75-year-old Latina woman, has been exhibiting symptoms of depression and anxiety. She lives independently in a low-income neighborhood, facing economic challenges and language barriers as she primarily speaks Spanish. Mrs. Rodriguez has recently lost her spouse, adding grief and potential cultural nuances to her mental health concerns. She is hesitant to acknowledge her symptoms and has limited financial resources.

Factors to Consider:

- Cultural: Latina background, potential cultural stigma around mental health.
- Individual: Grieving the loss of a spouse, potential personality factors affecting compliance and acknowledgment of the diagnosis.
- Economic: Limited financial resources, affecting access to care and affordability of medications.
- Language: Primarily speaks Spanish, language barrier may impact effective communication and understanding of her condition.

Care Plan:

1. Assessment:

- Conduct a thorough assessment of Mrs. Rodriguez's mental health, incorporating culturally sensitive and language-appropriate assessment tools to understand her symptoms comprehensively.

2. Cultural Competency:

- Engage a bilingual mental health professional or interpreter to bridge the language gap and ensure culturally competent care.
- Integrate Mrs. Rodriguez's cultural background into the care plan, considering any cultural stigma associated with mental health.

3. Family and Community Involvement:

- Involve Mrs. Rodriguez's family or community support network, fostering an environment of understanding and emotional support.

4. Affordable Treatment Options:

- Identify community resources, such as sliding scale mental health clinics or support groups, that offer affordable services for individuals with limited financial means.

5. Medication Management:

- Collaborate with healthcare providers to explore generic and cost-effective medication options, considering Mrs. Rodriguez's financial constraints.

6. Therapeutic Interventions:

- Incorporate culturally relevant therapeutic interventions, such as support groups or counseling services that align with Mrs. Rodriguez's cultural preferences and values.

7. Language Access:

- Ensure all written materials and instructions are provided in Spanish, offering language support to enhance understanding and adherence to the care plan.

8. Regular Monitoring and Communication:

- Establish a system for regular check-ins, considering potential denial of diagnosis and addressing any challenges related to patient compliance through open and supportive communication.

This sample care plan outlines emphasizes the importance of cultural competence, affordability, and tailored interventions to address the unique challenges faced by Mrs. Rodriguez, recognizing the intersectionality of factors influencing her mental health.

Evaluation:

Students will use the course management system (CMS) to submit their work, assuring that accessibility standards are upheld. They will also benefit from clearly defined rubrics and instructions to guide their assignments. The evaluation process will emphasize correctness, clarity, completeness, and precision in the submitted papers. Does the student develop a complex scenario for their hypothetical client? Does the care plan adequately address issues of culturally competent care planning? Is there evidence of research into available resources and potential barriers to accessing diagnostic and treatment care?

Upon submission, students can anticipate receiving both a grade and constructive feedback from the instructor. This feedback will be provided within two weeks of the assignment's due date, conveniently accessible through the gradebook within the CMS. This approach ensures that students receive timely assessments and valuable insights to further enhance their understanding and proficiency in the course.

How assignment will be adapted in online format

Evaluation of student work will be submitted via CMS to ensure accessibility requirements are met. Rubrics/clear instructions will be provided. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Course Materials

Textbooks

Gould, N. (2022). Mental health social work in context. Taylor & Francis.

or

Roca, Dugue' & Llorente (2022) Geriatric Mental Health – Lessons from a Pandemic, APA Publishing

Other Resources

Publication Manual of the American Psychological Association (7th ed) (2019), Washington DC: American Psychological Association

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

People of color, the LGBTQ population, individuals in lower economic strata, and those of different religions or cultures have historically faced reduced access to diagnosis, care, and treatment of mental health issues. This reality underscores the pressing need to address these disparities as the population ages, and the looming potential increased demand for comprehensive and personalized mental healthcare. This course highlights the critical importance of recognizing that mental health diagnostics and giving voice to the future well-being of older adults and their caregivers.

Taking a focused approach on the biopsychology and treatment of mental illness in later life, the goal of this course is to create a workforce which champions healthy aging for diverse individuals, communities and societies through leadership, innovation in research, education and practice.

This course specifically sheds light on the challenges faced by a diverse group of older adults in accessing appropriate mental health care. It explores how socioeconomic, cultural, and language barriers can significantly impact mental health care across the entire lifespan. By emphasizing the intersectionality of mental health issues with issues of diversity and access, the course prepares students to understand and address the complex landscape of mental healthcare for older adults.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course not only addresses the varied perspectives on mental health diagnosis, treatment, and outcomes brought by diverse students but also provides a safe and structured environment for learning about cultural differences in mental health. It explores how different cultures perceive mental health, shedding light on the challenges that exist in accessing care, particularly for those in lower-income or other DEI-challenged populations. The use of case studies provide real-world examples of the issues of access to equitable social and health services, and library research offers students the opportunity to engage with academic research and hone skills in analysis and interpretation of research.

Recognizing the unique perspectives that diverse students bring to discussions on mental health, the course emphasizes the importance of understanding and navigating cultural differences in mental health perceptions. It becomes a platform for students to delve into the challenges faced by marginalized populations in accessing mental health care, offering insights into the disparities that exist and how they may impact treatment outcomes.

Students continue to have equal opportunities to access all learning resources through CMS, coupled with individual support from the instructor via CMS videoconferencing software. Various media, including accessible/closed-captioned, are utilized to ensure success in the realm of Diversity, Equity, and Inclusion (DEI). Instruction is delivered through recorded/captioned video and printed lectures.

Discussion boards, available in both student-to-student and student-to-instructor formats, foster asynchronous discussions in print or accessible/closed-captioned format using accessible CMS video conferencing software. PowerPoint or video presentations are uploaded onto Canvas for student reference. Exams and tests, administered fully online, may include multiple choice, short answer essays, or other formats aligned with learning objectives. Evaluation is conducted through CMS, emphasizing the demonstration of identification and/or understanding of major topics in the course content.

Instructor feedback is provided within two weeks via CMS. The textbooks and supplementary materials intentionally address segments of the population often marginalized, introducing students to a life course perspective on the aging process. Engaging interactions between instructor-to-student and student-to-student prompt students to contemplate age-related attitudes in society, broadening their understanding of their futures.

Interactions

Explain how the course will incorporate student-to-student interaction.

The course promotes student-to-student interaction by allowing and encouraging group discussions as methods of evaluation. Discussions may be used for students to interact with their peers to share their interpretations of the content and ask questions. Group activities may be used to develop a deeper understanding of topics and provide opportunities for collaboration while centering student voices. For example, students may be asked to survey their classmates to solicit opinions how mental illness impacts minorities, or what position the Veterans Association takes on the connections between mental health and homelessness. Students will engage in a variety of collaborative activities such as break-out rooms, small groups, and/or discussion posts so that they will have frequent opportunities to engage in peer-to-peer discussions designed to foster community and encourage students to experience the impact of building community in the classroom. Students might also work in small groups online or in-class to create presentations on theoretical perspectives.

Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, students will collaborate on critical approaches, and/or the application of concepts as formative activities to build understanding and fluency and to form community.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will introduce the course material, explain concepts and relationships between concepts, and demonstrate how to access available resources for mental health for the older population. Instructor will grade the assignments according to the rubric and provide timely feedback on all assessments. For example, the instructor can moderate the discussion of the results of a controversial topic, guide discussions, and provide insight. Instructor should model the process of critical thinking, understanding intersectionality, incorporating sociohistorical and sociopolitical factors in analysis and application while encouraging students to make similar connections between course content and student observations of the real world in order to help students understand their learning process. Faculty can offer feedback on student assignments through video conferencing software, CMS grading functionality, or individual meetings with students.

Explain how the course will incorporate student-to-content interaction.

Students may engage with course content and supplemental material to support their interaction with course topics. Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, the instructor will participate in class discussions asking students to apply problem solving techniques for scenarios of older adults with mental health issues, and to contextualize between the existing services and the actual needs of the older adult. The course promotes student-to-content interactions by allowing a variety of methods of instruction. In this course, students may be presented with the material in a variety of ways such as lectures, individual and group activities, visual and virtual demonstrations, and experiments. Students are encouraged and will have plenty of opportunities to interact and engage with the content whether it is a reading in a book or a visual simulation. For example, students can be asked to select and discuss a particular challenge in accessing or providing quality care for an older adult. Instructor will provide, demonstrate, and model examples of the ways in which students may interact with course content as students develop critical thinking, reflective skills, and ability to identify sociological concepts in their daily lives

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course promotes critical thinking by asking students to reflect on how the material is relevant to their own lives, community and family. Through readings, lectures, activities, and discussions, students will be encouraged to consider how different services and resources for older adults will directly impact their own life satisfaction as they age.

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