UNIVERSITY
OF KENTUCKY

College of Public Health

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M E M O R A N D U M

TO: **Health Care Colleges Council**

FROM: **William Pfeifle, MBA, EdD**
              Associate Dean for Academic Affairs

SUBJECT: **Course Change Proposal**
              GRN 704 – Mental Health and Aging – add Distance Learning

DATE: **February 28, 2012**

The College of Public Health wishes to add distance learning approval to GRN 704, Mental Health and Aging.
.
The course syllabus was developed according to the University Senate Syllabus Guidelines and the Distance Learning Considerations.

This proposal has been reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to the College of Public Health established bylaws.

Please feel free to contact me if you require additional information.

COURSE CHANGE FORM

Complete 1a – 1f &2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1.	General Information			
a.	Submitted by the College of:	College of Public Health	Today's Date:	7/20/2011
b.	Department/Division: Gerontology			
c.	Is there a change in "ownership" of the course?		YES ☐ NO ☒	
	If YES, what college/department will offer the course instead?			
d.	What type of change is being proposed? ☒ Major ☐ Minor[1]			
e.	Contact Person Name: Faika Zanjani	Email: f.zanjani@uky.edu	Phone: 218-0195	
f.	Requested Effective Date: ☒ Semester Following Approval OR ☐ Specific Term[2]:			

2.	Designation and Description of Proposed Course
a.	**Current Prefix and Number:** GRN 704 *Proposed Prefix & Number:* GRN 704
b.	**Full Title:** Mental Health and Aging *Proposed Title:* Mental Health and Aging:
c.	**Current Transcript Title** (if full title is more than 40 characters): Mental Health and Aging
c.	*Proposed Transcript Title (if full title is more than 40 characters):* Mental Health and Aging
d.	**Current Cross-listing:** ☒N/A OR Currently Cross-listed with (Prefix & Number):
	Proposed - ☐*ADD Cross-listing (Prefix & Number):*
	Proposed - ☐*Remove [3,4] Cross-listing (Prefix & Number):*
e.	**Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[5] for each meeting and pattern type.**

Current:		Lecture	Laboratory[5]	Recitation	Discussion	Indep. Study
		Clinical	Colloquium	Practicum	Research	Residency
	45	Seminar	Studio	Other – Please explain:	▮	
Proposed:		*Lecture*	*Laboratory*	*Recitation*	*Discussion*	Indep. Study
		Clinical	*Colloquium*	Practicum	*Research*	Residency
	45	*Seminar*	*Studio*	*Other – Please explain:*		

f.	**Current Grading System:** ☒ Letter (A, B, C, etc.) ☐ Pass/Fail
	Proposed Grading System: ☒ *Letter (A, B, C, etc.)* ☐ *Pass/Fail*
g.	**Current number of credit hours:** 3 *Proposed number of credit hours:* *3*

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[1]See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate Council for normal processing and contact person is informed.

[2]Courses are typically made effective for the semester following approval. No course will be made effective until all approval are received.

[3]Signature of the chair of the cross-listing department is required on the Signature Routing Log.

[4]Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

[5]Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1)*

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h.	**Currently, is this course repeatable for additional credit?**		YES ☐	NO ☒
	Proposed to be repeatable for additional credit?		YES ☐	NO ☐
	If YES:	*Maximum number of credit hours:*		
	If YES:	*Will this course allow multiple registrations during the same semester?*	YES ☐	NO ☐

i.	**Current Course Description for Bulletin:** The aim of this class is to provide some breadth and selected depth in the area of Mental Health and Aging, aimed at non-clincal graduate students. Various psychiatric syndromes will be evaluated in lectures and throughout the readings in relation to prevalence, assessment, etiology, and treatment in reference to research in older adults.
	Proposed Course Description for Bulletin: *The aim of this class is to provide some breadth and selected depth in the area of Mental Health and Aging, aimed at research perspectives. Various psychiatric syndromes will be evaluated in lectures and throughout the readings in relation to prevalence, assessment,etiology, and treatment in reference to research in older adults.*

j.	**Current Prerequisites, if any:**	Graduate Student Status
	Proposed Prerequisites, if any:	Graduate Student Status

k.	Current Distance Learning (DL) Status: ☐N/A ☐Already approved for DL* ☒*Please Add[6]* ☐*Please Drop*
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ☐) that the proposed changes do not affect DL delivery.

l.	**Current Supplementary Teaching Component, if any:**	☐ Community-Based Experience	☐Service Learning	☐Both
	Current Supplementary Teaching Component, if any:	☐ Community-Based Experience	☐Service Learning	☐Both

3.	**Currently, is this course taught off campus?**		YES ☐	NO ☒
	Proposed to be taught off campus?		YES ☐	NO ☒
4.	**Are significant changes in content/teaching objectives of the course being proposed?**		YES ☐	NO ☒
	If YES, explain and offer brief rationale:			

5.	**Course Relationship to Program(s)**			
a.	**Are there other departments and/or programs that could be affected by the proposed change?**		YES ☐	NO ☒
	If YES, identify the departments and/or programs:			
b.	**Will modifying this course result in a new requirement[7] for ANY program?**		YES ☐	NO ☒
	If YES[7], list the program(s) here:			

6.	**Information to be Placed on Syllabus.**	
a.	☐ Check box if <u>Changed to</u> 400G or 500	If <u>changed to</u> 400G-or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4*)

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[6]You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

[7]In order to change a program, a program change form must also be submitted.

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Signature Routing Log

General Information:

Course Prefix and Number: __GRN 704__

Proposal Contact Person Name: _Faika Zanjani_   Phone: 218-0195   Email: f.zanjani@uky.edu

                              Becki Flanagan   Phone: _218-2092_   Email: becki@uky.edu

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Gerontology	7/22/2011	Pamela Teaster/218-0196/pteaster@email.uky.edu	*Pamela B. Teaster*
Academic Affairs Committee	10/10/2011	Mark Swanson/218-2060/mark.swanson@uky.edu	*Mark A Swanson*
Faculty Council	2/14/2012	Graham Rowles/218-0145/growl2@email.uky.edu	*Graham D Rowles*
Academic Dean	3/1/2012	William Pfeifle/218-2054/pfeifle@uky.edu	*William G Pfeifle*

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[6]
Undergraduate Council			
Graduate Council	4/6/12	Brian Jackson	
Health Care Colleges Council	3/20/12	Heidi Anderson	
Senate Council Approval		University Senate Approval	

Comments:

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COURSE CHANGE FORM

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges, Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal education process in which the majority of instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

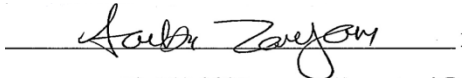| Course Number and Prefix: GRN 704	Date:7/20/2011
Instructor Name: Faika Zanjani	Instructor email: f.zanjani@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered	
Internet/Web-based ☒ Interactive Video ☐ Hybrid ☐	

	Curriculum and Instruction
1.	How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Students will participate in this course via Blackboard. Students will have the opportunity to interact with fellow students and faculty via Blackboard. The syllabus conforms to University guidelines.
2.	How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Students in this distance learning course will be provided with lectures and discussion threads in note and powerpoint format on Blackboard. Each class session will require assigned readings, participation in discussion boards, and presethntation of important issues and events. Students are required to engage thoughtfully in discussion threads, write reading reaction memoranda, write a final paper, and prepare a final powerpoint presentation.
3.	How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites, academic offense policy, etc. Students will access Blackboard with the UK login and password. All assignments will be submitted to the professor via email or Blackboard. Student papers will be graded by the instructor and returned to students via email. Grades for interactive discussion will be provided by the instructor to each student.
4.	Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? NO If yes, what percentage and which program(s)? *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.

Distance Learning Form

5.	How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Students taking this course will have the opportunity to access this class online through UK Computer Labs located throughout the campus or via their home or work computer (as allowed). Students are required to have computer and internet access in order to take this class. Students taking this course have the same opportunites that traditional classroom students have in regards to financial aid, counseling, and other student services provided by the university.
	Library and Learning Resources
6.	How do course requirements ensure that students make appropriate use of learning resources? There will be weekly assignments that will be graded and used to assess student progress.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Computer labs are avaiable to students throughout campus. Students are required to have a computer and internet access in order to take this class.
	Student Services
8.	How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? Technical assistance may be resolved by contacting CELT or the IT Customer Service at the contact information provided on the syllabus. Also, students may notify the professor via email, telephone, or text message regarding any issues that he or she may be experiencing if a deadline is pending.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes ☒ No ☐ If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using the technology.

Distance Learning Form

10.	Does the syllabus contain all the required components below? ☒ Yes ☐ No
	
	Instructor's virtual office hours, if any.
	
	The technological requirements for the course.
	
	Contact information for:
	    TASC http://www.uky.edu/TASC/index.php
	    Information Technology Customer Service Center http://www.uky.edu/UKIT/
	
	Procedure for resolving technical complaints.
	
	Preferred method for reaching instructor (email, phone, text message).
	
	Maximum timeframe for responding to student communications.
	
	Language pertaining to academic accommodations:
	
	    If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director, at 859-257-2754 or jkarnes@email.uky.edu.
	
	Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
	
	• Carla Cantagallo, DL Library
	• Local phone: 859-257-0500 ext 2171; Long distance phone: 800-828-0439, option #6
	• Email: dllservice@email.uky.edu
	• DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?web_id=253&llib_id=16

11.	As the instructor of record, I have read and understood all of the university-level statements regarding Distance Learning. Instructor Name: Faika Zanjani Instructor Signature: _____

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Course Syllabus
GRN 704 Mental Health and Aging
(Distance Learning)

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Contact information

Instructor:	*Faika Zanjani*	
	900 S Limestone, 306b CTW	
	Lexington, KY 40536	

Telephone: *859-218-0195*

E-mail: *f.zanjani@uky.edu*

Virtual Office Hours: *Adobe Connect on Fridays, 1:00 – 2:00 p.m.; others are by appointment*

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Course description

The aim of this class is to achieve some breadth and selected depth in the area of Mental Health and Aging. Various psychiatric syndromes will be evaluated in lectures and through the readings in relation to prevalence, assessment, etiology, and treatment in reference to the older adult. Further, the class is designed to apply basic concepts of Mental Health and Aging to the research, clinical, and policy realms by using external sources for application. Through practical assessment, students will have knowledge and be able to recognize the symptomology of select psychiatric syndromes. A concluding group project is structured to enable students to apply their learning into areas of personnel interest in Mental Health and Aging.

Course prerequisites

Admission to a graduate program at the University of Kentucky.

Course objectives

Upon completion of this course, the learner will:
1) Learn about Mental Health and Aging Theory.
2) Understand varying Mental Health Diagnoses and how they may vary in old age.
3) Be familiar with common methods to assess Mental Health Symptoms.
4) Learn about Mental Health Programs for older adults.
5) Be able to critically analyze Mental Health and Aging research.
6) Develop a Mental Health and Aging Program for older adults.
7) Present, Implement, and/or Evaluate a Mental Health Program for older adults.

Methods to Achieve Aims:
1) Analyze selected scientific readings.
2) Class lectures on Clinical and Health Research Perspectives

3) Lead extended group discussions on at least one alternate area (e.g. policy, community, cellular, institutional) of Mental Health and Aging.
4) Carry out Mental Health assessment.
5) Developing a Grant Proposal in the area of Mental Health and Aging.
6) Understand community status of Mental Health conditions in the Media and Science (NIH "Program Announcements (PAs)" and "Request for Proposals (RFAs)")

College of Public Health objectives in Gerontology

This course meets the CPH objectives specific to the Gerontology Department in which it is being taught, by expanding on knowledge about methodologies to improve older adult health.

Specifically:
- Critically analyze issues related to the theoretical framework of aging.
- Utilize the salient theoretical and methodological approaches from appropriate disciplines in aging toward an integrated project on a single issue in gerontology.
- Analyze and interpret research results in gerontology to identify methodological shortcomings, formulate research hypotheses, and advance knowledge for understanding of issues related to older adults.
- Demonstrate proficiency in interdisciplinary thinking skills toward a focused program of research in aging and gerontological issues.
- Apply quantitative, qualitative, and experiential methods to address scholarly questions in gerontology at the level of proficiency.

Public Health Competencies for GRN 704

- Contribute to the public health profession through the practice of sound professional public health attitudes, values, concepts, and ethics.
- Recognize and facilitate diversity of thought, culture, gender, and ethnicity through transdisciplinary communication and collaboration.
- Participate in professional development, research, service, and educational activities that contribute to the knowledge base and service outreach of public health.
- Integrate and apply the cross-cutting knowledge and skills (competencies) within five core public health areas of knowledge: Biostatistics, Epidemiology,Environment Health Sciences, Health Services Administration, and Social and Behavioral Sciences.
- Demonstrate advanced knowledge and skills necessary for specialized roles within public health in at least one of the five course areas of concentration of public health.

Textbooks
The American Psychiatric Publishing Textbook of Geriatric Psychiatry, Fourth Edition. Dan G. Blazer & David C. Steffens, 2009.
http://www.psychiatryonline.com/resourceToc.aspx?resourceID=39

Recommended Texts:
Bengston VL, Gans D, Putney NM, Silverstein M (eds). Handbook of Theories of Aging, 2nd Edition. New York, NY: Springer Publishing Company; 2009.
Clincal Manual of Geriatric Psychiatry. James E Spar, Asenath La Rue, 2006
Handbook of Geriatric Assessment. Joseph J. Gallo, Hilliary R. Bogner, Terry Fulmer, Gregory J. Paveza, 2006.
Diagnostic and Statistical Manual of Mental Disorders, 4th Edition.
http://www.psychiatryonline.com/resourceTOC.aspx?resourceID=1

1)   NIMH http://www.nimh.nih.gov/
2)   NIA http://www.nia.nih.gov/
3)   CDC http://www.cdc.gov/
4)   SAMHSA http://www.samhsa.gov/
5)   NIH Forms and Applications http://grants1.nih.gov/grants/forms.htm

Additional Readings:
The seminar will entail a significant amount of reading. Copies of readings, comprising chapters and articles from a wide range of sources, will be made available to you via Blackboard via links or attachments. A set of readings is provided in this syllabus for each topical area. Some of these sources are listed as **required** and some are **recommended.** Occasionally, we may add a particular reading that has come to our attention or has just been published that will further support your reading on a topic. Course participants will be expected to have read, at a minimum, the required readings *prior* to each session. On occasion, you will be provided with a set of questions or tasks which may include issues to focus your thinking while you are reading, information/data to collect, or an assignment that will involve written reaction to the readings. These must be addressed prior to the seminar meeting.

<u>**Class Format:**</u>
1) Class Participation
2) Class Leader Component
3) Diagnosis/Assessment
4) Treatment Options
5) Discussion on Dynamic Attributes/Consequences of Condition
6) Time for Group Meetings

<u>**Course requirements and learner evaluation**</u>

Course grades will be based upon evaluation of the following activities:
1.   Final Project Paper
2.   Final Project Presentation
3.   Weekly Response Papers
4.   Class Discussion Leader
5.   Class participation and discussion
Student assessment of the course will be conducted online through University evaluation documents.

<u>Technical Requirements for the Course:</u>
Minimum Technology Requirements:
Complete the following steps to make sure your computer is correctly configured and the necessary software is installed. **Note: You will not be able to access course material if you fail to complete these steps.**

1. Go to this site to check the **minimum hardware, software and browser requirements**:http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx

2. Internet Explorer is NOT recommended for Blackboard. **Firefox is the recommended Internet browser for the course.** Go to https://download.uky.edu/ to download a free version of Firefox. Log in with your **LINK BLUE** id and password and search for **Firefox.**

3. Go to http://java.com and click on the **Free Java Download** button. Run the installer to get the latest version.

4. You will also need **Flash, Adobe Acrobat Reader and QuickTime** movie player. Go to http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx then click **BbGO!** If you do not have these installed, you can download them from this site.

5. To download **Windows Media Playe**r, click this link:
http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx

6. Students and faculty can download **Microsoft Office Suite** (including Word and PowerPoint) from this site: https://download.uky.edu/.
7. Run this link to check your computer for Adobe Connect readiness:
http://ukconnect.acrobat.com/common/help/en/support/meeting_test.htm

If you experience technical difficulties contact:
UKIT Customer Service Center at 859-218-HELP (4357), http://www.uky.edu/UKIT/ or by e-mail at helpdesk@uky.edu.
Teaching and Academic Support Center (TASC) http://www.uky.edu/TASC/index.php
Please also inform the course instructor when you are having technical difficulties.

Bb 101 for First-Time Online Students
This is a brief introduction for students using Blackboard for the first time.
- Go to http://elearning.uky.edu and log in with your **Link Blue ID**.
- Click on the Courses link near the top left of the page (to the right of My Bb and under the Library tab).
- In the Course Search line, type **Bb9-101** (exactly as you see it there, including the hyphen).
- Find the Course ID (first column) **Bb9-101-OnLine-Stu**, and click the down arrow next to the Course ID. Click **Enroll** then **Submit.**

Distance Learning Library Services
  (http://www.uky.edu/Libraries/DLLS)
- Carla Cantagallo, DL Librarian, Email: dlservice@email.uky.edu
- Local phone number: 859. 257.0500, ext. 2171;
- Long-distance phone number: (800) 828-0439 (option #6)
- DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?web_id=253&llib_id=16

Preferred Method for Reaching Instructor: e-mail, office phone provided above.

Timeframe for Responding to Student Communications: Average response time of 48 hours M-F.

Blackboard and E-mail Communication
Blackboard and E-mail communication will be used throughout the semester to provide information to students regarding the course as well as to provide additional opportunities to understand elder mistreatment.

Evaluation of Performance

Grade determination will be based on:

1.	Final Project Paper ………………………..	100 pts.
2.	Final Project Presentation ………………….	100 pts.
3.	Weekly Response Papers………………………	100 pts.
4.	Class Discussion Leader……………………	100 pts
5.	Class participation and discussion………….	100 pts.

TOTAL POINTS POSSIBLE   500 PTS.

Scale for assigning final grades:

        450 - 500   = A
        400 - 449   = B
        350 - 399   = C
        Less than 349 = E

or

        100-90%   =A
        89-80%   =B
        79-70%   =C
        69-0%   =E

***We reserve the right to decrease the number of points required to attain a particular grade. In order to receive a grade, completion of all assignments is required.

Final Intervention Project Paper: The "final" paper entails probing in considerable scholarly depth a topic or issue relating to mental health and aging that is of particular interest to each student. This topic should emerge from readings/discussions associated with weekly sessions and your own interests. The paper's central purpose is to develop and propose a mental health program for older adults, and critically assess the chosen concept/issue with particular regard to guiding theories and empirical literature. Students are expected to be concise in their writing. Consequently this paper should be no longer than 20 pages excluding references and illustrations. You should have your topic identified no later than **Week 9,** with a tentative title and rough outline. A prospectus of 5 pages must be turned in on **Week 11.** This prospectus should provide a brief summary of the specific topic being addressed along with coverage of the primary literature sources in support of the topic. Finally, this prospectus should include a tentative descriptive (i.e., written) outline of the paper.
Core components: theory, statement of the problem, significance, innovation, empirical evidence, proposed methodology, expected outcomes, future introspection (e.g. personal perspective, interpretation, strengths/weaknesses, future directions).
Assignments must be submitted to the instructor via email or blackboard.

Final Project Presentation: On **Week 14 and Week 15,** each student is expected to prepare to give a 1-hour oral presentation of their final paper/project. We will assume a professional format in these presentations; legible Powerpoint® slides should be prepared along with a summary hand-out that includes a bibliography. It would be **ideal** if during the presentation, the intervention can be demonstrated and implemented. This requirement will be fulfilled through the submission of a powerpoint presentation with detailed dialogue to simulate presentation. The presentation should be approximately 1 hour in duration. Assignments must be submitted to the instructor via email or blackboard.

Response Papers: This task will require students to create a discussion question, based on the assigned readings for that week. Your task is to answer/respond to that discussion questions. Discussion question can entail, but are

limited to, targeted critiques of reading materials, insightful progressions from the readings, or a response to a particular activity that is assigned. Responses are to be presented in the form of one page reports, single spaced, with .5inch margins. Assignments must be submitted to the instructor via email or blackboard.

Class Discussion Leader: In the pursuit of reinforcing and respecting individual student interest, students will be required to simulate leading class discussion during a single class period. The class will be identified three weeks after the start of the semester (a.k.a. **Week 3**). As part the requirement, a teaching plan will be submitted 1-week prior to the scheduled class and any additional tasks/readings will be assigned minimally 1-week prior to the scheduled class. This requirement will be fulfilled through the submission of a powerpoint presentation with detailed dialogue to simulate presentation. The presentation should be approximately 2 hours in duration. Assignments must be submitted to the instructor via email or blackboard.

Class participation and discussion: Students will be required to actively participate in class discussion and activities via Blackboard. Blackboard participation accounts for 100 points of your final grade. Blackboard will utilize class readings in the form of discussion questions from the weekly topics and readings. Assignments on Blackboard are expected to be completed by the listed due date (1pm on Fridays). We will have discussion threads every week, and your response will be graded on your thorough answer of the questions and evidence that you have read and integrated present and past readings.

Invitation for Further Discussion
I invite you to discuss with me your progress in the class at any time during the semester, and I encourage you to discuss any matters raised in lectures, assignments, or readings for which you would like further consideration or that may prove difficult for you. I am more than happy to read and critique a draft of your major paper if you give it to me a week in advance of when you would like feedback.

Instructor expectations
1. I expect you to actively participate in every class session. The components are highly interrelated; missing a session will detract from the learning potential of subsequent sessions.
2. I expect you to be prepared for each session.
3. I expect you to actively participate in the discussions. This is not the type of class where you can "sit back and listen."
4. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
5. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
6. I expect you during the semester to interactively engage with the other students and the instructor.
7. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
8. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
9. I require that each leaner will utilize the *APA Publication Manual or AMA* as a guide for writing papers for this course and the grading rubric will be based on its precepts.

Incompletes are not an option in this course for any reasons other than serious illness, death in the family or other exigencies judged by the instructors to be sufficiently serious to warrant this action.

Attendance and Late Papers.

Students should participate fully in the online format of this course. Divergent opinions are welcome and expected. Ours is an academic learning environment and, as a result, developing the "life of the mind" demands the utmost respect of others and their views. If, for any reason, you cannot participate in a session, respect for the instructor and for fellow students dictates that you contact an instructor and as far in advance of the anticipated absence as possible.

Students will earn "0" participation points for any missed sessions, regardless of the reason for absence. All assignments should be submitted by the specified due date. Papers submitted late without instructor approval will receive half-credit during the first 24 hours past the due date, and no credit beyond 24 hours. Papers that have been approved for late submission will have one point deducted for every day the paper is late. No late papers will be accepted 7-days after original due date, unless with prior instructor approval.

Academic honesty

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. Please see the University's policies concerning the consequences for plagiarism.

All students should be familiar with the concepts of academic ethics and honesty. The official University of Kentucky definitions and policies can be found at the web address   http://www.uky.edu/StudentAffairs/Code/. In particular, note the following excerpt:

6.3.0 ACADEMIC OFFENSES AND PROCEDURES. Students shall not plagiarize, cheat, or falsify
or misuse academic records. (US: 3/7/88; 3/20/89)

6.3.1 PLAGIARISM. All academic work, written or otherwise, submitted by students to their
instructors or other academic supervisors, is expected to be the result of their own thought,
research, or self-expression. In cases where students feel unsure about a question of plagiarism
involving their work, they are obliged to consult their instructors on the matter before submission.
When students submit work purporting to be their own, but which in any way borrows ideas,
organization, wording or anything else from another source without appropriate acknowledgment of
the fact, the students are guilty of plagiarism.
Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a
book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of
employing or allowing another person to alter or revise the work which a student submits as his/her
own, whoever that other person may be. Students may discuss assignments among themselves or
with an instructor or tutor, but when the actual work is done, it must be done by the student, and the
student alone.

When a student's assignment involves research in outside sources or information, the student must
carefully acknowledge exactly what, where and how he/she has employed them. If the words of
someone else are used, the student must put quotation marks around the passage in question and
add an appropriate indication of its origin. Making simple changes while leaving the organization,
content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those
ideas which are so generally and freely circulated as to be a part of the public domain.

6.3.2 CHEATING. Cheating is defined by its general usage. It includes, but is not limited to, the
wrongfully giving, taking, or presenting any information or material by a student with the intent of

aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.

The Intellectual Forum

We encourage the open expression of thoughts and ideas, but we also appreciate that some students more easily express themselves in than others. Please guard against any unintended tendencies to dominate discussion, and please assist us in ensuring that all seminar members have equitable opportunities to contribute. The ability to listen well is as important a communication skill at the ability to speak.

Diversity is central to the study of gerontology. Similarly, diversity among those studying gerontology should be appreciated. Please enter this seminar with an open mind and respect for the views and opinions of all seminar participants. All individuals have biases. We encourage you to actively work toward identifying your own, and strive to ensure that, through such recognition, you prevent them from becoming a barrier to intellectual growth.

You should feel free to talk with any instructor at any time, and about any ideas, questions, or concerns you may have. We want to ensure that you have the best possible experience this semester, and we ask that you allow us to help you in any way possible.

Seminar writing. All submitted writing should be typed and double-spaced. A legible 12 pt. serif font (e.g., Times Roman or Arial) should be used, and margins should be one (1) inch on all sides. Writing should be appropriately and fully referenced using APA or AMA style. Writing should be clear and concise and should strive toward constant improvement of writing skills. Papers must be submitted to the instructor via email or blackboard.

Accommodations

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director, at 859-257-2754 or jkarnes@email.uky.edu.

If you are a person with a disability and/or feel that there is anything we need to know that might improve your learning environment in this class, please contact us by telephone or in person, and we will endeavor to make appropriate accommodation to your needs.

Inclement weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at http://www.uky.edu/MicroLabs/documents/p-weather.pdf or you can call (859) 257-5684.

Appropriate Online Behavior:

Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages.

Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language).

Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).

Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).

Personal comments about other users and their views should not be placed in any of our Blackboard course areas that are viewable by other users.

Do not copy private messages to another person without the author's explicit permission.
Consult the UK Student Rights and Responsibilities regarding the steps for addressing unresolved academic issues at http://www.uky.edu/StudentAffairs/Code/part2.html

Schedule

SECTION I: SETTING THE STAGE

Week 1 **Introduction**

1st day of class!
Syllabus
Sign-Ups

Mental Health Research
Mental Health and Aging Initiative
Memory Banking
Psychiatric Appointment Management
HIV-Aging
PRISM-E

Suggested Readings (Optional):
Hosier A, Watkins J, Zanjani F, Downer, B. Memory Banking: A Tool for Caregiving, Quality of Life, and Legacy. Gerontologist 2010 (In Press).

Zanjani F, Bush H, Oslin D. Telephone Based Psychiatric Referral-Care Management Intervention Health Outcomes. Telemedicine and e-Health 2010; 16(5): 543-550.

Zanjani F, Kruger T, Murray D. Evaluation of the Mental Healthiness Aging Initiative: Community Program to Improve Awareness about Mental Health and Aging Issues. Community Mental Health Journal (Revised and Resubmit).

Zanjani F, Mavandadi S, Tenhave T, Katz I, Durai N, Krahn D, Llorente M, Kirchner J, Olsen E, VanStone W, Cooley S, Oslin D. Longitudinal Course of Substance Treatment Benefits in Older Adults with At-Risk Drinking. Journal of Gerontology: Medical Sciences 2008; 63(1): 98-106

Zanjani F, Saboe K, Oslin D. Age Difference in Rates of Mental Health/Substance Misuse and Specialty Care in HIV(+) Adults. AIDS PATIENT CARE and STDS 2007; 21(5): 347-355.

Week 2 **Setting the Stage: Mental Health**

Why is Mental Health important, with respect to Aging?
What role does Mental Health play with respect to Global Health?

Readings:

Chapter 1—Introduction (Clinical Manual of Geriatric Psychiatry)

Chapter 2—Demography and Epidemiology of Psychiatric Disorders in Late Life (Textbook of Geriatric Psychiatry)

Chapter 33— Legal, Ethical, and Policy Issues (Textbook of Geriatric Psychiatry)

Chapter 34— The Past and Future of Geriatric Psychiatry (Textbook of Geriatric Psychiatry)

Chapter 3— Physiological and Clinical Considerations of Geriatric Patient Care (Textbook of Geriatric Psychiatry)
Chapter 4— Neuroanatomy, Neurophysiology, and Neuropathology of Aging (Textbook of Geriatric Psychiatry)
Chapter 6— Genetics (Textbook of Geriatric Psychiatry)
Chapter 7— Psychological Aspects of Normal Aging (Textbook of Geriatric Psychiatry)

American Psychiatric Association's Task Force on Research Ethics. Ethical principles and practices for research involving human participants with mental illness. Psychiatric Services 2006; 57: 552-557.

Assignment Due: Response Paper 1

Week 3
Mental Health Theoretical Perspectives & Psychiatric Evaluation

Readings:
Chapter 1— The Myth, History, and Science of Aging (Textbook of Geriatric Psychiatry)
Chapter 8— Social and Economic Factors Related to Psychiatric Disorders in Late Life (Textbook of Geriatric Psychiatry)
Chapter 37— A Good Old Age: Theories of Mental Health and Aging (Handbook of Theories of Aging)

Chapter 9—The Psychiatric Interview Of Older Adults (Textbook of Geriatric Psychiatry)
Chapter 10—The Use Of The Laboratory In The Diagnostic Workup Of Older Adults (Textbook of Geriatric Psychiatry)

Additional Readings (optional):
Chapter 6— Deriving A Sense Of Meaning In Late Life: An Overlooked Forum For The Developmental Interdisciplinary Theory (Handbook of Theories of Aging)

Chapter 38— Translational Theory: A Wisdom-Based Model for Psychological Interventions to Enhance Well-Being in Later Life (Handbook of Theories of Aging)

Sheehan DV, Lecrubier Y, Sheehan KH, Amorim P, Janavs J, Weiller E, Hergueta T, Baker R, Dunbar GC. The Mini-International Neuropsychiatric Interview (M.I.N.I.): the development and validation of a structured diagnostic psychiatric interview for DSM-IV and ICD-10. J Clin Psychiatry. 1998;59 Suppl 20:22-33;quiz 34-57.

Spitzer RL, Williams JB, Gibbon M, First MB. The Structured Clinical Interview for DSM-III-R (SCID). I: History, rationale, and description. Arch Gen Psychiatry. 1992; 49(8):624-629.

Williams JB, Gibbon M, First MB, Spitzer RL, Davies M, Borus J, Howes MJ, Kane J, Pope HG, Rounsaville B, Wittchen H. The Structured Clinical Interview for DSM-III-R (SCID). II. Multisite test-retest reliability. Arch Gen Psychiatry. 1992; 49(8):630-636.

Assignment Due: Response Paper 2

Week 4
Mood Disorders

Readings:
Chapter 8—Depression Assessment (Handbook of Geriatric Assessment)
Chapter 15—Mood Disorders (Textbook of Geriatric Psychiatry)

Devanand DP, Kim MK, Paykina N, Sackeim HA. Adverse life events in elderly patients with major depression or dysthymic disorder and in healthy-control subjects. American Journal of Geriatric Psychiatry 2002; 10(3):265-274.

Sorensen C, Brandes A, Hendricks O, Thrane J, Friis-Hasch E, Haghfelt T, Bech P. Depression assessed over 1-year survival in patients with myocardial infarction. Acta Psychiatrica Scandinavica 2006; 113(4): 290-297.

Paluska SA, Schwenk TL. Physical activity and mental health: current concepts. Sports Med. 2000; 29(3):167-80.

==Assignment Due: Response Paper 3==

Week 5
Anxiety Disorders

Readings:
Chapter 18— Anxiety Disorders (Textbook of Geriatric Psychiatry)

Burgmer M, Heuft G. Occurrence and treatment of post-traumatic stress disorder in an elderly patient after a traffic accident. International Journal of Geriatric Psychiatry 2004; 19: 185-188.

DeLuca AK, Lenze EJ, Mulsant BH, Butters MA, Karp JF, Dew MA, Pollock BG, Shear MK, Houck PR, Reynolds CF 3rd. Comorbid anxiety disorder in late life depression: association with memory decline over four years. International Journal of Geriatric Psychiatry 2005; 20(9):848-854.

Mohlman J. Cognitive self-consciousness-a predictor of increased anxiety following first-time diagnosis of age-related hearing loss. Aging & Mental Health 2009; 13(2): 246-254.

Additional Readings (optional):
Blank S, Lenze EJ, Mulsant BH, Amanda Dew M, Karp JF, Shear MK, Houck PR, Miller MD, Pollock BG, Tracey B, Reynolds CF. Outcomes of late-life anxiety disorders during 32 weeks of citalopram treatment. Journal of Clinical Psychiatry 2006; 67(3):468-472.

==Assignment Due: Response Paper 4==

Week 6
Suicide
Readings:

De Leo, Diego; Padoani, Walter; Scocco, Paolo; Lie, David; Bille-Brahe, Unni; Arensman, Ella; Hjelmeland, Heidi; Crepet, Paolo; Haring, Christian; Hawton, Keith; Lonnqvist, Jouko; Michel, Konrad; Pommereau, Xavier; Querejeta, Imanol; Phillipe, Jean; Salander-Renberg, Ellinor; Schmidtke, Armin; Fricke, Susanne; Weinacker, Bettina; Tamesvary, Beata. Attempted and completed suicide in older subjects: results from the WHO/EURO multicentre study of suicidal behavior. International Journal of Geriatric Psychiatry 2001; 16(3): 300-310

Hwang JP, Yang CH, Hong CJ, Lirng JF, Yang YM, Tsai SJ. Association of APOE genetic polymorphism with cognitive function and suicide history in geriatric depression. Dement Geriatric Cognitive Disorders 2006; 22(4): 334-338.

McKeown RE, Cuffe SP, and. Schulz RM. US Suicide Rates by Age Group, 1970-2002: An Examination of Recent Trends. American Journal of Public Health 2006; 96: 1744-1751.

Scocco P, Fantoni G, Rapattoni M, . Death Ideas, Suicidal Thoughts, and Plans among Nursing Home Residents. Journal Of Geriatric Psychiatry And Neurology 2009; 22(2): 141-148.

Additional Readings (optional):
Barak Y, Aizenberg D, Szor H, Swartz M, Maor R, Knobler HY. Increased risk of attempted suicide among aging holocaust survivors. American Journal of Geriatric Psychiatry. 2005;13(8):701-704. (Comment: Am J Geriatr Psychiatry. 2006;14(4):382.)

Draper B, Peisah C, Snowdon J, Brodaty H. Early dementia diagnosis and the risk of suicide and euthanasia. Alzheimer's & Dementia 2010; 6(1): 75-82.

Heisel MJ, Flett GL, Besser A. Cognitive functioning and geriatric suicide ideation: testing a mediational model. American Journal of Geriatric Psychiatry 2002; 10(4): 428-436.

Turvey CL, Conwell Y, Jones MP, Phillips C, Simonsick E, Pearson JL, Wallace R. Risk factors for late-life suicide: a prospective, community-based study. American Journal of Geriatric Psychiatry 2002; 10(4): 398-406.

Wenz FV. Aging and suicide? maturation or cohort effect? International Journal of Aging & Human Development 1980;11(4):297-305

<mark>*Assignment Due: Response Paper 5*</mark>

Week 7
Schizophrenia and Paranoid/ Somatoform Disorders

Readings:
Chapter 17— Schizophrenia and Paranoid Disorders (Textbook of Geriatric Psychiatry)
Chapter 19— Somatoform Disorders (Textbook of Geriatric Psychiatry)

Vahia IV, Cohen CI. Psychosocial interventions and successful aging: New paradigms for improving outcome for older schizophrenia patients? American Journal of Geriatric Psychiatry 2007; 15(12): 987-990.

Wijeratne C, Brodaty H, Hickie I. The neglect of somatoform disorders by old age psychiatry: some explanations and suggestions for future research. International Journal of Geriatric Psychiatry 2003, 18(9): 812-819

Additional Readings (optional):
Bender S, Muller B, Oades RD, Sartory G. Conditioned blocking and schizophrenia: a replication and study of the role of symptoms, age, onset-age of psychosis and illness-duration. Schizophrenia Research. 2001; 49(1-2):157-170.

Byne W, White L, Parella M, Adams R, Harvey PD, Davis KL. Tardive dyskinesia in a chronically institutionalized population of elderly schizophrenic patients: Prevalence and association with cognitive impairment. International Journal of Geriatric Psychiatry 1998; 13: 473-479.

Forstl H, Dalgalarrondo P, Riecher-Rossler A, Lotz M, Geiger-Kabisch C, Hentschel F. Organic factors and the clinical features of late paranoid psychosis: a comparison with Alzheimer's disease and normal ageing. Acta Psychiatrica Scandinavica 1994; 89(5):335-340.

Rief W, Nanke A, Emmerich J, Bender A, Zech T. Causal illness attributions in somatoform disorders: Associations with comorbidity and illness behavior. Journal of Psychosomatic Research 2004; 57: 367-371.

Turkcapar HM, Ozyurt MF, Orsel S, Turkcapa AF. Psychiatric morbidity in patients with pain and medically unexplained symptoms. The Pain Clinic 2005; 17(2): 145-151.

Varma VK, Wig NN, Phookun HR, Misra AK, Khare CB, Tripathi BM, Behere PB, Yoo ES, Susser ES. First-onset schizophrenia in the community: relationship of urbanization with onset, early manifestations and typology. Acta Psychiatrica Scandinavica 1997; 96(6):431-438.

<mark>*Assignment Due: Response Paper 6*</mark>

Week 8
Movement/Sleep, Circadian Rhythm Disorders, Sexual Disorders

Readings:
Chapter 14— Movement Disorders (Textbook of Geriatric Psychiatry)
Chapter 20— Sexual Disorders (Textbook of Geriatric Psychiatry)
Chapter 22— Sleep and Circadian Rhythm Disorders (Textbook of Geriatric Psychiatry)

Alagiakrishnan K, Lim D, Brahim A, Wong A, Wood A, Senthilselvan A, Chimich WT, Kagan L. Sexually inappropriate behavior in demented elderly people. Postgrad Medical Journal 2005; 81: 463-466.

Gardner DK, Helmes E. Interpersonal dependency in older adults and the risks of developing mood and mobility problems when receiving care at home. Aging & Mental Health 2006; 10(1): 63-68.

Additional Readings (optional):
Camacho ME, Reyes-Ortiz CA. Sexual dysfunction in the elderly: age or disease? International Journal of Impotence Research 2005;17 Suppl 1:S52-S56.

Cohen-Zion, Mairav; Stepnowsky, Carl; Marler. Changes in Cognitive Function Associated with Sleep Disordered Breathing in Older People. Journal of the American Geriatrics Society 2001, 49(12): 1622-1627.

Lee, Philip E.; Sykora, Kathy; Gill, Sudeep S.; Antipsychotic Medications and Drug-Induced Movement Disorders Other Than Parkinsonism: A Population-Based Cohort Study in Older Adults. Journal of the American Geriatrics Society 2005, 53(8): 1374-1379.

Nakamura, Takashi; Kagawa, Kunio; Kakizawa, Toshibumi. Risk factors for falls among blind elderly in a nursing home for the blind. Archives of Gerontology and Geriatrics 1998, 27(1): 9-17.

Reid, Kathryn J.; Martinovich, Zoran; Finkel, Sanford. Sleep: A Marker of Physical and Mental Health in the Elderly. American Journal of Geriatric Psychiatry 2006, 14(10): 860-866.

Week 9
Addictions

Readings:
Chapter 9—Substance Use/Abuse Assessment (Handbook of Geriatric Assessment)
Chapter 23— Alcohol and Drug Problems (Textbook of Geriatric Psychiatry)

Knausch O. Cocaine abuse in the elderly: a series of three case reports. Journal of Nervous and Mental Disease 2002; 190(8): 562-565.

Pietrzak RH, Petry NM. Severity of gambling problems and psychosocial functioning in older adults. Journal of Geriatric Psychiatry and Neurology 2006;19(2):106-113.

Additional Readings (optional):
Arndt S, Gunter TD, Acion L. Older admissions to substance abuse treatment in 2001. American Association for Geriatric Psychiatry 2005; 13(5):385-392.

Blow FC, Brockmann LM, Barry KL. Role of alcohol in late-life suicide. Alcohol Clinical and Experimental Research 2004; 28(5 Suppl): 48S-56S.

Dom G, De Wilde B, Hulstijn W, van den Brink W, Sabbe B. Decision-making deficits in alcohol-dependent patients with and without comorbid personality disorder. Alcohol Clinical and Experimental Research 2006;30(10):1670-1677.

Laakso MP, Vaurio O, Savolainen L, Repo E, Soininen H, Aronen HJ, Tiihonen J. A volumetric MRI study of the hippocampus in type 1 and 2 alcoholism. Behavioural Brain Research 2000;109(2):177-186.

Onen SH, Onen F, Mangeon J, Abidi H, Courpron P, Schimidt J. Alcohol abuse and dependence in elderly emergency department patients. Archives of Gerontology and Geriatrics 2005; 41: 191-200

Oslin, David W. Evidence-based treatment of geriatric substance abuse. Psychiatric clinics of North America 2005; 28 (4): 897-911.

Assignment Due: Paper/Topic Outline

Week 10
Cognitive Disorders

Readings:
Chapter 13— Dementia and Milder Cognitive Syndromes (Textbook of Geriatric Psychiatry)
Chapter 11— Neuropsychological Assessment of Dementia (Textbook of Geriatric Psychiatry)
Chapter 7—Cognitive Assessment (Handbook of Geriatric Assessment)

Snow, A. Lynn; Shuster, John L. Jr. Assessment and Treatment of Persistent Pain in Persons with Cognitive and Communicative Impairment. Journal of Clinical Psychology 2006; 62(11): 1379-1387.

Vance DE, Burrage JW. Promoting successful cognitive aging in adults with HIV. Journal of Gerontological Nursing 2006; 32(11): 34-41.

Additional Readings (optional):
Chapter 12— Delirium (Textbook of Geriatric Psychiatry)

Almeida, Osvaldo P.; Lautenschlager, Nicola T. Dementia associated with infectious diseases. International Psychogeriatrics 2005; 17(Suppl1): S65-S77.

Becker, JT.; Lopez, OL.; Dew, MA. Prevalence of cognitive disorders differs as a function of age in HIV virus infection. AIDS 2004, 18(Suppl1): S11-S18.

Rapoport MJ, Herrmann N, Shammi P. Outcome After Traumatic Brain Injury Sustained in Older Adulthood: A One-Year Longitudinal Study. American Journal of Geriatric Psychiatry 2006; 14(5): 456-465.

Verma S, Orengo CA, Maxwell R, Kunik ME, Molinari VA, Vasterling JJ, Hale DD. Contribution of PTSD/POW history to behavioral disturbances in dementia. International Journal of Geriatric Psychiatry. 2001;16(4):356-360.

Yehuda R, Tischler L, Golier JA, Grossman R, Brand SR, Kaufman S, Harvey PD. Longitudinal assessment of cognitive performance in Holocaust Survivors with and without PTSD. Biological Psychiatry 2006; 60: 714-721.

Week 11
Other Disorders:
Personality, Bereavement & Adjustment, Agitation & Suspiciousness Disorders

Readings:
Chapter 16— Bipolar Disorder in Late Life (Textbook of Geriatric Psychiatry)
Chapter 21— Bereavement (Textbook of Geriatric Psychiatry)
Chapter 24— Personality Disorders (Textbook of Geriatric Psychiatry)
Chapter 25— Agitation & Suspiciousness (Textbook of Geriatric Psychiatry)

Additional Readings (optional):
Grief, Cindy J.; Myran, David D. Bereavement in Cognitively Impaired Older Adults: Case Series and Clinical Considerations. Journal of Geriatric Psychiatry and Neurology 2006; 19(4): 209-215.

Lewis CF, Fields C, Ralney E. A study of geriatric forensic evaluess: Who are the violent elderly? Journal of Academic Psychiatry Law 2006; 34: 324-332.

Meehan, Tom; Robertson, Samantha; Vermeer, Cathryn. The impact of relocation on elderly patients with mental illness. Australian & New Zealand Journal of Mental Health Nursing 2001; 10(4): 236-242.

White, Leonard; Parrella, Michael; McCrystal-Simon, Janice. Characteristics of elderly psychiatric patients retained in a state hospital during downsizing: A prospective study with replication. International Journal of Geriatric Psychiatry 1997; 12(4): 474-480.

Assignment Due: Paper Prospectus

Week 12
Treatments

Readings:
Chapter 26— Psychopharmacology (Textbook of Geriatric Psychiatry)
Chapter 27— Electroconvulsive Therapy (Textbook of Geriatric Psychiatry)
Chapter 28— Nutrition and Physical Activity (Textbook of Geriatric Psychiatry)
Chapter 29— Individual/Group Psychotherapy (Textbook of Geriatric Psychiatry)
Chapter 30— Working with the Family of the Older Adult (Textbook of Geriatric Psychiatry)

Additional Readings (optional):
Chapter 5-- Chemical Messengers (Textbook of Geriatric Psychiatry)
Chapter 31-- Clinical Psychiatry in the Nursing Home (Textbook of Geriatric Psychiatry)
Chapter 32— The Continuum of Caring in the Long Term: Movement Toward the Community (Textbook of Geriatric Psychiatry)

Walter M, Hanni B, Haug M, Amrhein I, Krebs-Roubicek E, Muller-Spahn F, Savaskan E. Humour therapy in patients with late-life depression or Alzheimer's disease: a pilot study. International Journal of Geriatric Psychiatry 2006; 22(1): 77-83.

Assignment Due: Response Paper 7

Week 13
Prevention

Bond, L.A., & Wagner, B.M. (1988). What makes primary prevention programs work? In L.A. Bond & B.M. Wagner (Eds.), Families in transition: Primary prevention programs (pp. 335-342). Newbury Park, CA: Sage.

Fisher K, Kettl P. Aging with mental retardation - Increasing population of older adults with MR require health interventions and prevention strategies. Geriatrics 2005; 60(4): 26-29.

Forette F, Seux ML, Staessen JA, Thijs L, Birkenhager WH, Babarskiene MR, Babeanu S, Bossini A, Gil-Extremera B, Girerd X, Laks T, Lilov E, Moisseyev V, Tuomilehto J, Vanhanen H, Webster J, Yodfat Y, Fagard R. Prevention of dementia in randomised double-blind placebo-controlled Systolic Hypertension in Europe (Syst-Eur) trial. Lancet 1998;352(9137):1347-1351.

Oyama H, Koida J, Sakashita T, Kudo K. Community-based prevention for suicide in elderly by depression screening and follow-up. Community Mental Health J. 2004;40(3):249-263.

Assignment Due: Response Paper 8

Week 14

Presentations

Assignment Due: Presentations

Week 15
LAST DAY OF CLASS

Presentations

Assignment Due: Presentations

Week 16

FINAL EXAM/END of SEMESTER

                                    Final Papers Due

Assignment Due: Final Paper

<u>Summary of Assignments and Due Dates</u>

EXPERIENCE/ASSIGNMENTS   **DUE DATE**

    Class Discussion Leader   TBA

    Response Paper #1   Week 2
    Response Paper #2   Week 3
    Response Paper #3   Week 4
    Response Paper #4   Week 5
    Response Paper #5   Week 6
    Response Paper #6   Week 7
    Response Paper #7   Week 12
    Response Paper #8   Week 13

    Paper Topic/Outline   Week 9
    Paper Prospectus   Week 11
    Paper Presentations   Week 15 & 16
    Final Paper   Week 16

(This outline is subject to adjustment as the semester progresses.)