

# SOUTHERN CALIFORNIA SEMINARY

2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019-1108

CO-620 DEPENDENT ADULT, ELDER CARE, AND AGING

*2 Units*

FALL 2016, MODULE 2

OCTOBER 27, NOVEMBER 03, 10, 17, 2016

Online

## ***PROFESSOR***

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## ***COURSE DESCRIPTION***

This course emphasizes the social and personal requirements of senior citizens and dependent adults who need assistance with daily activities and health care, and who desire and deserve to live and age with dignity. Students will review legal concerns designed to protect dependent and elderly adults. Students will also recognize recent statistics with these populations, for example, suicide, intimacy, HIV, substance abuse, domestic violence, trauma, and more. It is an important emphasis that the design of personal living, services, activities, employee training, and health care delivery truly be consumer-centered. Students will review the impact of culture, gender, family background, socioeconomic status, and other systems on dependent adults, elder care, and aging. *2 units*

## ***PROFESSOR'S COMMENT***

## ***REQUIRED TEXTBOOKS***

1. *The Holy Bible*. A translation based on formal equivalence, such as the *New King James Version* or the *New American Standard Bible*, is recommended for study.
2. Knight, Bob G. (2004). *Psychotherapy with Older Adults*. (Third edition.). Thousand Oaks, CA: Sage Publications, Inc. ISBN: **076192373X (Paperback) / 0761923721 (Hardcover)**

## ***STUDENT LEARNING OUTCOMES***

<u>Number</u>	<u>Sub-domain</u>	<u>Learning Outcomes</u>
1.2.1	Perceptual	Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, cultural/race, ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
1.2.3	Perceptual	Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
1.3.5	Executive	Obtain consent to treatment from all responsible persons.
2.3.5	Executive	Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.
5.2.1	Perceptual	Recognize situations in which ethics, laws, professional liability, and standards of practice apply.
5.2.2	Perceptual	Recognize ethical dilemmas in practice setting.
5.2.3	Perceptual	Recognize when a legal consultations is necessary.
5.1.4	Conceptual	Understand the process of making an ethical decision.
5.3.2	Executive	Develop and assess policies, procedures, and forms for consistency with standards of practice to protect client confidentiality and to comply with relevant laws and regulations.
5.3.4	Executive	Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence.
5.3.6	Executive	Report information to appropriate authorities as required by law.

### *METHODS OF INSTRUCTION*

Readings, discussion, facility tours, critical paper, simulation, visual/auditory, video, power point, etc.

### *COURSE REQUIREMENTS*

- 1. Complete required readings.**
- 2. Discussion Board Post questions:** (100 points) The instructor will post questions for the discussion post. Please see discussion board for the questions. Submit your initial post first and then respond to two others.
- 3. Engage in critical thinking regarding elder care issues and participate in discussion Post.**

4. **Interview/visit an older adult (Senior).** (150 points for Individual written summary of personal interview)

Each student will provide an overview of the current life experience of a senior adult (age 65 or over). Include information as you would for client description and history of a biopsychosocial interview, a review of the challenges the person is experiencing, and resources or services that address (or could address) these. Be sure to address the domains of physical health, social, mental, emotional, spiritual, and living situation. What are the options for future living situations? Discuss how this individual's experience is similar and/or different from other seniors based on outside source information about seniors.

- The written summary must be in APA paper format with at least 2 citations and references

5. **Interview/visit a caregiver (Care Provider).** (150 points for Individual written summary of personal interview)

Each student will provide an overview of the current life experience of a caregiver for a senior (senior, age 65 or over).

Discuss whether they are employed or are family caregivers, the challenges they experience, and services needed and being received by the senior and for themselves. Be sure to address how they have respite from caregiving and their responsibilities outside of the caregiving role. Discuss how caregiving affect his/her own physical health, social, mental, emotional, spiritual lives, and living situation. Discuss how this individual's experience is similar and/or different from other seniors based on outside source information about seniors.

- The written summary must be in APA paper format with at least 2 citations and references.

6. **Psychotherapy Treatment Presentation (100 points).** The instructor will assign students to teams for this assignments. (Teams will be assigned after the first week). Each team will present for 15 minutes on psychotherapy treatment for seniors on one of the following issues:

Team A -- Depression

Team B -- Dementia

Team C -- Chronic pain

Team D -- Hospice care

Team E -- Grieving over death of a spouse

**Include some visual support to your presentation** (such as PowerPoint, handout, YouTube/ Podcast). **Incorporate** the following background information in the presentation:

- Explanation of the diagnosis
  - Goals and interventions of therapy
  - The role of the therapist and client in the therapeutic relationship
  - Techniques of therapy
  - Special considerations with the older adult
- Provide a case example

7. **Reflection paper/Bible integration.** (100 points) (In a 700-1050 word paper, and using Knight Chapter 3 and the Bible, review some influences that a therapist should take into consideration to build rapport with an older client. Include at least four references (two from each) of these sources (Knight and Scripture).
8. **Taylor Study Method (100 possible points):** Students will participate in the Taylor Study Method. Students must complete the pre-text, post-text and all weekly assignments of the Taylor Study Method with 65% score each week to receive full credit.

**Entrance Skills**

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

**MAMFT Student Learning Outcomes/Course Objectives**

The student who successfully completes this course will be able to . . .	SCS Objectives**
1. Demonstrate an understanding of physical, social and psychological theories of aging	3,6
2. Critically analyze major issues faced by dependent and aging adults and their families.	5,6
3. Apply Biblical perspective to analysis of ethical issues involved in aging, death and dying.	2,4
4. Adapt accepted treatment approaches to issues of aging from a Christian perspective utilizing various theoretical approaches.	2,3
5. Strategically compare and evaluate living options, and recognize the disparities among dependent and aging adult populations while formulating a plan for a real or assigned family of or with aging adults.	4

\* The goals for the MAMFT program are found on page 81 of the seminary catalog.

\*\* The objectives for SCS are found on page 2 of the seminary catalog.

**STUDENT EVALUATION**

Discussion Board Post .....	100
Interview/Visit with Senior & Care Provider.....	300
Psychotherapy Treatment Presentation .....	100
TSM .....	100
<u>Reflection Paper Presentation .....</u>	<u>100</u>
Total .....	700

**SEQUENCE OF INSTRUCTION**

Read the table like this, “At Session \_\_\_\_ on \_\_\_\_\_, the scheduled session content is \_\_\_\_\_, and the assignment *due that session* is \_\_\_\_\_.”

Session	Date	Session Content	Assignment Due
1	10/27/16	<ul style="list-style-type: none"> <li>• Concepts, Demography &amp; Theories of Aging</li> <li>• Introduction of Care Models: Psychotherapy &amp; Case Management</li> <li>• Ethical Issues</li> <li>• Dependent Adult &amp; Elder Abuse</li> </ul>	<p><b><i>This is the pre-session assignment due Session 1.</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapters 1-3, 11 <i>Psychotherapy with Older Adults</i></li> <li><input type="checkbox"/> Be prepared to discuss Case Study “Mrs. G” (p. 1) in light of Ch. 3 on the discussion board. <b>Due date 11/03/16</b></li> <li><input type="checkbox"/> <b>Taylor Study Method.</b></li> </ul>
2	11/03/16	<ul style="list-style-type: none"> <li>• Assessment &amp; Intervention Planning for Older Adults               <ul style="list-style-type: none"> <li>○ Psychosocial &amp; Functional Assessment</li> <li>○ Chronic Illness, Dementia, Cognitive &amp; Affective Disorders</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapters 5, 7, 8 <i>Psychotherapy with Older Adults</i></li> <li><input type="checkbox"/> <b>Submit Discussion Questions.</b></li> <li><input type="checkbox"/> <b>Written Interview with senior DUE 11/10/16</b></li> <li><input type="checkbox"/> <b>Taylor Study Method.</b></li> </ul>

Session	Date	Session Content	Assignment Due
3	11/10/17	<ul style="list-style-type: none"> <li>• Issues &amp; Interventions related to Aging</li> <li>• Care/Case Planning</li> <li>• Psychotherapy with Older Adults</li> <li>• Medication considerations</li> <li>• Caregiver Care &amp; Working with Families</li> </ul>	Interventions for the Client <input type="checkbox"/> Read Chapters 4 <i>Psychotherapy with Older Adults</i> (Review Ch. 3 & 5) Caregiver Care & Working with Families <input type="checkbox"/> Read Chapters 9 <i>Psychotherapy with Older Adults</i> <input type="checkbox"/> Psychotherapy Treatment Assignment Presentation <b>DUE 11/10/17</b> <input type="checkbox"/> Written interview with care provider <b>DUE 11/17/16</b> <input type="checkbox"/> <b>Taylor Study Method.</b>
4	11/17/16	<ul style="list-style-type: none"> <li>• Psychotherapy with Older Adults</li> <li>• Grief and Dying</li> <li>• Hospice</li> <li>• Ethical Issues wrap up</li> <li>• Conclusions</li> </ul>	<input type="checkbox"/> Read Chapter 6 <i>Psychotherapy with Older Adults</i> <input type="checkbox"/> <b>Reflection</b> paper/Bible integration. DUE 11/24/16 <input type="checkbox"/> <b>Taylor Study Method.</b>

### Grade Scale

The final course grades are not given out until three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

Grade	Percent	Grade	Percent
A	= 95–100%	C	= 77–79%
A-	= 92–94%	C-	= 74–76%
B+	= 89–91%		
B	= 86–88%		
B-	= 83–85%		
C+	= 80–82%		

For Graduate Students, a grade lower than “C-” will be lowered to “F.”

### *APA FORMAT FOR PAPERS*

The Division of Behavioral Science requires that students use APA format. The American Psychological Association offers a couple of workbooks for learning APA style: *APA’s Publication Manual* and *Mastering APA Style*. These resources cover basic format issues you will encounter when writing your papers. The student is also referred to an electronic resource: *APA*

*Style Guide for Electronic Resources* for clarification on citing documents available in the internet. These resources can be found at [www.apastyle.org/faqs](http://www.apastyle.org/faqs). **It is the students' responsibility to consult the *Manual* to resolve unanswered questions.**

One of the required textbooks is the *Publication Guide for the American Psychological Association*. This manual will be used to determine questions of form. If it is not approved by the publication it is not acceptable. Several rules are placed by the instructor for this level of instruction. In order to be respected as an author in the field you must use the right form.

1. All work must be your own or it must be quoted and referenced. I prefer to see more of your work and less of the quotes.
2. Research papers should have a minimum of 5 primary sources with a minimum of 3 different authors to illustrate your research and examination of different views.

### ***ATTENDANCE POLICY***

For MACP and PSYD Courses (42 lecture hours/ 7 weeks), more than 20 minutes missing from class is considered a Tardy, more than 40 minutes missing from class is counted as an Absence. Two tardies = one absence. You are permitted one absence for a 7-week course. Two absences results in being dropped from the course.

General School Policy: A student who takes an absence from class will receive a penalty resulting in an immediate reduction of their final grade by 7 percent in a modular class and 3.5 percent in a trimester class. However, the student will have the ability to make up between 0 percent and all of the deduction at the professor's discretion. **Students are expected to participate in online meeting and discussion.**

### ***LATE COURSE WORK POLICY***

No late work will be accepted with a passing grade. Late work will be given 50% of the earned total points.

### ***INCOMPLETES***

Petitions for an "Incomplete" will be granted only in cases of illness, major family emergencies or another administratively-approved emergency. A period of four weeks after the close of the school term is permitted to complete the work. If the work is not completed during this time and no extension has been granted, the "Incomplete" will automatically change to an "F". Further extension of time may be given by the registrar upon petition and after consultation with the instructor.

### ***ACADEMIC INTEGRITY***

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action.

### **Offenses Against Academic Integrity**

***Cheating.*** Cheating is never tolerated at SCS.

***Plagiarism.*** Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person. Inadvertent plagiarism can occur when a student fails to properly cite original sources. Plagiarism will not be tolerated at SCS. Therefore, all offenses of plagiarism will be reported to the dean of the program in which the offense occurred and an investigation will be made to determine what disciplinary action should be taken.

Aiding or Conspiring in the Commission of Plagiarism. Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

***Multiple Submissions.*** This offense occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student's previous work has some potential for expansion, improvement, or to serve as a starting point for another line of thought (as with Doctrinal Summary/ Synopsis) the student will be advised by the professor to what extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

#### *Penalty Guidelines for Offenses Against Academic Integrity*

Upon determination by the appropriate dean that an offense against academic integrity has occurred, the dean, in conjunction with the professor, will penalize the student according to the following guidelines.

- When investigation reveals that the offense constitutes an inadvertent violation of academic integrity (the student acted ignorantly), the dean may issue a written warning, which will become a part of the student's record. Upon agreement of the dean and the professor, the student may be afforded the opportunity to correct the offense and resubmit the assignment for whole or partial credit.
- When investigation reveals that the offense constitutes an intentional breach of academic integrity the student will suffer the immediate penalty of the grade F (0%) on the assignment, test, etc. Furthermore, the dean may impose additional discipline such as a failing grade in the course in which the offense occurred or recommendation of the student to the Academic Affairs Committee for suspension or expulsion.
- A repeated willful offense will result in the immediate penalty of a failing grade in the course in which the offense occurred. Furthermore, determination will be made concerning what further discipline is necessary, whether suspension, expulsion, or otherwise.
- SCS reserves the right to revoke a degree if it finds that plagiarism was committed to earn it.

*LIBRARY:*

The SDC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.

We welcome and encourage any questions you may have about using the library. If you need assistance searching the online Library Catalog or the Library's Research Databases, locating materials, or with any other research or reference need, visit the Library, email the library ([library@sdcc.edu](mailto:library@sdcc.edu)), or call us at (619) 201-8966. The Seminary Librarian, Jennifer Ewing, M.L.I.S, may be contacted at (619) 201-8967, or by email: [jewing@socalsem.edu](mailto:jewing@socalsem.edu)

### **Course Bibliography**

Any book listed in the back of your textbook is suitable, as is any commentary or other resource in the college / seminary library. If you want to use a book from your own library that is not on the approved list (in the back of your textbook or in the college / seminary library), please check with your instructor before using it

### **How to Add or Drop Courses:**

Students must use the Course Change Form: Add/Drop which is available on the website or from the Registrar's Office OR during open registration periods students may add and drop courses using the web registration feature on the website. If the form is used, it is self-explanatory and does require that the student sign it themselves and get up to six other signatures.

All add or drops do not become effective until the completed Add/Drop Form is received and signed by the Registrar. The student will be charged a fee for each add/drop form. More than one class can be added or dropped per form. Students may save this fee by filing an add or a drop within the first 5 business days after classes begin.

To add a course, students must be in good standing and the professor must be in agreement. Courses may not be added after the second week without special approval from the Academic Dean.

To drop a course in the first four weeks of a 7-week module course, the student must complete the form, obtain all needed signatures and submit it to the Registrar's Office before the fourth session. The student will be dropped from class and no record of it will be shown on their transcript. Module courses dropped at the fourth session will receive a grade of "W." Module courses dropped after the fourth session will receive a grade of "F."

To drop a course in the first eight weeks of a 14-week trimester course, the student must complete the form, obtain all needed signatures and submit it to the Registrar's Office before the

eighth session. Trimester courses dropped at the eighth session will receive a grade of “W.” Trimester courses dropped after the eighth session will receive a grade of “F.”

To drop a course in the first sixteen weeks of a 28-week two-trimester course, the student must complete the form, obtain all needed signatures and submit it to the Registrar’s Office before the sixteenth session. Two-trimester courses dropped at the sixteenth session will receive a grade of “W.” Two-trimester courses dropped after the sixteenth session will receive a grade of “F.”

If a student stops attending class and does not drop the course officially, the student will receive a grade of “F.”