

MF 635 Aging and Long Term Care
Mennonite Brethren Biblical Seminary
Fall, 2009

October 16, 5-9 p.m. and October 17, 9 a.m. to 5 p.m.

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Course Description: This course will acquaint students with the developmental stages of aging and the resources available to elders and those who work with them in any context. Special attention will be given to the spirituality of aging, the mental health concerns, diverse aging populations, and the issues of care giving and long term care. The class will be conducted in two sessions, Friday evening, October 16, from 5:00 to 9:00 p. m and Saturday, October 17, from 9:00 a.m. to 5:00 p.m. with reading, observation, interview and video sessions required outside of class. There will be a required reading/video response paper, case studies and written reports of interviews and observations.

Course Objectives and Outcomes:

- To give students an understanding of the developmental, psychological, physical, and spiritual aspects of aging.
- To prepare students to work with aging individuals, their families, and small groups of older adults.
- To prepare students to prevent and be prepared to deal with cases of elder abuse.
- To promote successful, healthy aging by preparing mental health professionals to offer appropriate services to older adults, their caregivers and/or families.
- To consider the students' own attitudes towards and preparation for aging.

Expectations:

- Students will attend **all** hours of the in class instruction.
- Students will read required readings **prior** to class and be prepared for class discussion. (Selected chapters of two texts, other two brief texts in entirety.)
- Students will view at least three hours of video presentation outside of class and will write a response in their annotated log, following the guidelines provided.
- Students will spend at least three hours interacting with older adults, interviewing them regarding faith issues, aging issues or long term care and end of life issues and write an observation/reflection paper following the guidelines provided.
- Students who have never visited, worked or participated in hospice or long term care facilities are expected to become familiar with such resources in their home community **prior** to the class sessions on October 16-17.
- Students with significant work or personal experience with older adults may substitute a research paper on a topic agreed upon with the instructor for some of the hands on experiences described above, if this meets their learning goals better.

Required Texts: (Books marked with an asterisk* will be on 24 hour, one day reserve.)

- *Kennedy, G.J. (2000). *Geriatric mental health care: A treatment guide for health Professionals*. New York: Guilford Press.
- *Lustbader, W. and N.R. Hooyman (1994). *Taking care of aging family members: A practical guide (revised and expanded)*. New York: The Free Press. **Please Note:** The earlier 1984 edition, though inexpensive on the internet, does not have the same information. This is an example of a self-help book for caregivers.
- *Nouwen, H.J. M. and Gaffney, W. J. (1990) *Aging: The fulfillment of life*. New York: Doubleday. (Be sure to get the edition with the photographs by Van Den Bosch.)
- *Shenk, David (2001). *The forgetting Alzheimer's: Portrait of an epidemic*. New York: Anchor Books. Expect to be changed by reading this book!

Additional Recommended Texts:

- *Barnett, O. C.L. Miller-Perrin, R.D. Perrin. (2005). *Family violence across the lifespan: An introduction*. 2nd Edition, Thousand Oaks, CA: Sage Publications. See Ch. 12.
- *Bengtson, V.L. K.W. Schaie, (eds.) (1999). *Handbook of theories of aging*. New York: Springer.
- Bueckert, L.D. and D.S. Schipani, (eds.) (2006). *Spiritual caregiving in the hospital: Windows to chaplaincy ministry*. Kitchener, Ontario: Pandora Press.
- *Blazer, D. (1988). *Emotional problems in later life*. New York: Springer.
- *Bouklas, G. (date). *Psychotherapy with the elderly: Becoming Methuselah's echo*. New York: Jason Aronson.
- Goodman, J., N. K. Schlossberg and M. L. Anderson. (2006) *Counseling adults in transition: Linking practice with theory*. 3rd edition. New York: Springer.
- Hostetler, J. (2007). *The joy factor*. Scottsdale, PA: Herald Press.
- Kessler, D. (2007) 10th edition. *The needs of the dying: A guide for bringing hope, comfort, and love to life's final chapter*. San Francisco: Harper Collins.
- Leick N. and M. Davidsen-Nielsen. (1991). *Healing pain: Attachment, loss and grief therapy*. New York: Tavistock/Routledge.
- L'Engle, M. (1979). *The summer of the great-grandmother*. New York: Seabury.
- Luke, H.M. (1987). *Old age: Journey into simplicity*. New York: Parabola Books.
- *Markson, E.W. and Hollis-Sawyer, L.A. (2000). *Intersections of aging: Readings in social gerontology*. Los Angeles: Roxbury Publishing Company.
- *McLeod, B.W. (Ed.) (2002). *And thou shalt honor: The caregiver's companion*. Rodale/St. Martin's Press.
- *Moberg, D. O. (Ed.) (2001). *Aging and spirituality*. New York: Hawthorne Pastoral Press.
- Myers, W.A. (1984). *Dynamic therapy of the older patient*. New York: Jason Aronson.
- Olkin, R. (1999). *What psychotherapists should know about disability*. New York, : Guilford.
- Pipher, M. (1999). *Another country: Navigating the emotional terrain of our elders*. New York: Penguin/Putnam.
- Pollock, G.H., S.I. Greenspan, (eds.) (1988). *The course of life, Vol VII: Completing the journey*. Washington D.C.: U.S. Government Printing Office.

Roff, L.L. and Atherton, C.R. (1990) *Promoting successful aging*. Chicago: Nelson-Hall.
Rupp, J. (1988). *Praying our goodbyes*. Notre Dame, IN: Ave Maria Press.
*Sheikh, J.I. (ed.) (1996). *Treating the elderly*. San Francisco: Jossey Bass.
Additional Resources will be listed on the class website or provided in class.

Assignments:

Prior to the first class meeting:

- Read chapters 1, and 7-14 in *Geriatric mental health care* and the printed handouts given to students that will be posted on line. Come to class prepared to discuss these reading assignments. Chapters 2-6 are covered in Psychopathology.
- Read Nouwen and Gaffney, *Aging: The fulfillment of life*.
- Read *The forgetting Alzheimer's: Portrait of an epidemic*.
- Read the Introduction, Chapters 1 and 15 and browse the rest of Lustbader and Hooyma's book, *Taking care of aging family members*.

After the second class session:

- If you have not taken the Family Violence class, write a 2-3 page paper on elder abuse using guidelines handed out in class. **Due:** October 30.
- If you have taken the Family Violence class, write a 2-3 page paper on how you will change your practice and approach to therapy/ministry to better serve older adults and their care givers. **Due:** October 30.
- Complete and write up your observations, interviews, and visits to care giving facilities using the guidelines posted to the class website and discussed in class. Activities and input given in class will help you with this project. **Due:** Nov. 20.
- Complete your reading/video log with brief annotations. You must include a variety of sources, including video, research, theological, professional and self-help literature. Include critique and questions, indicating an ability to discriminate and understand both limitations and usefulness of the items. Show that you are ready to resource others and know how to research and validate questions that you might be asked. Indicate which pages you browsed or read. **Due:** Nov. 20.
- Write a sermon, a treatment or pastoral care plan, a verbatim, a Bible study, or an in depth book review of one of the additional aging and spirituality texts. Do something that will show that you have thought deeply and carefully about the integration of faith and gerontology. (Choose only one of these!) **Due:** Nov. 20.

Grading:

Short response paper on either elder abuse or practice guidelines	10 points
Written description of observations, interviews, & visits to care facilities	50 points
Reading/video log with annotations and critique	20 points
Integrative paper (sermon, treatment plan, or in depth book review)	20 points

Academic Policies: MBBS policies are described in the current Academic Handbook, which can be accessed at the MBBS website. Students are expected to be familiar with and follow these policies on such matters as incomplete work, extensions, academic integrity, non-discriminatory language, and academic appeals. Expectations of a one unit class include at least 500 pages (or equivalent) of reading, and 10 pages of writing.