

Spring 2010

## GEY 4360 Mental Health Assessment of Older Adults

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**University of South Florida  
School of Aging Studies**

**Mental Health Assessment of Older Adults**

GEY 6616.001S06

Spring Semester 2010

Class: Friday, 9:00 - 11:50 AM

Instructors: Lisa M. Brown, Ph.D.  
Kathryn Frahm, Ph.D.

E-Mail: Office:

Office:

Office: Department of Aging and Mental Health Disparities  
Louis de la Parte Florida Mental Health Institute

Office Hours: Monday through Friday, 9:00 - 5:00  
(Appointments are encouraged)

Course Description:

This course provides an introduction to mental health assessment of older adults with a service learning component.

Course Objectives:

1. To arraign knowledge and experience using select assessments to evaluate mental health functioning in older adults.
2. To obtain a basic understanding of mental health and ethical concerns in geriatric care.
3. To learn about the services provided and mental health issues addressed by a community-based non-profit agency.
4. To acquire experience with isolated or homebound elders by providing reassurance and safety telephone calls in a supervised environment.

Required Text:

J. J. Gallo, H. R. Bogner, T. Fulmer, G. J. Paveza (2006) **Handbook of Geriatric Assessment**. Sudbury, Massachusetts: Jones and Bartlett Publishers.

Online Syllabus and Course Notes

The syllabus and selected notes for the class will be posted online through the University of South Florida BlackBoard system. To access the online syllabus and course notes, go to the *My USF* webpage (<http://my.usf.edu>). In order to log into My USF, you must get a Netid account. This is done from the welcome page and requires the identification number on your student id card. In addition to accessing course notes, you can also view your class grades, and send emails

about course materials, etc. If you have any questions about using Blackboard or would like to take a free training course, please contact Academic Computing (974-1222; [help-ac@usf.edu](mailto:help-ac@usf.edu); [www.acomp.usf.edu/helpdesk](http://www.acomp.usf.edu/helpdesk)).

Course Requirements:

The course grade will be based on the following:

|                                   |     |
|-----------------------------------|-----|
| ElderNet Service Learning Project | 35% |
| Completion of Values History      | 15% |
| GDS/MMSE Reports                  | 20% |
| Final Exam                        | 30% |

Grading Scale:

|     |            |
|-----|------------|
| A   | = 94 – 100 |
| A-  | = 90 - 93  |
| B + | = 87 – 89  |
| B   | = 84 – 86  |
| B-  | = 80 - 83  |
| C+  | = 77 – 79  |
| C   | = 74 - 76  |
| C-  | = 70 - 73  |
| D+  | = 67 – 69  |
| D   | = 64 - 66  |
| D-  | = 60 - 63  |
| F   | = below 60 |

Course Outline:

| Date           | Topic   | Chapter          |
|----------------|---|------------------|
| Week 1<br>1/15 | Course Overview, Service Learning<br>Introduction to ElderNet and the Crisis Center   | 1, 3             |
| Week 2<br>1/22 | ElderNet Training<br><b><u>NOTE:</u> Class this week will be held at One Crisis Center Plaza, Tampa, Florida 33613 (located off of Bearss Avenue)</b> |                  |
| Week 3<br>1/29 | Evaluating and Promoting Cognitive Health<br>Functional and Behavioral Health   | 10, 12<br>14, 18 |
| Week 4<br>2/5  | How to Understand a Neuropsychological Report<br>(Mood, Personality, Cognition)   | Handouts         |
| Week 5<br>2/12 | Assessment of Depression<br>Description of MMSE and GDS Assignment  | 8                |
| Week 6<br>2/19 | Assessment of Anxiety/Agitation   | 8                |
| Week 7         | Assessment of Expressive and Receptive Language   | 9                |

|                        |  |                             |
|------------------------|--|-----------------------------|
| 2/26                   | Dr. Kathryn Kieffer  |                             |
| Week 8<br>3/5          | Assessment of Dementia/Delirium – Part I<br><b>(Class Presentations)</b>   | 7                           |
| <b>Week 9<br/>3/12</b> | <b><u>No Class *****Spring Break</u></b>   |                             |
| Week 10<br>3/19        | Assessment of Dementia – Part II<br><b><u>GDS/MMSE PAPERS DUE/Class Presentations</u></b>                            |                             |
| Week 11<br>3/26        | Screening and Assessment of Alcohol/Drug Problems<br>Dr. Larry Dupree  | Handouts                    |
| Week 12<br>4/2         | Assessing Suicide Risk, Elder Abuse, and Violence  | 6                           |
| Week 13<br>4/9         | Crisis Assessment and Intervention with Older Adults   | 2, 20                       |
| Week 14<br>4/16        | Driving<br><b>Trail Making A &amp; B (Materials supplied in class)</b>   | 4                           |
| Week 15<br>4/23        | Assessment of Capacity<br>Advance Directives, Competency<br><b>Discuss Completed Values History on Pages 70 – 75</b> | 5                           |
| Week 16<br>4/30        | Sleep, Sex, and Final Exam Review<br><b><u>ELDERNET PAPERS DUE/ Class Presentations</u></b>                          | page 304<br>pages 339 - 340 |
| <b>5/7</b>             | <b>Final Exam (30 multiple choice questions)</b>   |                             |

**REQUIRED ASSIGNMENTS**

**1. ElderNet Service Learning Project**

Students may elect to serve as an Elder Net telephone caller **OR** complete a needs assessment for ElderNet. ElderNet assignment options will be discussed in detail the first day of class.

**ASSIGNMENT OPTION 1:** Students will be required to complete a minimum of one 4 hour time block each week at a set time agreed upon between the student and ElderNet staff. Students who provide ElderNet telephone calling services to older adults will be required to write a 2 to 3 page paper describing either their 1) most challenging experience with an ElderNet client and how they resolved or addressed the issue or 2) the most important thing they learned as an ElderNet caller. Students will be required to complete a minimum of one four-hour time block each week at a time agreed upon between the student and ElderNet staff. Students will also present their paper as a class presentation. **ASSIGNMENT OPTION 2:** Students will be

required to conduct a needs assessment for ElderNet. The specific area to be assessed will be determined by ElderNet staff, but project will require a literature search, review of the literature, assessment of community needs, and interviews with key stakeholders. A 10 to 15 page paper will be written that includes a 1 page description of the problem, 1 to 2 page background statement, 1 to 2 page description of the public health significance, 1 to 2 pages description of the methods used to conduct the needs assessment, 2 to 3 pages of results, 4 to 7 pages of recommendations, and a 1 to 2 page conclusion. On the due date, your ElderNet paper must be submitted as a hardcopy in class.

## **2. GDS Administration and Report**

Students will administer the 30-item Geriatric Depression Scale (GDS) to two (2) people and write 1 brief report. The report should be 2 to 3 pages in length (1 to 1.5 pages per screened individual) and describe the administration process, items endorsed, interpretation of the cut score, and referral question. This assignment will be discussed in detail during the week four class. On the due date, your GDS paper must be submitted as a hardcopy in class.

## **3. MMSE Administration and Report**

Students will administer the 30-item Mini Mental State Exam (MMSE) to two (2) people and write 1 brief report. The report should be 2 to 3 pages in length (1 to 1.5 pages per screened individual) and describe the administration process, items failed, interpretation of the cut score, and referral question. This assignment will be discussed in detail during the week four class. On the due date, your MMSE paper must be submitted as a hardcopy in class.

## **4. Values History**

Students will complete the Values History on pages 70 to 75 in the textbook. Students will discuss the importance of obtaining a values history when competing an advance directive.

### ***Academic Dishonesty or Disruption of Academic Process***

It is important to recognize that the classroom is an environment that requires respect for all participants. Therefore, students are expected to conduct themselves in a considerate manner. All participants in class must respect the classroom environment by being on time and turning off cell phones, pagers and headphones. Any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. The University of South Florida has very specific policies and procedures regarding academic dishonesty or disruption of academic process (see 2004-2005 Undergraduate catalog or <http://www.ugs.usf.edu/catalogs/0506/adadap.htm>). In the School of Aging Studies, we value academic honesty and good conduct in the classroom and as such, we strongly adhere to university guidelines with regard to departure from these conventions. Punishment for academic dishonesty includes receipt of a "0" or failing grade for a specific assignment, an "F" or "FF" final course grade, as well as suspension from the university for a semester or entire year. Unfortunately, we have been forced to deal with several cases of academic dishonesty during the past several years. If you have any questions about academic dishonesty, please see your instructor or university policies.

Cheating is defined as follows: (a) the unauthorized granting or receiving of aid during the

prescribed period of a course-graded exercise: students may not consult written materials such as notes or books, may not look at the paper of another student nor consult orally with any other student taking the same test; (b) asking another person to take an examination in his/her place; (c) taking an examination for or in place of another student; (d) stealing visual concepts, such as drawing, sketches, diagrams, musical programs and scores, graphs, maps, etc. and presenting them as one's own, (e) stealing, borrowing, buying, downloading from the Internet, or disseminating tests, answer keys, or other examination material except as officially authorized, research papers, creative paper, speeches, etc.; and (f) stealing or copying of computer programs and presenting them as one's own.

The University of South Florida has an account with an automated plagiarism detection service that allows instructors to submit student assignments to be checked for plagiarism. All written assignments for this class will be submitted to this plagiarism program via Blackboard. Assignments are compared automatically against a variety of items in the Internet, and previously submitted papers. Material that may not be original is flagged and a matching score is calculated. The Instructor receives the matching score and a report. See this website, <http://www.cte.usf.edu/plagiarism/index.html>, for additional information about this automated service and a student tutorial about plagiarism.

### ***Special Facilities***

Any student with a disability should be encouraged to meet with the instructor privately during the first week of class to discuss accommodations (See Student responsibilities: <http://www.sds.usf.edu/Students.htm>). Each student must bring a current **Memorandum of Accommodations** from the Office of Student Disability Services that is prerequisite for receiving accommodations. Accommodated examinations through the Office of Student Disability Services require two weeks notice. All course documents are available in alternate format if requested in the student's **Memorandum of Accommodations**. (See faculty responsibilities: <http://www.sds.usf.edu/faculty.htm>).

### ***Make-up Final Exam***

Make-up final exams are only permitted in the following circumstances: 1) death or illness in the student's family, 2) student illness, 3) three or more final examinations on the same day, and 4) participation in a university sponsored activity at the time of a regularly scheduled examination. Make-up exams will not be granted for personal convenience or travel. Make-up exams will be granted only if the circumstances are documented, and advanced arrangements are made for the situations described in 3 and 4. This should be arranged with the instructor and generally by the sixth week of the semester.

### ***Incomplete Grades***

Incomplete grades (I) will not be given in this course except under exceptional circumstances. This should be discussed with the instructor prior to the end of the semester.

### ***Religious Preference Absence***

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second

class meeting.

***Tapes and Notes***

Students may tape class lectures with permission from the instructor. The selling of tapes or notes from this class is not permitted.

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USF Criteria for Service Learning:

- Collaborating with the Crisis Center to provide ElderNet support telephone calls will provide students with the opportunity to become knowledgeable of the community needs of older adults as well as the social services available to address their needs. This will also assist the community agency with providing a much needed service within their limited resource base.
- Through partnering with the ElderNet service, students will have the opportunity to interact with older adults, assess the psychosocial issues they face, and address some of the ethical issues that arise when working with older clients. At the start of the semester all students will receive 4 hours of training from ElderNet staff.
- Students will be required to complete either a 1) reflection assignment based on their experience as an ElderNet volunteer who makes weekly reassurance and safety telephone calls to community dwelling elders or 2) a research paper that addresses issues of importance to ElderNet services. If students volunteer at ElderNet, they will complete a reflection assignment. Students who choose not to volunteer will complete an alternative assignment designed to also benefit the ElderNet program.
- Volunteer students who make weekly telephone calls will be asked to complete a block of four hours of time at the ElderNet program each week. This is the standard time shift required weekly for volunteers.
- Student grades will reflect both their required coursework as well as their service-learning at the Crisis Center as outlined in the course syllabus grading requirements.

Work with Community Agency:

- The USF course Mental Health Assessment of Older Adults will work with the Crisis Center of Tampa to provide support calls to older adults through the ElderNet program.

Student Participation:

- Students will have the option to either volunteer four hours each week at the Crisis Center and write a reflection paper about their experience at the end of the semester or write a more comprehensive research paper that will contribute to the goals and mission of the Crisis Center.