



## **SYLLABUS**

### **EDUC 6360 Assessment and Counseling the Older Adult**

**SEMESTER: Spring 2017**

**PROFESSOR: Dr. Samuel Garcia, LPC-S**

**PHONE: (830)703-4823**

**EMAIL: samuel.garcia@sulross.edu**

#### **Required Texts:**

Blando, J. (2010). *Counseling Older Adults* (1<sup>st</sup>. ed.). Routledge: New York, NY.

**ISBN-13:** 978-0415990516

**ISBN-10:** 0415990513

#### **Course Prerequisites:**

Student must have earned a grade of B or higher in EDUC 5307, EDUC6315 & EDUC 6308 and have permission of the Instructor.

#### **Course Purpose:**

This course will offer counseling students opportunities to assess, select and implement effectual counseling models and explore outcome research for both diagnosable conditions and late-life transitions.

#### **Course Description:**

Common life experiences and transitions in later life often create specific individual, marriage and family needs. This course is designed to give students a comprehensive perspective of many aspects of the aging process. Special emphasis is placed on assessment, differential diagnosis, treatment planning, and treatment implementation.

#### **Student Learning Expectations / Outcome for this Course**

**Upon completion of the course, students will demonstrate knowledge of:**

- Ethical values and discipline-based theories (e.g., biology, psychology, sociology) to understand the aging process;

- Issues of prevention as well as common diseases and functional disorders of older adults;
- The relationship between gerontological theory and practice with older adults;
- A strengths-based conceptual framework to view older people as resources and contributing members of society;
- The continuum of care represented in the aging service network;
- How matters such as gender, race, ethnicity, culture, poverty, education, sexual orientation, and rural residence relate to aging and their relevance for assessment, treatment, and case management; and
- Theories of cause and theories of change related to the development, assessment, and treatment of five common challenges relevant to older adults: anxiety, depression, cognitive impairment, caregiver stress, and end-of-life.
- Evidence-based practice models for working with older adults and their families on problems related to anxiety, depression, cognitive impairment, caregiver stress, and end- of-life care.

**Also upon completion of the course, students will demonstrate skills in:**

- Assessment of older adults;
- Collaboration with the families of older adults;
- Individual, family, and group treatment with older adults;
- Case management with older adults and their families related to case, program & system management; and,
- Assessment, treatment, and case management for anxiety, depression, cognitive impairment, caregiver stress, and end-of-life.

**Course Structure and Methods of Evaluation:**

This course will be taught as a graduate course, with lecture and group collaborative discussion, small group exercises, video reflections, oral presentations and reflective writing. It is expected that students will have read all readings and be prepared to engage in a conversation regarding main points and application of the readings. Students are expected to be respectful of others' opinions, share perspectives and engage in critical thought, integrate information and theories from other disciplines and course work in your writings and discussions; and engage in ethical practices.

**Grading System:** The final grade will be determined on the basis of achievement of student learning

outcomes and fulfillment of course expectations.

A = 100-90 points B = 80-89 points C = 70-79 points D = 60-69 points F = below 60 points

**Group Collaborative Discussion:** 10 points

**Small Group Exercise:** 10 points

**Oral Presentations:** 10 points

**Video Reflections:** 20 points

**Weekly Quizzes:** 20 points

**Movie Reflection Paper:** 30 points

**Group Enhanced Collaborative Streaming Interaction (10- points):**

As your instructor, I place heavy emphasis on Individual class participation. The interactive component to this course is critical; it will enhance your critical thinking/reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your rich experience(s). The experiences communicated by students add tremendously to everyone's learning in class. Our live *Enhanced Collaborative Streaming* interaction will provide us the opportunity to review the week's theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. You will need to have high-speed Internet service, and the *Adobe Flash Player* loaded into your personal computer. *The IT department has suggested that you use Google Chrome or FireFox as your web browser to alleviate technical difficulties.* I have placed a quick link to *Adobe Flash Player* for quick download onto his or her personal computer. Students are always welcome to use the on-campus computer lab for the Collaborate interactive weekly meetings.

Class attendance and active participation in class discussions is expected and essential to promoting student learning (yours and your classmates). Keep in mind that participation is creatively influenced; not everyone participates verbally; please be aware of your own participation style, and share air time with other students. You are expected to attend all class meetings. Also, since this course requires your active participation and is group oriented, please do not enter late or depart early.

This class meets once per week. **Missing more than two classes will reduce your grade by a full letter grade.** As a graduate level class, your preparation for class, attentiveness, reflection, integration of readings into class discussions, and quality of participation in class discussion and group activities through sharing experiences, issues, questions from the readings, and new learning is expected. Please bring to each class period questions or issues from the reading, the literature, or your professional experiences which you would like to raise in class. You will also be asked to work in a group and to co-facilitate part of one class with your group.

To maintain an ideal learning environment for yourself and your colleagues, please keep background activity minimal to minimize distractions and noise interference.

You will be asked to assess your own engagement via attendance, reflection, discussion in class and out, and through your immersion experience.

Deadlines for presentations and projects are firm. However, life is sometimes unpredictable; please communicate with me before the project due date if you expect to have a late assignment and we will

work out a new deadline.

**Small Group Exercise (10-points):**

Each student shall participate in a small group discussion and collaboratively prepare the exercise on his or her own personal time. Each group shall consist of evenly allocated group members. Each group will select a video reflection and (a) discuss the authors intention, b) identify the developmental stage process.

The purpose of this assignment is to consider how to create effective formal assessment skills while simultaneously bring-about evidence-based therapeutic counseling to the older adult. The assignment addresses the complexity, comprehensiveness, and intentionality needed for effective counseling. The goal is for you to engage in critical thinking and analysis about older age cognitive schemes and the outcomes of current practices and about creating more effectual conclusions.

**Oral Presentations (10-points):**

Delivering effective oral presentations involves three components: what you say (*verbal*), how you say it with your voice (*vocal*), and everything the audience can see about you (*visual*). For all three components, maximize the signal-to-noise ratio: Amplify what helps, filter out what distresses.

Each student will select a segment of a video reflection and present specific aspects. The presentation should have a strong point of emphasis and evoke conversation from other students. The presentation will not exceed five minutes in length. The oral presentation will be rated according to the Rubric.

CATEGORY	4	3	2	1
Collaboration with Peers	Almost always listens to, shares with, and supports/challenges the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports/challenges the efforts of others in the group.	Often listens to, shares with, and supports/challenges the efforts of others in the group but sometimes is not a reliable team member.	Rarely listens to, shares with, and supports/challenges the efforts of others in the group. Often is not a reliable team member.
Comprehension	Student is able to accurately answer almost all questions posed by colleagues about the topic, or offers follow-up to colleagues.	Student is able to accurately answer most questions posed by colleagues about the topic, or offers follow-up to colleagues.	Student is able to accurately answer a few questions posed by colleagues about the topic, and offers little follow-up.	Student is unable to accurately answer questions posed by classmates about the topic, and offers no follow-up.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Well, Creates Interest	Speaks clearly and creates significant interest by engaging the audience well.	Speaks clearly and creates some interest in the topic.	Speaks clearly some of the time, and creates some interest in the topic.	Does not speak clearly and creates little interest in the topic.
Content	Shows a full understanding of the	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic

	topic.			very well.
Pauses	Pauses were effectively used 2 or more times to improve meaning and/or dramatic impact.	Pauses were effectively used once to improve meaning and/or dramatic impact.	Pauses were intentionally used but were not effective in improving meaning or dramatic impact.	Pauses were not intentionally used.
Listens to and Participates in Others' Presentations	Listens intently. Asks good questions and makes relevant comments.	Listens intently but has no or little contributions.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and is sometimes distracting.

### **Video Reflections (20-points):**

Students will access the *Video Reflections* tab and review the assignment and enter a 1 to 2 paragraph reflective comment regarding the assignment. The comment must include your version of what theme or message the author is attempting to convey to his or her audience. Include any rationality, as perceived by the descriptive content; include your thoughts and emotion(s) you experienced while viewing the video, and perceptions of how the information might impact future activities. You are welcome to enter a personal experience(s) recalled while viewing the video. **However, please consider any confidential or sensitive information before elaborating in a public setting.**

The assignments mostly consist of short video clips, but may consist an article, or a guest person presentation. You will have **ten Video Reflection activities**, and each event is worth 2-points of a possible 20 points. You will see the link to the video clip embedded in the thread menu.

### **Weekly Quizzes (20-points)**

Please complete, and thoughtfully analyze, all readings **prior** to class. You should come to class prepared to engage in both all class and small group discussions. Not all readings will be addressed directly during class time, but the texts will be helpful to you for other classes, setting the context of the profession, and your continuing professional development.

Each student will complete a quiz on a weekly basis. The quizzes are intended to ensure you can grasp the content of the assigned reading. There is a total of **ten quizzes**, and each quiz is worth 2-points of the possible 20 points.

### **Movie Reflection Paper (30-points)**

Reflection papers are intended to move a student from passive learning to Active learning. Active learning enhances reasoning skills that are very important to a counselor. Like your forum entries, this assignment is meant to enhance your counseling skills by grasping certain content while assessing your intrinsic processes. The paper has a grade value of 30 points. I have provided students with a brief video that explains reflective learning and how to write a reflective paper. This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use an APA format to write this paper. The writing lab can assist you in understanding the mechanics involved in writhing a reflective paper. All written assignments should be completed on time and with academic integrity. All written assignments should follow APA Guidelines (as detailed in the APA Manual, 6<sup>th</sup> edition).

<b>Criteria</b>	<b>Superior (30 pnts.)</b>	<b>Sufficient (20 pnts.)</b>	<b>Minimal (10 pnts.)</b>	<b>Unacceptable (0 pnts.)</b>
<b>Depth of Reflection</b>  <b>___ of 10 points</b>	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
<b>Required Components</b>  <b>___ of 10 points</b>	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
<b>Structure</b>  <b>___ of 5 points</b>	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
<b>Evidence and Practice</b>  <b>___ of 5 points</b>	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

## PROPOSED COURSE OUTLINE

<b>DATE</b>	<b>TOPIC. ASSIGNMENT DUE AND READINGS</b>
<b>Jan. 23</b>	<p><b>Introduction: Professor and Students</b></p> <p><b>Class Activities:</b> 1) “Hello” 2) What Happens when you die?</p> <p><b>Class Process</b></p>
<b>Jan. 30</b>	<p><b>Reading Assignment:</b> Ch. 1 Theories of Aging and Later Life Development</p> <p><b>Weekly Quiz 1:</b> Ch. 1 Theories of Aging and Later Life Development</p> <p><b>Video Reflection:</b> VR1</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>
<b>Feb. 6</b>	<p><b>Reading Assignment:</b> Ch. 2 Amending and Listening Skills in Work with Older Adults</p> <p><b>Weekly Quiz 2:</b> Ch. 2 Amending and Listening Skills in Work with Older Adults</p> <p><b>Video Reflection:</b> VR 2</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>
<b>Feb. 13</b>	<p><b>Reading Assignment:</b> Ch. 3 Stages of Counseling Older Adults</p> <p><b>Weekly Quiz 3:</b> Ch. 3 Stages of Counseling Older Adults</p> <p><b>Video Reflection:</b> VR 3</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>
<b>Feb. 20</b>	<p><b>Reading Assignment:</b> Ch. 4 Psychodynamic and Existential Foundations in Counseling Older Adults</p> <p><b>Weekly Quiz 4:</b> Ch. 4 Psychodynamic and Existential Foundations in Counseling Older Adults</p> <p><b>Video Reflection:</b> VR 4</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>

<p><b>Feb. 27</b></p>	<p><b>Reading Assignment:</b> Ch. 5 Transference and Other Counseling Processes with Older Adults</p> <p><b>Weekly Quiz 5:</b> Ch. 5 Transference and Other Counseling Processes with Older Adults</p> <p><b>Video Reflection:</b> VR5</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>
<p><b>Mar. 6</b></p>	<p><b>Reading Assignment:</b> Ch. 6 Approaches to Counseling Older Adults</p> <p><b>Weekly Quiz 6:</b> Ch. 6 Approaches to Counseling Older Adults</p> <p><b>Video Reflection:</b> VR6</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>
<p><b>Mar. 13-17</b></p>	<p><b>Spring Break</b></p>
<p><b>Mar. 20</b></p>	<p><b>Reading Assignment:</b> Ch. 7 The Culture and Context of Old Age</p> <p><b>Weekly Quiz 7:</b> Ch. 7 The Culture and Context of Old Age</p> <p><b>Video Reflection:</b> VR7</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>
<p><b>Mar. 27</b></p>	<p><b>Reading Assignment:</b> Ch. 8 Spirituality and Counseling Older Adults</p> <p><b>Weekly Quiz 8:</b> Ch. 8 Spirituality and Counseling Older Adults</p> <p><b>Video Reflection:</b> VR8</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>
<p><b>Apr. 3</b></p>	<p><b>Reading Assignment:</b> Ch. 9 Multicultural Gerontological Counseling</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>



<p><b>Apr. 10</b></p>	<p><b>Reading Assignment:</b> Ch. 10 School, College, and Career Counseling and Older Adults: Grand parenting, Reentry Students, and Retirement</p> <p><b>Weekly Quiz 9:</b> Ch. 10 School, College, and Career Counseling and Older Adults: Grand parenting, Reentry Students, and Retirement</p> <p><b>Video Reflection:</b> VR9</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>
<p><b>Apr. 17</b></p>	<p><b>Reading Assignment:</b> Ch. 12 Alzheimer's Disease and Other Dementias</p> <p><b>Weekly Quiz 10:</b> Ch. 12 Alzheimer's Disease and Other Dementias</p> <p><b>Video Reflection:</b> VR10</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>
<p><b>Apr. 24</b></p>	<p><b>Reading Assignment: Assessments of Older Adults</b></p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>
<p><b>May 1</b></p>	<p><b>Oral Presentation:</b> Individual Reflection</p> <p><b>Group Presentation:</b> Video Reflection</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p> <p><b>Movie Reflection Paper Due</b></p>