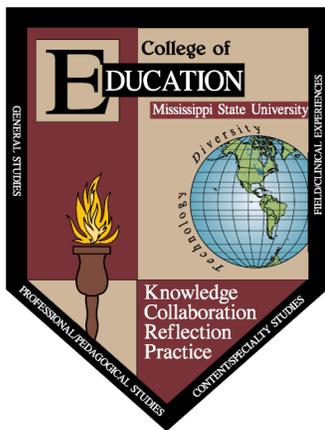


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix & Number:	COE 8813
Course Title:	Counseling Elderly Clients
Credit Hours:	3 hours
Type of Course:	Lecture
Catalog Description:	Three hours lecture. Concepts, attitudes, and skills needed to provide counseling for elderly clients.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Description:

This course will provide students with skills and background information in counseling older adults, their family members and/or caretakers. In addition, this course will provide students with the opportunity to acquire a conceptual understanding the phenomena of the process of human aging.

Course Objectives:

The objectives of this course are to provide students with the opportunity to develop essential critical thinking, analytical skills and an understanding of the basic assumptions and belief systems underlying social perceptions and attitudes as they related to ethical issues in counseling the elderly. The course objectives will focus on:

- 1) The need for and practice of specific counseling interventions with older adults, their family members and/or caretakers and professional caregivers.
- 2) The concept of a life course perspective on aging and its controversies and challenges.
- 3) The effects of aging on individuals from diverse cultures, races and ethnic backgrounds, including vulnerable populations.
- 4) Impact of mental health issues in all aspects of the aging process.
- 5) Introduction to culturally sensitive counseling and individual psychological assessment techniques which are beneficial to specific diverse older adults.
- 6) The transitional processes of aging, life events, and mental health issues.
- 7) Practice of counseling skills and techniques that are suitable for individual and group counseling with older adults and their immediate family members.
- 8) Knowledge of current research pertaining to the aging process and coping with the challenges of aging.
- 9) The relationships between one's own culture values, professional values, and ethics as they related to gerontological knowledge, practice, and interactions with older adults.
- 10) The social systems approach as a way of analyzing and researching human perceptions and behaviors towards older adults.

Topics to Be Covered:

Topics	Assignments & Activities
Introduction, Overview and Communication Procedures. Chapter 1: Stress & Mental Health	Chapters 1 & 2 (Brody & Semel)
Chapter 2: Psycho-therapeutic Interventions for Older Person with Dementing Disorders	Chapter 3 (Brody & Semel)
Chapter 3: Nursing Homes Working with Staff, Families, & Residents in an Institution	Chapter 4 (Brody & Semel)
Chapter 4: Reminiscence Groups with Women in a Nursing Home	Chapter 5 (Brody & Semel)
Chapter 5: Mothers & Daughters: Care-giving and Adjustment Issues	Chapter 6 (Brody & Semel)
Chapter 6: Working with Alzheimer's Disease Residents of a Nursing Home	Chapter 7 (Brody & Semel)
Chapter 7: Issues of the Elderly in the Community. Care-giving: An Overview with Clinical Examples	Review Chapters 1-7
Chapter 8: Care-giving: An Overview with Clinical Examples	Chapter 7 (Brody & Semel)
Chapter 9: Housing and Community Options for the Elderly	Chapter 8 (Brody & Semel)
Chapter 10: Therapeutic Activity Programs for Assisted Living Facilities	Chapter 9 (Brody & Semel)
Chapter 11: Private Practice. Individual treatment of an Older Woman with Borderline MR: The Case of Mrs. Z	Chapter 10 (Brody & Semel)
Chapter 12: Modern Psycho-analytic Therapy with an Aging Man: The Failure to Attain Occupational Success	Chapter 11 (Brody & Semel)

Chapter 13: Private Practice with the Aging Couple: Two Unusual Case Studies	Chapter 12 (Brody & Semel)
Chapter 14: Counter-transference and Ageism: Therapist Reactions to the Older Patient	Chapter 13 (Brody & Semel)
Chapter 15: Relevant Issues and Approaches for Therapy. The Political Reality of Medicare: History and Treatment Issues	Chapter 14 (Brody & Semel) Review Chapter 8-15

Required Text:

Brody, C., & Semel, V. (2005). *Strategies for therapy with the elderly: living with hope and meaning*. (2nd Edition) Springer Publishing Company.

Course Design/Methods:

The course will follow the method of lectures and class discussions, along with some in-class activities and presentations. Students are responsible for reading all chapters assigned from the textbook for class and are expected to participate actively in all discussions. The opportunity for service learning experience at a community agency and/or institution for the elderly will also be provided. Occasionally, videos, films and/or guest lecturers may be utilized in presenting course materials.

Academic Expectations:

Students are expected to attend classes, be on time, be prepared, participate in class discussions and activities, and complete assignments in a timely manner.

- a. ATTENDANCE: It is the student’s responsibility to attend all class lectures, presentations and/or activities. Students are responsible for obtaining any class notes, assignments, etc. The instructor assumes no responsibility for any material that is missed during unexcused absences.
- b. EXCUSED ABSENCES: It is the student’s responsibility to inform the instructor of a possible absence from class. All excused absences will require original written documentation (doctor’s excuse, funeral program, etc.).
- c. UNEXCUSED ABSENCES: Unexcused absences beyond three (3) class sessions will receive a 5-point reduction from the final attendance grade.
- d. ASSIGNMENTS & TESTS: Late assignments or make-up tests will not be accepted or given without prior approval. Arriving late, by 10 minutes or more, for

an exam without proper excuse (to be determined by instructor) will face the risk of reducing the grade by 5 points from final exam score.

- e. **CLASS PREPARATION:** Students are expected to prepare for each class session by reading all assignments and completing scheduled class work. Periodically, additional lectures and assignments may be included as part of the instructional process. Students will be notified of these changes during class instruction as additions to the course syllabus. Students are responsible for seeking clarification of materials presented and for any announcements made in class regarding assignments, class meetings, or other pertinent information.

Student Activities/Course Assignments:

1. **READING ASSIGNMENTS:** Class discussion will focus on readings from the assigned textbook including class handouts and supplemental materials provided by the Instructor. Students will be responsible for the assigned materials from the textbook even if they are not included in the lecture.

2. **WRITING ASSIGNMENTS:** Students will write a 5-page double-spaced paper on a specific counseling intervention that works best with older adults to improve their mental health. Course paper should be in APA style. The American Psychological Association (6th Edition) should be used for APA Style Manual at any bookstore. Writing assignments and course papers that are recycled or plagiarized will receive an automatic "F." If you are unsure of the implications of plagiarism, please seek instruction before turning in your paper. Read Handout on Plagiarism.

a. Plagiarism:

<http://www.collegeboard.com/student/plan/college-success/10314.html>

<http://library.salve.edu/plagiarism/>

b. Resources for Writing Papers APA Style:

<http://www.apastyle.org/previoustips.html>

http://owl.english.purdue.edu/handouts/research/r_apa.html

Honor Code:

Academic Honesty:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Any student suspected of engaging in academic dishonesty, including plagiarism, using another student's work, etc., will be referred to the MSU Honor Code Council Office (AOP 12.07). Students must read and become familiar with the MSU Honor

Code and they will confirm their understanding and agreement of the Honor Code by signing the Honor Code statement and submit the electronic signed statement to the instructor. For information see: <http://www.msstate.edu/dept/audit/PDF/1207a.pdf>

Technology/Electronic Devices:

Laptops in class should only be used for the purpose of this class. In consideration and respect to all and in order to avoid interruptions, the use of cell phones while in class will not be permitted. Cell-phone texting and/or reading are NOT permitted in class. MSU Policy: AOP 10.08

Academic Accommodations:

If accommodations (based on the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act) are needed, students should notify the Instructor within the first two (2) weeks of the semester. All reasonable accommodations will be provided to ensure that special needs based on disabilities do not restrict a student's opportunity to learn and participate in distance education classes. The course and its related materials will be 100% accessible during initial development. Written confirmation from the MSU Student Support Services office (SSS) is required for accommodations during class session and during tests/exams. SSS office is located at: 01 Montgomery Hall, telephone: (662) 325-3335. For more information see: <http://www.sss.msstate.edu/disabilities/>

Diversity:

This course will comply with Mississippi State University diversity policies.

Field Experience:

None

Method of Evaluation:

Students' evaluation will include student's performance, participation during class discussions, exams and other related projects. There will be two (2) examinations, including the Mid-Term and Final exams. These exams will be based on the textbook chapters covered and other related materials discussed in class. Exams format may include a combination of questions: true & false, multiple choice, brief essay, etc. In the event of missing an exam, for which an excused was previously approved by the instructor, arrangements for a make-up exam will be made on a case-by-case basis. Each examination will count for 25% of the final grade.

Evaluation: Writing assignments such as papers and class presentations will be evaluated based on:

- a. Content, comprehensiveness, appropriateness and quality of work.

- b. Evidence of critical analysis and updated references;
- c. Organization and logical development of information;
- d. Clarity of communication and facts;
- e. Quality of writing, grammar, spelling, format criteria and creativity.

Grading Criteria	Grading Scale
Discussion Participation = 10 %	90-100 = A
Service Learning Experience = 20 %	80-89 = B
Course Paper = 20 %	70-79 = C
Mid-term Exam = 25 %	60-69 = D
Final Exam = 25 %	59 & below = F
Total points = 100 %	

“I” Grade: According to the University Bulletin, “a grade of “I” (incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her family, or similar circumstances beyond his or her control, is unable to complete the course requirements or take the final examinations. A grade “I” will not be submitted for reasons other than previously described. Except for circumstances noted above, and “I” grade will not be given to extend the semester so that a student may complete a required assignment (s) and/or course work.

Resources:

Aging Organizations

AARP: AARP is a nonprofit membership organization dedicated to addressing the needs and interests of persons 50 and older. Website: <http://www.aarp.org>

American Society on Aging: The American Society on Aging is a nonprofit organization committed to enhancing the knowledge and skills of those working with older adults and their families. Website: <http://www.asaging.org>

National Council on the Aging: The National Council on the Aging is an association of organizations and professionals dedicated to promoting the dignity, self-determination, well being, and contributions of older persons. Website: <http://www.ncoa.org>

Department of Health and Human Services (DHHS). Administration on Aging (AoA): <http://www.aoa.gov/>

Health and Aging Organizations Online Directory: www.nia.nih.gov

Administration on Aging Eldercare Locator: www.eldercare.gov.

WHO Ageing: World Health Organization (WHO): www.WHO.org

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