

**Course Title:** *Mental Health and Aging – Spring 2023*

**Course Number:** *HBSP 0603*

**Course Pre- and Co-requisite(s):** *Intro to Gerontology*

**Course Instructor:** *Elissa Kozlov, PhD, Assistant Professor, School of Public Health, Institute for Health, & [Elissa.Kozlov@Rutgers.edu](mailto:Elissa.Kozlov@Rutgers.edu), 848-932-6898*

**Office Hours:** *TBD and by appointment*

**Course Assistant:** *Molly Nowels*

**Course Website:** [canvas.rutgers.edu](https://canvas.rutgers.edu)

**Required Course Text:** *Segal, D., Qualls., & Smyer, M. (2018). Aging and Mental Health, 3<sup>rd</sup> Edition. New York: John Wiley*

**Additional/Supplemental Readings/Resources:**

- Stanford School of Medicine Ethnogeriatrics training site: <http://geriatrics.stanford.edu/>
- Additional required articles and videos will be posted to *Canvas Course Site*.
- Carstensen, L. (1995). Evidence for a Life-Span Theory of Socioemotional Selectivity. *Current Directions in Psychological Science*, 4(5), 151-156. Retrieved from <http://www.jstor.org/stable/20182356>
- [http://thehastingscenter.org/pdf/access\\_hospice\\_care.pdf](http://thehastingscenter.org/pdf/access_hospice_care.pdf)
- Kok, R. M., & Reynolds, C. F. (2017). Management of depression in older adults: a review. *Jama*, 317(20), 2114-2122.
- Gelfand, D. E. (2006). *The aging network* (6th ed.). New York: Springer Publishing Company. ISBN #0826102069
- Hall, J., Kellett, S., Berrios, R., Bains, M. K., & Scott, S. (2016). Efficacy of cognitive behavioral therapy for generalized anxiety disorder in older adults: systematic review, meta-analysis, and meta-regression. *The American Journal of Geriatric Psychiatry*, 24(11), 1063-1073.
- Kozlov, EK, Dong, X, Kelley, A, Ankuda, C. The epidemiology of depression in the last year of life. *J Am Geriatr Soc.* (2019). The Journal of the American Geriatrics Society. Online first.
- **Kozlov, E.**, Phongatel, V.... Reid, MC. Prevalence, severity, and correlates of symptoms of anxiety and depression at the very end of life. *J Pain Sympt Mgmt.* (In Press).

**Course Description:** This course provides an overview of the theory and research in mental health for older populations focusing on psychological, social and biological aspects of mental health. The main objective of this course is to equip students with the content knowledge and skills needed to understand the aging process as well as the common biopsychosocial issues that present in later life. The course will explore the epidemiology, etiology, assessment and treatment of psychological disorders commonly experienced by older adults as well as the social, historical, cultural and political climate in which older adults age. This course will also explore careers in aging, aging policy, and aging research with a focus on mental healthcare.

**Selected Concentration Competencies Addressed:** Each Concentration identifies competencies for each degree offered.

The competencies addressed in this course for the MPH in Population Aging include:

1. Analyze interventions and policies to improve older adult outcomes and population aging outcomes (physical health, mental health, well-being, morbidity, mortality, etc.)
2. Explain the obstacles to, and facilitators of, improved older adult outcomes and population aging outcomes

The competencies address in this for the MPH in Social and Behavioral Health Sciences include:

1. Understand the importance and use in public health policy in health behavior change and health promotion
2. Utilize health behavior theories and models for understanding health behaviors
3. Understand public health research as it pertains to the principles of behavioral science research
4. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems

Please visit the Concentration webpages on the School of Public Health's website at [sph.rutgers.edu](http://sph.rutgers.edu) for more information about the curriculum and competencies for our degrees and concentrations.

**Course Objectives:** By the completion of this course, students will be able to:

- A. Discuss age as one of many facets of diversity that intersect and influence later life experiences and mental health
- B. Describe the influence of historical and cultural factors on stigma and biases related to aging and mental health
- C. Identify issues related to loss, change and transition throughout the life cycle
- D. Differentiate between normal and pathological aging and understand the etiology, epidemiology and biopsychosocial frameworks that exacerbate common mental health issues in older adults
- E. Identify pathways to various careers in aging and mental health
- F. Understand how to evaluate research related to mental health and aging

**Course Communication:** The instructor will communicate with students primarily through the tools within the Canvas course. If you have a question that you feel may help other students as well, please post your question in the "Class Help: Ask A Question" discussion thread. If you have a personal concern or question you would like to talk about, please email the instructor directly or attend office hours. During the work week, the instructor will aim to respond to personal emails or your posts directed to the instructor within 48 hours. For communications posted/emailed over the weekend, the instructor will try to respond by the end of the business day on Tuesday for most situations. If the instructor is out of town without Internet access, the instructor will post a note in Canvas in Announcements. The goal will be to post grades within seven days of the final due date of the assignment, unless otherwise stated.

**Fostering Course Community:** The instructor will work to foster community through discussion boards, online activities, etc. Students are encouraged to get to know each other and contribute their particular strengths, expertise, and experience to enrich the class. Working with your classmates, explaining concepts to each other, and interacting with your instructor (and course assistant, if assigned) are the most effective ways to understand the course concepts and succeed in this course. By posting questions on Canvas (rather than via email) the entire class has the benefit of learning from the discussions, so please consider posting your question as a first option.

**Canvas Announcements:** This course will use Announcements in Canvas to share course information, highlight lessons learned, and send reminders. Be sure you review your notification settings in Canvas so that you receive these Announcements using your preferred contact method. In addition, please be sure to check the Announcements tab at least once each week in the Canvas shell for this course.

**Module Schedule:** All course deadlines are listed in Eastern Time Zone. Canvas will record all deadlines in this time zone. If you are in a different time zone, plan accordingly. Each week will begin on a Monday and will end on Sunday. To complete all of the module assignments, you should plan to spend approximately 9 hours per week on the course material for a total of approximately 145 hours of course-related activities (discussion boards, assignments, papers, readings, etc).

**Discussion Board Guidelines and Expectations:** Discussion prompts will be posted on Canvas weekly. You will utilize readings, videos and other information to inform and engage in the discussion boards each week. Respect, critical thinking and application of knowledge will guide these discussions. Original posts for Discussions are due by Thursday at 11:59am and your replies are due Monday at 11:59am. The instructions and expectations for the Discussion Board, including a rubric, are posted on Canvas.

### Course Requirements and Grading:

- Weekly online participation in the discussion forum will be an important part of your grade. These will involve (1) submission of 3 discussion questions based on the textbook and additional readings each week if you are the discussion board leader (2) a posting that will vary in medium to include written, oral and video commentaries. Postings after the deadline will receive 0 points.
- Assignments – Assignments will vary from case conceptualizations to public health applications to mini lectures you create. More information about the assignments will be given out closer to due date of the first assignment.
- Essay-based tests – At the end of each section, you will be given an essay-based test designed to assess your competency of the new knowledge you gained during the section. These tests will be timed, so though they are open book, in order to succeed you will need to have prepared. 3 tests total. 45 points

1. <i>Weekly online participation</i>	15%
2. <i>Assignments</i>	40%
3. <i>Essay tests (3)</i>	45%.
<i>Total:</i>	100%.

*Grading Policy:*

94 – 100	A
90 – <94	A-
87 – <90	B+
84 – <87	B
80 – <84	B-
77 – <80	C+
70 – <77	C
<70	F

***See Weekly Schedule below for all assignments:***

**Course Schedule:**

Week	Date	Course Topic	Activities/Assignments/Assessments <b>Make sure to view each item in Canvas for specific details and instructions</b> *Every week, 3 discussion questions and 1 response	Link to Competencies and Objectives
1	Jan 17 - Jan 22	Psychological Science and Gerontology	<ol style="list-style-type: none"> <li>1. Complete the <a href="#">Journal Club and Office Hours Survey</a></li> <li>2. Read Chapter 2</li> <li>3. Watch the <a href="#">two microlectures</a></li> <li>4. Answer the <a href="#">micro essays</a> (Due Thursday, January 26th at 1159am)</li> <li>5. Respond to two peers' essays in your learning group (Due Monday, Jan 23rd at 1159am)</li> <li>6. Start <a href="#">critical thinking assignment 1</a> due Feb 6th at 1159am</li> <li>7. Introduce yourselves to one another on <a href="#">this discussion board by January 23rd at 11:59am</a></li> <li>8. Take <a href="#">this survey to</a> help us determine office hours and journal club topics by January 23rd at 11:59am</li> </ol>	Competencies: 2,3 Objectives: A, D, F
Week 2	Jan 23 – Jan 29	Positive mental Health	<ol style="list-style-type: none"> <li>1. Read Chapter 3 and the intro to section 2 in your textbook</li> <li>2. <a href="#">Watch the lecture</a></li> <li>3. Read the article on <a href="#">Socioemotional Selectivity Theory</a><a href="#">Links to an external site.</a></li> <li>4. Take the <a href="#">IAT test on Aging</a> <a href="#">Links to an external site.</a> and write about your experience on your group specific discussion board (due Thursday Jan 26th at 1159am).</li> <li>5. Respond to two peers on your learning group's IAT discussion board (due Monday Jan 30th at 1159am)</li> <li>6. Complete <a href="#">Media Representations in Aging Assignment</a>, due January 30th at 1159am</li> </ol>	Competencies: 2,3 Objectives: A,D
3	Jan 30– Feb 5	Models of Mental Health and Aging	<ol style="list-style-type: none"> <li>1. Read Chapter 5 &amp; 6 in your textbook as well as the conclusion of part 2</li> <li>2. Cope Inventory Discussion post discussion by feb 2nd 11:59 am ET and respond to peers by feb 6th 11:59am ET</li> <li>3. Watch Microlecture on models of mental health and aging</li> </ol>	Competencies: 2,3 Objectives: D,F
<b>4 End of sect. 1</b>	Feb 6 – Feb 12	Aging, Diversity and Ageism	<ol style="list-style-type: none"> <li>1. Read Chapter 1 of your textbook</li> <li>2. Watch the <a href="#">microlecture</a></li> <li>3. Take 1 module from <a href="#">stanford ethnogeriatrics course site</a><a href="#">Links to an external site.</a></li> <li>4. Create a video <a href="#">microlecture in Voice Thread</a> with your partner to summarize what you learned in the Ethnogeriatrics course (due Feb 20th)</li> <li>5. Respond to your <a href="#">peers' videos</a> (due Feb 27th. at 11:59am)</li> </ol>	Competencies: 1,3 Objectives: A, B,
5	Feb 13- Feb 19	Cognitive Impairment	<ol style="list-style-type: none"> <li>1. Watch the <a href="#">guest micro lecture from Dr. Libby Luth</a></li> </ol>	Competencies: 3,4

			<ol style="list-style-type: none"> <li><a href="#">Module 5: Learning Activity - The MOCA</a> - due Monday Feb 20th</li> <li>Watch the Journal Club Leader microlecture, read their article and post on the Discussion Board by Thursday Feb 16th and respond to two peers by Monday Feb 20th</li> </ol>	Objectives: C,D
6	Feb 20- Feb 26	Mood Disorders, Grief and Bereavement	<ol style="list-style-type: none"> <li>Read Chapter 9</li> <li><a href="#">Watch Dr. Kozlov and Dr. George's microlectures</a></li> <li><a href="#">Journal Club</a> - 1 discussion post by Thursday Feb 23 and 2 responses to your peers by Monday Feb 27th</li> <li><a href="#">Critical Thinking Assignment (Due March 27th at 1159am)</a></li> </ol>	Competencies: 3,4 Objectives: C,D,F
7	Feb 27 – March 5	Anxiety Disorders	<ol style="list-style-type: none"> <li>Read chapter 11 in your textbook</li> <li>Read the Journal Club article here <a href="#">Links to an external site.</a></li> <li>Watch the Journal Club Microlecture</li> </ol>	Competencies: 3,4 Objectives: C,D,F
8	March 6 – March 12	Serious Mental Illness and Suicide	<ol style="list-style-type: none"> <li>Read chapter 10 in your book</li> <li>Watch Dr. Duberstein's Microlecture</li> <li>Read the journal club article and post a response by Thursday March 9th and two comments to peers by Monday March 13th <a href="#">Links to an external site.</a></li> <li>Watch the journal club Microlecture and post on the discussion board</li> <li>Fill out the mid-semester course evaluation.</li> </ol>	Competencies: 3,4 Objectives: C,D,F
Spring Break March 13-19				
9	March 20-26	Sexual Disorders, Sleep Disorders and Chronic Pain	<ol style="list-style-type: none"> <li>Read Chapter 12 in your textbook</li> <li>Watch the micro lecture on Sleep Disorders</li> <li>Watch the Ted Talk on Sexuality in Older Adults</li> <li>Read the Journal Club Articles and respond to the discussion thread by Thursday March 23rd and respond to two peers by Monday March 27th</li> <li>Watch the Journal Club Microlectures and answer the discussion questions</li> </ol>	Competencies: 3,4 Objectives: C,D,F
10 <b>End of section 2</b>	March 27 – April 2	Substance Use Disorders and Personality Disorders	<ol style="list-style-type: none"> <li>Read Chapter 13</li> <li>Read the two journal club articles and respond to the discussion post (Thursday March 30th for initial post and Monday April 3rd for two responses)</li> <li>Take your section 2 exam, due April 3rd</li> </ol>	Competencies: 3,4 Objectives: C,D,F
11	April 3 – April 9	Caregiving and Major Medical Issues Guest lecturer (David)	<ol style="list-style-type: none"> <li>Read Chapter 16 in your textbook</li> <li>Watch the micro lecture and interview with a caregiver</li> </ol>	Competencies: 3,4 Objectives: C,D
12	April 10- April 16	End of Life	<ol style="list-style-type: none"> <li>Watch the PBS video here: <a href="#">Being Mortal Links to an external site.</a></li> <li>Read these two journal articles: <ul style="list-style-type: none"> <li>Kozlov, EK, Dong, X, Kelley, A, Ankuda, C. The epidemiology of depression in the last year of</li> </ul> </li> </ol>	Competencies: 3,4 Objectives: C,D

			<p>life. <i>J Am Geriatr Soc.</i> (2019). The Journal of the American Geriatrics Society. Online first.</p> <ul style="list-style-type: none"> <li>• <b>Kozlov, E.,</b> Phongatel, V.... Reid, MC. Prevalence, severity, and correlates of symptoms of anxiety and depression at the very end of life. <i>J Pain Sympt Mgmt.</i> (In Press).</li> </ul> <p>3. Comment on the <a href="#">discussion board</a> - initial comment due Thursday April 13th and two comments to peers due Monday April 17th.</p>	
13	April 17-23	Health Services Systems	<ol style="list-style-type: none"> <li>1. Read Chapter 14 in your text book</li> <li>2. Listen to this 15 minute soundcloud podcast on <a href="#">What Matters in Geriatric Health CareLinks to an external site.</a></li> <li>3. Read this brief article on the <a href="#">Age-Friendly Health System ImperativeLinks to an external site.</a></li> <li>4. Listen to Myles' lecture on health systems and how they incorporate mental health services</li> <li>5. <a href="#">Discussion post. - Please write a response by Thursday April 20th and respond to two students by Monday April 24th at 11:59am.</a></li> </ol>	<p>Competencies: 1,3,4 Objectives: B,E</p>
14	April 24-April 30	Social Services	<ol style="list-style-type: none"> <li>1. Read this article on Environmental Press: <a href="https://aginginplace.com/environmental-press-model/">https://aginginplace.com/environmental-press-model/</a> <a href="#">Links to an external site.</a></li> <li>2. Watch this video for an extreme example of environment press mismatch <a href="#">Aging in Prison Links to an external site.</a></li> <li>3. Read Chapter 15 in your textbook</li> <li>4. Take the "<a href="#">pop quiz</a>" that's based on this week's assigned readings and videos, due Monday May 1st.</li> </ol>	<p>Competencies: 1,3,4 Objectives: B,E</p>
15 End of Section 3	May 1-May 7 <sup>h</sup>	Ethical Issues	<ol style="list-style-type: none"> <li>1. Read Chapter 17 in your textbook</li> <li>2. Watch Nir Eyal's micro lecture</li> <li>3. Listen to this podcast from NPR.</li> <li>4. Post on this week's <a href="#">discussion board</a> by Monday May 8th.</li> <li>5. Take the <a href="#">OPTIONAL final exam</a>. If you are satisfied with your grade, you do not need to take this exam. If you would like to try to boost your grade, you can take the test, but know that the test could help or hurt your final grade. This will be due on Monday May 8th with no late submissions accepted.</li> </ol>	<p>Competencies: 1,3,4 Objectives: A,B,E</p>

**School Policies:**

**Learning Management System:** Canvas will be used throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support ([help@oit.rutgers.edu](mailto:help@oit.rutgers.edu)). Canvas is accessible at [canvas.rutgers.edu](https://canvas.rutgers.edu).

**School of Public Health Honor Code:** The School of Public Health Honor Code is found in the School Catalog ([sph.rutgers.edu/academics/catalog.html](https://sph.rutgers.edu/academics/catalog.html)). Each student bears a fundamental responsibility for

maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

**Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at [ods.rutgers.edu](https://ods.rutgers.edu). The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

**Commitment to Safe Learning Environment:** The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

**Student Well-Being:** The School of Public Health recognizes that students may experience stressors or challenges that can impact both their academic experience and their personal well-being. If the source of your stressors or challenges is academic, students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. For personal concerns or if additional support is needed, students may reach out to the [Office of Student Affairs](#) or any of the appropriate referral resources listed on the [SPH Student Connect](#) Canvas page.

**Reporting Discrimination or Harassment:** If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more

information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

**Overview of School Policies:** Academic and non-academic policies and procedures, such as Auditing a Course, Retaking Courses, Grade Grievance and others that cover registration, courses and grading, academic standing and progress, student rights and responsibilities, graduation and more may be found under [Policies](#) on the School of Public Health website. Below are select specific policies; however, students are responsible for keeping informed about academic and non-academic policies and procedures beyond those noted on this syllabus.

**Graduate Student Computer Policy:** Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: [sph.rutgers.edu/student-life/computer-support.html](http://sph.rutgers.edu/student-life/computer-support.html)

**Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:** When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

**Policy Concerning Use of Turnitin:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

**Withdrawal/Refund Schedule:** Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: [sph.rutgers.edu/academics/academic-calendar.html](http://sph.rutgers.edu/academics/academic-calendar.html)