

Bethel Seminary San Diego
COURSE SYLLABUS
SPRING 2008

Course: MF726 Aging and Long Term Care: MFT Perspectives

Class Meetings: May 6 & 8, 2008
Tuesday, 8:30 am – 4:30 pm
Thursday, 4:15 – 7:00 pm

Professor: G. Keith Olson, Ph.D., LMFT
MFT Program Administrator and Lead Faculty

Bethel Seminary San Diego
6116 Arosa Street
San Diego, CA 92115
(619)582-8188 x230
FAX (619)265-1714
e-mail: gk-olson@bethel.edu

Family Consultation Service
2525 Camino del Rio South, Suite 315
San Diego, CA 92108
(619)280-3430x122
FAX (619)280-5420
www.fschristiancounseling.com

Catalogue Course Description

Aging is accompanied by many developmental, psychosocial, and contextual changes that affect every domain of the individual's life. Focus will be given to normal aging and differential diagnosis between depression, complicated bereavement and dementia, along with their treatments. Emphasis will be given to psychotherapeutic, pastoral and psychopharmacologic treatments for geriatric clients. This course meets California BBS requirements of 10 hours of instruction in aging and long term care. Prerequisite: MF146. *San Diego only. One hour.* (2007/2008 catalogue, pp. 127 & 128)

Course Objectives/Student Benefits

As a result of taking this class, students will be able, with proper supervision, to:

- Understand aging and the care of older people from a biopsychosocial-spiritual perspective
- Work with an introductory understanding of gerontology
- Approach aging and its related psychotherapies within the MFT context
- Begin assessing older adults and their family systems
- Make important adaptations of psychotherapy when working with older adults
- Approach diagnosing and treating older adults with depression, anxiety and dementia within the relational context of MFT
- Engage in grief work with older adults
- Understand and treat relational issues of older adults with chronic illness
- Assess and conduct systems therapy with family care givers of frail older adults
- Understand the legal and ethical issues in MFT with older adults and their families, including issues of assessment and reporting of elder abuse
- Integrate theological and spiritual issues into assessment and treatment of older adults within the context of their family systems

- Identify appropriate public and private resources within San Diego County for older age adults, their families and their care-givers.

Course Design

The class will meet on **Tuesday** for 8 hours (including a 1-hour lunch break, one morning and one afternoon 15 minute break) and on **Thursday** for 2 ¾ hours with one 15 minute break. The course is designed around the extreme importance of attendance and active participation during each class session.

Lecture/discussion/seminar will be the primary teaching methods during this course. Participation is expected to be balanced between contributing and listening; questioning and respecting others' ideas. Students are expected to interact with the material by reflecting on their beliefs, values, and their own cognitive and affective reactions to the literature. Students are required to come prepared with questions, integrative thinking, and life applications of the material that will be discussed and be ready to participate actively in class discussions.

A **comprehensive exam** covering **Knight** and any other assigned readings will be taken during the last part of the Thursday evening class session. It will include multiple choice and essay response formats and will take approximately 1 ¼ hour to complete. Exams taken after the assigned time will be subject to a loss of 10% of possible points per day with weekends counting as one day.

Assigned Reading

Knight, B. G. (2004). *Psychotherapy with older adults*. (3rd ed.). Thousand Oaks, CA: Sage.

Recommended Reading

Brennan, M., & Heiser, D. (Eds.). (2004). *Spiritual assessment and intervention with older adults: Current directions and applications*. Binghamton, NY: Haworth Press.

American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington, DC: Author.

American Psychological Association. (2005). *Concise rules of APA style*. Washington, DC: Author.

See reserve shelf in library for additional readings.

Extra Credit

10 points of extra credit are possible by attending one MFT related event like professional seminars, workshops, CAPS meetings, MFT integration events, BSSD student senate events, BSSD sponsored lecture series, etc. You are not allowed to receive

extra credit for the same event in more than one course. Write a one to two page paper including

- Title and description of event.
- Your critical analysis of the event.
- How you benefited from the event.

Grading

Student final grades will be weighted according to the following schedule:

Exam	95
Reading Account	<u>5</u>
Total points	100
Extra Credit possible	10

The final letter grade will be decided according to the following percentage ranges:

93 - 100%	A	73 - 76.99%	C
90 - 92.99%	A-	70 - 72.99%	C-
87 - 89.99%	B+	67 - 69.99%	D+
83 - 86.99%	B	63 - 66.99%	D
80 - 82.99%	B-	60 - 62.99%	D-
77 - 79.99%	C+	- 59.99%	F

Bethel Seminary students are expected to demonstrate graduate-level writing skills, including correct grammar, spelling, and punctuation, in all course work, and to fulfill course requirements as listed in the course syllabus. Grades will be assigned using the full range of letter grades (A-F), representing the following levels of performance:

- A Excellent work submitted; evidence of outstanding ability to synthesize and use course knowledge; consistent evidence of creativity and originality; insightful contributions in class; consistent demonstration of integrative and critical thinking skills; regular class attendance; and respectful interaction.
- B Good work submitted; evidence of substantial ability to analyze and use course knowledge; evidence of creativity and originality; thoughtful contributions in class; demonstration of integrative and critical thinking skills; regular class attendance; and respectful interaction.
- C Acceptable work submitted; evidence of adequate ability to analyze and use course knowledge; appropriate contributions in class; attempts at integration and critique; regular class attendance; and respectful interaction.

- D Poor work submitted; little evidence of ability to analyze and use course knowledge; inconsistent evidence of mastery of course content; few contributions in class; no attempts at integration and critique; inconsistent class attendance; and respectful interaction.
- F Inadequate work submitted; insufficient evidence of ability to analyze and use course knowledge; inappropriate and/or disrespectful contributions in class, poor class attendance; or failure to complete course requirements.

Please note that a grade of “C” represents satisfactory performance, and that students are required to hold a cumulative grade point average of 2.0 or higher (C average) to graduate with a degree from Bethel. (2007/2008 Catalogue p. 91)

Attendance Policy

“Students are expected to attend classes regularly. Those who find themselves unable to do so should drop the course completely. Unexcused absences, not to exceed the number of course hours a week [3], are allowed without penalty” (2007-2008 Catalogue, p. 90). The previous statement is based on a 4-credit course. Since this is a 1-credit course, 1 missed hour will be allowed without a penalty. Because of the extreme importance of engaged attendance, any hours of unexcused absence above the 1 hour without penalty, will be assessed a 5 point per hour loss. Time missed will be rounded to the nearest ½ hour.

Incomplete Policy

There will be no extensions for work in this class except for extreme extenuating circumstances, family emergencies, or medical reasons. An Incomplete Contract Form must be filled out, approved by the professor and returned to the Associate Registrar’s Office prior to the last day that work is due for the class. This means that **a pile-up of workload will not constitute a valid reason for Incomplete.**

Statement on Academic Integrity

Academic dishonesty constitutes a serious violation of scholarship standards at Bethel and may result in denial of credit and possible dismissal from the school. Any act involving misrepresentation of a student’s academic work is forbidden. Academic dishonesty includes cheating on assignments or exams, plagiarizing (misrepresentation of another’s work as one’s own original creation), submission of the same (or substantially concerned, and depriving others of necessary academic sources. Students charged with academic dishonesty have the right to appeal any disciplinary action. Contact the Associate Registrar for details on the appeal process. Please see the Student Handbook (2007/2008, p. 23).

Statement on Students with Disabilities

Any student who because of a disability may require some special arrangements to meet course requirements should contact the instructor or the Access Coordinator for the Bethel Office of Disability Services by the end of the second week of the quarter to discuss reasonable accommodations. Please see the Student Handbook (2007/2008, pp. 20-21).

A Final Comment

Any course which requires us to examine our previous experience and understandings of family life (our own or that of families in general) has the potential to be unsettling or anxiety producing. Our ability to learn in a course like this depends on several important issues: our ability to tolerate ambiguity; our willingness to dialogue honestly and respectfully with others; our willingness to consider alternative interpretations; our acceptance of truth, no matter where it is found; our comfort with “political incorrectness”; and our ongoing struggle to integrate new information with our presently held beliefs. **If you do find that you are having personal difficulty or disruption as a result of this course, please feel free to talk with me about your reaction. I will do all that I can to be of help and support.**

Tentative Class Schedule:

Tuesday, May 6	Readings are due by the date of the class.
8:30am – 10:30am	Course Introduction A gerontological model (Knight, chapter 1) Therapeutic adaptations (Knight, chapter 2)
10:30am – 10:45am	Break
10:45am – 12:30pm	Joining with older adults (Knight, chapter 3) Transference and countertransference (Knight, chapter 4) Assessment with older adults (Knight, chapter 5)
12:30pm – 1:30pm	Lunch
1:30pm – 3:00pm	Issues of grief, chronic illness and dementia (Knight, chapters 6-8) Therapeutic life review (Knight, chapter 10)
3:00pm – 4:00pm	Therapy with care givers (Knight, chapter 9) Ethical issues (Knight, chapter 11)
Thursday, May 8	
4:15pm – 5:30pm	Spirituality in treatment of older adults Special issues regarding long-term care
5:30pm – 5:45pm	Break
5:45pm – 7:00pm	Exam