

GERS 1392

**AGING AND MENTAL HEALTH**

## SYLLABUS

GERS 1392  
CIP Code: 19.0702

### AGING AND MENTAL HEALTH

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**COURSE DESCRIPTION:** This course provides the student with an introduction and analysis of current knowledge and concerns related to psychological aging. It addresses the theoretical and empirical foundations relevant to the psychological study of the later part of the life span. The course is taught from an interdisciplinary perspective and focuses on topics related to perceptual, cognitive, personality, and interpersonal social development. Issues related to psychological adjustment and the topic of death and dying are examined.

**Course Level:** Basic

**Semester Hours:** 3

**Minimum/Maximum Hours:** 48

**PREREQUISITES:** None

**RESOURCES: (TEXT)** Butler, Robert N., Lewis, Myrna I., Sunderland, Trey. *Aging and Mental Health*, 5<sup>th</sup> Edition. Boston: Allyn & Bacon, 1998.

#### WECM LEARNING OUTCOMES:

At the completion of this course, students will be able to:

#### **Module I - 24 Hours - The Nature and Problems of Old Age**

1. Define who are the elderly?
2. Describe the relationship between aging, physical and mental health.
3. Define family.
4. Describe grand-parenting.
5. Describe successful and healthy aging.
6. Identify stereotypes of aging.
7. Define common emotional reactions as expressed in old age.
8. Identify common adaptive techniques.
9. Describe life review.
10. Identify common psychiatric disorders among the aged.
11. Describe cognitive disorders.
12. Identify cognitive disorders.
13. Describe the impact of race and ethnicity on healthcare.
14. Analyze crimes and the elderly.
- 15.

#### **Module II - 24 Hours Evaluation, Treatment, and Prevention of Mental Health Disorders of the Elderly**

16. Identify sexuality and aging.
17. Identify and describe general treatment principles.
18. Identify diagnostic evaluation book for assessment.
19. Demonstrate ability to administer tools.

20. Describe care coordination.
21. Identify community alternatives.
22. Describe models of independent living.
23. Describe and identify proper institutional care.
24. Describe and identify modalities of psycho therapy.
25. Identify and describe drug and somatic therapies.

**ADDITIONAL LEARNING OUTCOMES RECOMMENDED:**

None

**COURSE ASSESSMENT:**

***Examinations***

In this course, there will be three major multiple-choice exams – designed to evaluate textbook material, instructor’s lectures, assignments and web site information.

***Tools:*** Scantron

**Methods of Instructions**

Lecture, videos, role playing, etc.

**COURSE SCHEDULE:**

<b>Week</b>	<b>Learning Outcome</b>	<b>Assignment</b>
1.	<ul style="list-style-type: none"><li>• Define who are the elderly?</li><li>• Describe the relationship between aging, physical and mental health.</li></ul>	Read Chapter 1
2.	<ul style="list-style-type: none"><li>• Define family.</li><li>• Describe grand-parenting.</li></ul>	Read Chapter 2
3.	<ul style="list-style-type: none"><li>• Describe successful and healthy aging.</li><li>• Identify stereotypes of aging.</li></ul>	Read Chapter 3
4.	<ul style="list-style-type: none"><li>• Define common emotional reactions as expressed in old age.</li><li>• Identify common adaptive techniques.</li><li>• Describe life review.</li></ul>	Read Chapter 4
5.	<ul style="list-style-type: none"><li>• Identify common psychiatric disorders among the aged.</li></ul>	Read Chapter 5
6.	<ul style="list-style-type: none"><li>• Describe cognitive disorders.</li><li>• Identify cognitive disorders.</li></ul>	Read Chapter 6
7.	<ul style="list-style-type: none"><li>• Describe the impact of race and ethnicity on healthcare.</li><li>• Analyze crimes and the elderly.</li><li>• Identify sexuality and aging.</li></ul>	Read Chapter 7
8.	<ul style="list-style-type: none"><li>• Identify and describe general treatment principles.</li></ul>	Read Chapter 8
9.	<ul style="list-style-type: none"><li>• Identify diagnostic evaluation book for assessment.</li><li>• Demonstrate ability to administer tools</li></ul>	Read Chapter 9
10.	<ul style="list-style-type: none"><li>• Describe care coordination</li><li>• Identify community alternatives</li><li>• Describe models of independent living.</li></ul>	Read Chapter 10
11.	<ul style="list-style-type: none"><li>• Describe and identify proper institutional care.</li></ul>	Read Chapter 11
12.	<ul style="list-style-type: none"><li>• Describe and identify modalities of psycho therapy.</li></ul>	Read Chapter 12
13.	<ul style="list-style-type: none"><li>• Identify and describe drug and somatic therapies.</li></ul>	Read Chapter 13

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## ACKNOWLEDGEMENTS

**Syllabus developed by:**

Yvonne M. Lozano, faculty member of San Antonio College. This syllabus was developed under the auspices of the Texas State Leadership Partnership for Gerontology Curriculum Development and funded by a grant from the Texas Higher Education Coordinating Board, Community and Technical College Division. This syllabus is recommended for use by community and technical colleges in Texas.

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([www.thecb.state.tx.us](http://www.thecb.state.tx.us))

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