

HLTHAGE 3N03 – AGING AND MENAL HEALTH Winter 2021

Instructor: Larkin Lamarche
Pronouns: they/them
Email: lamarche@mcmaster.ca
Lecture: Tuesday 7-10PM EST

Virtual office: Email/Zoom/Microsoft
Teams chat/video
Virtual office hour: Tues 5-6PM EST
(through Zoom), or by appointment

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Land Acknowledgement

As part of the course, you will learn about diverse ways of knowing, including Indigenous ways of knowing. The land is foundational in this knowing. To put this at the forefront of the course, I have included a Land Acknowledgement statement.

As a white settler, I recognize and acknowledge the colonial violence that takes place (both past and present) on which the stolen lands I live. This violence (with associated colonial oppressive structures) is responsible for transgenerational trauma. The Department of Family Medicine recognizes and acknowledges that we are located on the traditional territories of the Mississauga, Haudenosaunee and Anishinaabe nations. This territory, covered by the Upper Canada Treaties, is within the lands protected by the Dish With One Spoon Wampum agreement and is directly adjacent to the Haldimand Treaty territory. This land acknowledgement does not come without action for truth and reconciliation (see the [Calls to Actions](#) from the Truth and Reconciliation Commission of Canada).

(Learn more about the significance of land acknowledgements [here](#))

Course Description

This course will examine the mental health of older adults from a variety of perspectives. Key topics include changes in cognitive functioning, dementia, assessment protocols, treatment methods, and older adults' sources of resilience.

Course Objectives

By the end of the course students should be able to:

- identify and describe several theoretical perspectives of mental health and aging;
- describe the experience of different mental illnesses, including the signs and symptoms, assessment protocols and treatment for the illnesses;
- describe the context in which mental health and aging occur in Canada, including consideration of the healthcare system, changing family structure, and various identities (culture, gender, race, sexual orientation, among others);
- use critical thinking to challenge the way in which aging and mental health is represented in society;
- apply your knowledge to develop a plan of care for an older adult with mental illness or mental health problems; and
- apply diverse ways of knowing that apply to mental health and aging.

Required Materials and Texts

- There is no required textbook
- Any readings for the course will be made available on Avenue to Learn

Class Format

Class is lecture only. The class will mostly be asynchronous learning. This means you are working through the material at your pace; that is, lectures are pre-recorded and posted for you to view at the time that works for you in the week. There will also be times where learning is synchronous; that is, we are all online together (on Zoom). This time will be used for discussion and general questions/answers about the course content. Readings and podcasts will be used to compliment lecture material. Avenue to Learn will be used as 'home base' for all course information and material. Zoom will be used for lecture discussion (during synchronous learning) and office hours. Recordings of all lectures (and any synchronous discussions) will be posted on Avenue to Learn. See the 'Weekly Course Schedule and Required Readings' section for more detail.

Course Evaluation – Overview

1. Test 1 – 25%, available on February 9 at 8:30AM (EST), drop box closes on February 10 at 8:30AM (EST)
2. Test 2 – 35%, available on March 30 at 8:30AM (EST), drop box closes on March 31 at 8:30AM (EST)
3. Assignment 1: Connection to the land reflection – 40% due April 13 by 7PM (EST)

Course Evaluation – Details

Test 1 (25%), due February 10 at 8:30AM (EST)

This test will cover material from January 12, 19, 26, and Feb 2. It will be an open book test with multiple choice and short answer questions. You will have 24 hours to finish the test. The test will be made available at 8:30AM (EST) on February 9th and the drop box will close at 8:30AM (EST) on February 10th.

Test 2 (35%), due March 31 at 8:30AM (EST)

This test will cover material from February 23, March 2, 9, 16, and 23. It will be an open book test with multiple choice and short answer questions. There will also be a capstone application question for which you will draw on content from across the course. You will have 24 hours to finish the test. The test will be made available at 8:30AM (EST) on March 30th and the drop box will close at 8:30AM (EST) on March 31st.

Assignment 1 (40%), due April 13 at 7:00PM (EST)

For this assignment, you will have an opportunity for a greater understanding of Indigenous ways of knowing; you will experience land and place outside of conventional learning and to physically feel the earth beneath your feet. The aim is to see that there is an intimate connection between land and identity, and that the healing of disconnection for Indigenous people is reconnection. This assignment has been co-developed with a First Nations artist and art educator born and raised on Six Nations of the Grand River Territory. More details about this assignment will be posted on Avenue to Learn. The assignment is due to the drop box on April 13 at 7:00PM (EST).

Weekly Course Schedule and Required Readings

Comment about course content

This course is about mental illness and aging. I acknowledge that mental illness and related traumas are complex and unique to the individual and their lived experiences. I will do my best at making you aware of potentially sensitive material through various means (i.e., announcements, during lecture). I foster an inclusive teaching and learning environment that encourages you to balance meaningful engagement in course material with the self-care that feels best for you.

Week 1 (January 12)

January 12 – Introduction to aging and mental health

Join me on Zoom at 7-8pm EST (introduction to course, acknowledging uncomfortable content in the course, self- and other-care, my social position, Q and A)

Reading:

- Thomas, M. L., Kaufmann, C. N., Palmer, B. W., Depp, C. A., Martin, A. S., Glorioso, D. K., ... & Jeste, D. V. (2016). Paradoxical trend for improvement in mental health with aging: A community-based study of

1,546 adults aged 21–100 years. *The Journal of Clinical Psychiatry*, 77(8), e1019. Doi:10.4088/JCP.16m10671

Week 2 (January 19)

January 19 – Biopsychosocial perspective; Introduction to mental illness diagnosis

Join me on Zoom at 7-8pm EST for topic introduction and discussion

Readings:

- Dowrick, C., May, C., Richardson, M., & Bundred, P. (1996). The biopsychosocial model of general practice: Rhetoric or reality? *British Journal of General Practice*, 46(403), 105-107.

Case Study “homework”: Evette

Week 3 (January 26)

January 26 – Cognitive impairment and neurocognitive disorders

Join me on Zoom at 7-8pm EST for topic introduction and discussion

Readings: Read these 4 stories here:

- Ken and Mark: <https://ilivewithdementia.ca/ken-and-mark/>
- Janet: <https://ilivewithdementia.ca/janet/>
- Earl: <https://ilivewithdementia.ca/earl/>
- Liam: <https://ilivewithdementia.ca/liam/>

Week 4 (February 2)

February 2 – Depression, anxiety, bipolar disorder, suicide

Join me on Zoom at 7-8pm EST for topic introduction and discussion

Readings:

- Spoelhof, G. D., Davis, G. L., & Licari, A. (2011). Clinical vignettes in geriatric depression. *American Family Physician*, 84(10), 1149-1154.
- Conejero, I., Olié, E., Courtet, P., & Calati, R. (2018). Suicide in older adults: Current perspectives. *Clinical Interventions in Aging*, 13, 691-699.

Week 5 (February 9)

February 9 – Test #1

Week 6 (February 16)

Reading Week

Week 7 (February 23)

February 23 – Schizophrenia, hoarding, post-traumatic stress disorder, substance use

Join me on Zoom at 7-8pm EST for topic introduction and discussion

Ted Talk: Elyn Saks

https://www.ted.com/talks/elyn_saks_a_tale_of_mental_illness_from_the_inside?language=en

Podcast: <https://www.hazeldenbettyford.org/articles/podcasts/addiction-recovery-older-adults>

Week 8 (March 2)

March 2 – The context: Intersectionality

Join me on Zoom at 7-8pm EST for topic introduction and discussion

Readings: TBA

Week 9 (March 9)

March 9 – The context: Family systems model, social networks

Join me on Zoom at 7-8pm EST for topic introduction and discussion

Readings:

- Daher-Nashif, S., Hammad, S. H., Kane, T., & Al-Wattary, N. (2020). Islam and Mental Disorders of the Older Adults: Religious Text, Belief System and Caregiving Practices. *Journal of Religion and Health*, 1-15. <https://doi.org/10.1007/s10943-020-01094-5>
- Tanya Snow story: <https://edgenorth.ca/article/a-fierce-love>

Podcast: Karen Pheasant: <https://www.womenwarriors.club/s01e06-karen-pheasant/>

Week 10 (March 16)

March 16 – The context: The healthcare system

Join me on Zoom at 7-8pm EST for topic introduction and discussion

Readings:

- Kates, N., Craven, M., Bishop, J., Clinton, T., Kraftcheck, D., LeClair, K., ... & Turner, T. (1997). Shared mental health care in Canada. *The Canadian Journal of Psychiatry*, 42(8), 1-12.
- Kates, N. (2002). Shared mental health care. The way ahead. *Canadian Family Physician*, 48, 853-855.

Week 11 (March 23)

March 23 – Prevention and treatment

Join me on Zoom at 7-8pm EST for topic introduction and discussion

Readings:

- Dunphy, K., Baker, F. A., Dumaresq, E., Carroll-Haskins, K., Eickholt, J., Ercole, M., ... & Wosch, T. (2019). Creative arts interventions to address depression in older adults: A systematic review of outcomes, processes, and mechanisms. *Frontiers in Psychology, 9*, 2655.

Case study “homework”

Week 12 (March 30)

March 30 – Test #2

Week 13 (April 6)

April 6 – No class: work period for land-based assignment

Week 14 (April 13)

April 13 – No class: Land-based assignment due

Course Policies

Submission of Assignments

All assignments are to be submitted online via the Avenue to Learn drop-box by the deadline noted on the course outline. Assignments are to be formatted using the American Psychological Association (APA) 7th Edition guidelines. Generally, your assignment should be typed using Microsoft Word, double-spaced in 12-point Times New Roman font, 1-inch margins. Ways to format references (if included), among other style requirements can be found in the APA 7th Edition manual.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D

MARK	GRADE
50-52	D-
0-49	F

Late Assignments

Extensions for course assignments will only be granted under conditions of medical, family, or other extraordinary circumstances. All other late assignments will be penalized at a rate of 5% per day. Late assignments will not be accepted after 7 days beyond the original deadline without appropriate documentation from the Office of the Associate Dean of Social Sciences. There will be no redistribution of grade breakdown for missed assignments.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

University Policies

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an

online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Requests For Relief For Missed Academic Term Work

[McMaster Student Absence Form \(MSAF\)](#): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright And Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.