**RUTGERS HEALTH**
**School of Public Health**

| Course Title | Mental Health and Aging |
|---|---|
| Course Number | HBSP 0603 |
| Course Instructor | Mara Getz Sheftel (she/her), PhD<br>Instructor, School of Public Health<br>mara.sheftel@rutgers.edu |
| Office Hours | Tuesdays 3:00-4:00 ET or **by appointment** |
| Course Assistant | Luis Cordero (he/they) lc1293@sph.rutgers.edu |
| Course Website | Access course via canvas.rutgers.edu<br>using NetId and Password |
| Required Course Text | Segal, D., Qualls., & Smyer, M. (2018). Aging and Mental Health, 3rd Edition. New York: John Wiley |
| Additional/Supplemental Readings/Resources | Stanford School of Medicine Ethnogeriatrics training site: http://geriatrics.stanford.edu/<br><br>Additional required articles and videos will be posted *to Canvas Course Site.* |

**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:
- MPH-POPA3. Analyze interventions or policies to improve population aging outcomes (physical health, mental health, well-being, morbidity, mortality, etc.)
- MPH-POPA5. Analyzed treatments and interventions to improve end-of-life outcomes
- MPH-POPA6. Use theories of aging in the analysis and evaluation for current health care issues

Please visit the Concentration webpages on the School of Public Health's website at 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. The goal will be to post grades of small assignments within 7-14 days of the final due date of the assignment, and of larger assignments within 14-21 days of their due date.

**Fostering Course Community.** The instructor will work to foster community through discussion boards, chat sessions, 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 Monday and will end on Sunday. In order 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 are due each Wednesday at 11:59 AM (*before noon*) and replies are due each Friday at 11:59 AM (*before noon*). The instructions and expectations for the Discussion Board, including a rubric, are posted on Canvas.

Rutgers, The State University of New Jersey

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**Course Requirements**

| ACTIVITY | GRADE VALUE |
|---|---|
| **Weekly\* Online Discussion Board Participation** – The format of the discussion forum will vary by section of the course (2 pts each)<br><br>**Section I (Modules 1-4).** The instructor will post a prompt.<br>• Students will post an initial response by **Wednesday at 11:59AM.**<br>• Students will post a reply 2 or more classmates by **Friday at 11:59AM**<br><br>**Section II (Modules 5-10)**. Student Journal Club leaders will post a mini-lecture and discussion questions<br>• Students will post an initial response by **Wednesday at 11:59AM.**<br>• Students will post a reply 2 or more classmates by **Friday at 11:59AM**<br><br>**Section III (Modules 11-15).** The instructor will post a prompt.<br>• Students will post an initial response by **Wednesday at 11:59AM.**<br>• Students will post a reply 2 or more classmates by **Friday at 11:59AM**<br>•<br>***NOTE: There will be a discussion board <u>most but not every</u> week.***<br>***See Course Schedule and Canvas Modules for details*** | 15% of course grade<br><br>**Weekly Grading Scheme:**<br>**0 Incomplete** – initial post and/or 2 responses to classmates not completed (or posted late)<br><br>**1 Satisfactory** – Initial post and two responses completed on time; demonstrates basic understanding of the topic and course materials. Posts are clear and relevant but lack depth or integration of readings and lectures.<br><br>**2 Excellent** – Initial post and two responses integrated information from reading and lectures into a thoughtful, well-written post; asked insightful follow-up questions of classmates drawing on course materials. |
| **Assignments** – Assignments will vary from in format and time commitment. Many will take more than a week to complete – pay attention to due dates and work on them in advance. *The due dates for each assignment can be found in the Course Schedule and in each Module*.<br>1) School of Public Health Honor Code (1 pt)<br>2) Introduction Survey (2 pts)<br>3) Critical Thinking Assignment 1 (10 pts)<br>4) The MOCA (2 pts)<br>5) Journal Club Leader (24 pts)<br>6) EthnoGeriatrics Lecture (24 pts)<br>7) Critical Thinking Assignment 2 (24 pts)<br>8) Critical Thinking Assignment 3 (40 pts)<br>   a) Interview<br>   b) Reflective Essay | 40% of course grade<br><br>**Grading Scheme:**<br>Each assignment will be graded based on the rubric provided |
| **Tests/Quiz** – At the end of Sections 1 and 2 you will be given an essay-based test designed to assess your competency of the new knowledge you gained during the section. At the end of Section 3 you will be given a (shorter) quiz. These tests/quiz will be timed, so though they are open book, in order to succeed you will need to have prepared.<br>1) Section 1 Exam (100 pts)<br>2) Section 2 Exam (60 pts)<br>3) Section 3 Quiz (14 pts) | 45% of course grade<br><br>**Grading Scheme:**<br>Each assignment will be graded based on the rubric provided |
| **Total** | **100%** |

**Grading Policy (%).** Note: Grades will not be rounded.

| Letter | A | A- | B+ | B | B- | C+ | C | F |
|---|---|---|---|---|---|---|---|---|
| **Number** | 100-94 | <94-90 | <90-87 | <87-84 | <84-80 | <80-77 | <77-70 | <70 |

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**Assignment Standards:**

**Course Policy on Generative AI.** While AI can augment your work, it is essential that you use AI responsibly and ethically and produce work that is _**unequivocally your work.**_ You must be mindful of the limitations of AI systems; they can produce information that may be inaccurate, incomplete, or otherwise problematic. Use these tools as aids to _**supplement and enhance**_ your learning, but always critically evaluate and validate the information they provide, and submit work that you wrote. You are fully responsible for the content.

**Lateness.** Assignments turned in after the official collection period are considered late. Unless the instructor and student come to an arrangement at least one week before class, there is a five (5) point penalty for written work turned in late. Assignments are posted to Canvas by the due date. If you need to turn in something after the date due, please discuss it with the instructor to avoid point penalty. Late discussion board posts and replies will not be accepted.

**Grammar/Spelling.** If more than eight (8) gross punctuation, grammar, or spelling errors occur in the written assignments, they will be returned with no grade. These can be resubmitted within one week with a five (5) point penalty or the student can accept a failing grade.

**Citations.** Preferred citation style for references in written assignments will be American Psychological Association (APA). Please use this APA citation style for electronic references.

**Margins and Page Limits Requirements.** Refer to the instructions provided for each assignment for margins and page limit requirements. A deduction of 10% will occur if the assignment is over the maximum page limit. Instructions will be available on Canvas.

**Extra Credit (if offered).** Extra credit opportunities will be posted.

**Course Schedule.** This table lists the topics, assignments, assessments and the competencies linked to them. Schedule is subject to change at the discretion of the instructor. Any changes will be communicated in Canvas.

| SECTION I. | | |
|---|---|---|
| **Module 1: Jan. 20-25** | **Psychological Science and Gerontology** | **Competencies: MPH-POPA6; Objectives: A, D, F** |
| Read & Watch | Lectures, Reading & Multimedia | |
| Discussion Board | Introduce yourselves & micro essay | |
| | Post | Wed, Jan 21 11:59 AM |
| | Respond | Fri, Jan 23 11:59 AM |
| Assignment(s) | Journal Club & Office Hours Survey | Wed, Jan 21 11:59 AM |
| | School of Public Health Honor Code | Fri, Jan 23 11:59 AM |
| Longterm | Start: Critical Thinking Assignment 1 | Mon, Feb 09 11:59 AM |
| **Module 2: Jan. 26-Feb 1** | **Positive Mental Health** | **Competencies: MPH-POPA6; Objectives: A,D** |
| Read & Watch | Lectures, Reading & Multimedia | |
| Discussion Board | Take the Implicit Bias Test & Post about experience | |
| | Post | Wed, Jan 28 11:59 AM |
| | Respond | Fri, Jan 30 11:59 AM |
| Longterm | Continue: Critical Thinking Assignment 1 | Mon, Feb 09 11:59 AM |
| | Check Journal Club assignment and dates | Due dates differ by group |
| **Module 3: Feb. 2-8** | **Models of Mental Health and Aging** | **Competencies: MPH-POPA6; Objectives: D,F** |
| Read & Watch | Lectures, Reading & Multimedia | |
| Discussion Board | Brief-COPE Inventory Discussion | |
| | Post | Wed, Feb 04 11:59 AM |
| | Respond | Fri, Feb 06 11:59 AM |
| Assignment(s) | Critical Thinking Assignment 1 | Mon, Feb 09 11:59 AM |
| **Module 4: Feb. 9-15** | **Aging, Diversity and Ageism** | **Competencies: MPH-POPA3, MPH-POPA6; Objectives: A, B** |
| Read & Watch | Lectures, Reading & Multimedia | |
| Discussion Board | Media Representations in Aging | |
| | Post | Wed, Feb 11 11:59 AM |
| | Respond | Fri, Feb 13 11:59 AM |
| Assignment(s) | EthnoGeriatrics - take course and prepare lecture | Mon, Feb 23 11:59 AM |
| Exam | Section I Exam Due | Mon, Feb 16 11:59 AM |

| SECTION II. | | |
|---|---|---|
| **Module 5: Feb. 16-22** | **Cognitive Impairment** | **Competencies: MPH-POPA3; Objectives: C,D** |
| Read & Watch | Lectures, Reading & Multimedia | |
| Discussion Board | Journal Club (read article, watch video, post) | |
| | Post | Wed, Feb 18 11:59 AM |
| | Respond | Fri, Feb 20 11:59 AM |
| Assignment(s) | The MOCA | Fri, Feb 20 11:59 AM |
| | EthnoGeriatrics Lecture Due | Mon, Feb 23 11:59 AM |
| **Module 6: Feb. 23-Mar. 1** | **Mood Disorders, Grief and Bereavement** | **Competencies: MPH-POPA3, MPH-POPA5; Objectives: C,D,F** |
| Read & Watch | Lectures, Reading & Multimedia | |
| Discussion Board | Journal Club (read article, watch video, post) | |
| | Post | Wed, Feb 25 11:59 AM |
| | Respond | Fri, Feb 27 11:59 AM |
| Assignment(s) | Comment on at least 2 other Ethnogeriatrics Lectures | Mon, Mar 02 11:59 AM |
| Longterm | Start: Critical Thinking Assignment 2 | Mon, Mar 30 11:59 AM |
| **Module 7: Mar. 2-8** | **Anxiety Disorders** | **Competencies: MPH-POPA3; Objectives: C,D,F** |
| Read & Watch | Lectures, Reading & Multimedia | |
| Discussion Board | Journal Club (read article, watch video, post) | |
| | Post | Wed, Mar 04 11:59 AM |
| | Respond | Fri, Mar 06 11:59 AM |
| Longterm | Continue: Critical Thinking Assignment 2 | Mon, Mar 30 11:59 AM |
| **Module 8: Mar. 9-13** | **Serious Mental Illness and Suicide** | **Competencies: MPH-POPA3; Objectives: C,D,F** |
| Read & Watch | Lectures, Reading & Multimedia | |
| Discussion Board | Journal Club (read article, watch video, post) | |
| | Post | Wed, Mar 11 11:59 AM |
| | Respond | Fri, Mar 13 11:59 AM |
| Assignment(s) | Mid-semester Course Evaluation | TBD |
| Longterm | Continue: Critical Thinking Assignment 2 | Mon, Mar 30 11:59 AM |
| March 14-22 SPRING BREAK | | |
| **Module 9: Mar. 23-29** | **Sexual Disorders, Sleep Disorders and Chronic Pain** | **Competencies: MPH-POPA3; Objectives: C,D,F** |
| Read & Watch | Lectures, Reading & Multimedia | |
| Discussion Board | None this week | |
| Assignment(s) | Critical Thinking Assignment 2 Due | Mon, Mar 30 11:59 AM |
| Longterm | Section II Exam available | Mon, Apr 06 11:59 AM |
| **Module 10: Mar. 30-Apr. 5** | **Substance Use Disorders and Personality Disorders** | **Competencies: MPH-POPA3; Objectives: C, D, F** |
| Read & Watch | Lectures, Reading & Multimedia | |
| Discussion Board | Journal Club (read article, watch video, post) | |
| | Post | Wed, Apr 01 11:59 AM |
| | Respond | Fri, Apr 03 11:59 AM |
| Assignment(s) | Identify Interview Subject for Critical Thinking Assignment 3 | Mon, Apr 06 11:59 AM |
| Exam | Section II Exam Due | Mon, Apr 06 11:59 AM |

| SECTION III. | | |
|---|---|---|
| **Module 11: Apr. 6-12** | **Caregiving and Major Medical Issues** | **Competencies: MPH-POPA3, MPH-POPA5; Objectives: C, D** |
| Read & Watch | Lectures, Reading & Multimedia | |
| Discussion Board | None this week | |
| Assignment(s) | Critical Thinking Assignment 3 Interview questions | Mon, Apr 13 11:59 AM |
| **Module 12: Apr. 13-19** | **End of Life** | **Competencies: MPH-POPA5, MPH-POPA6; Objectives: C,D** |
| Read & Watch | Lectures, Reading & Multimedia | |
| Discussion Board | Module 12 Discussion Board | |
| | Post | Wed, Apr 15 11:59 AM |
| | Respond | Fri, Apr 17 11:59 AM |
| Assignment(s) | Audio file of interview for Critical Thinking Assignment 3 | Mon, Apr 20 11:59 AM |
| **Module 13: Apr. 20-26** | **Health Services Systems** | **Competencies: MPH-POPA3, MPH-POPA5, MPH-POPA6; Objectives: B,E** |
| Read & Watch | Lectures, Reading & Multimedia | |
| Discussion Board | Module 13 Discussion Board | |
| | Post | Wed, Apr 22 11:59 AM |
| | Respond | Fri, Apr 24 11:59 AM |
| Assignment(s) | End of year course evaluation | TBD |
| Longterm | Begin: Reflective Paper Critical Thinking Assignment 3 | Mon, May 04 11:59 AM |
| **Module 14: Apr. 27-May 3** | **Social Services** | **Competencies: MPH-POPA3, MPH-POPA5, MPH-POPA6; Objectives: B,E** |
| Read & Watch | Lectures, Reading & Multimedia | |
| Discussion Board | None this week | |
| Assignment(s) | Quiz based on assignments | Mon, May 04 11:59 AM |
| | Reflective Paper Critical Thinking Assignment 3 | Mon, May 04 11:59 AM |
| | End of year course evaluation | TBD |
| **Module 15: May 4-10** | **Ethical Issues** | **Competencies: MPH-POPA6; Objectives: A,B,E** |
| Read & Watch | Lectures, Reading & Multimedia | |
| Discussion Board | Final Discussion | |
| | Post | Wed, May 06 11:59 AM |
| | Respond | Fri, May 08 11:59 AM |
| Assignment(s) | End of year course evaluation | TBD |

## SCHOOL POLICIES

**Learning Management System.** Canvas will be used extensively 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). Canvas is accessible at 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). 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.

**Use of Generative AI.** Each instructor at the School of Public Health determines how generative AI (e.g.,ChatGPT) may or may not be used in their course. Please check with your instructor regarding the specific policy for their course. However, the use of generative AI in academic coursework is integrally related to academic integrity and is governed by the School's Honor Code. It is a violation of the Honor Code policy for students to represent work they did not do as their own, and work generated by an AI system, such as ChatGPT, falls under that policy.

**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. 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 for Student Experiences and Alumni 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 for Student Experiences and Alumni 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 for Student Experiences and Alumni 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 Appendices A and B to Policy 60.1.33) 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 misco nduct, 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 f ind a list of resources in Appendices A and B to University Policy 60.1.33. 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 mo re 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 (Computing Requirements).

**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 b e 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 f rom the School of Public Health's Office for Student Experiences and Alumni 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.