

University of Maine
GRN 501: Life Transitions and Health in Aging
Spring 2016

Course Description:

This course provides a multidisciplinary and cross-cultural overview of late life transitions, wellness, functionality, successful aging, and quality of life issues for the older adult. The health, financial effects and satisfaction of role changes in later adulthood will be explored. The physiology of aging, health promotion and evaluation, prevention and management of acute and chronic health problems, mental health illness and service needs will be examined. Controversial topics such as voting and driving regulations and qualifications for older adults will be debated and discussed. Ethical issues and challenges and end of life preparation for older adults and their families will be explored.

Credits: 3

Prerequisites: SWK 584 or by permission of instructor.

Faculty information:

Ruth M. Lamdan, M.D.

Office hours: by appointment by telephone, Skype, ichat, etc.

Telephone: 207.356.4552

Email: ruth.lamdan@gmail.com

Overview of the course format:

This is an online, asynchronous course which uses UMaine FirstClass conferencing.

Course faculty and guest speakers with special expertise will engage students in presentations and conversations about the sexual life of older individuals, the clinical approach to and evaluation of older adults, coping with and adjusting to loss and grief as well as integration of clinical care and resources.

In addition, students will have an opportunity to view a number of documentary and dramatic films that depict successful aging, pathological processes in older adulthood, coping with loss as well as healthy and unique accommodation to the stresses and challenges of aging.

It is expected that students from diverse health and human service professions will participate in this course, share their discipline-related experience and perspective to the course materials and reciprocally enhance each others' knowledge, skills and attitudes.

Learning Outcomes and Objectives

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

- Discuss the implications and the impact of the changing demography or "graying" of our country at large and the State of Maine in particular. This includes ethnic, cultural and gender issues associated with the growing numbers of older adult.
- Demonstrate an understanding of the developmental milestones of aging with an emphasis on distinguishing some of the hallmarks of successful, healthy aging as compared to conflicted or aging "sick."
- Discuss and integrate the physiological aspects of the normal aging processes: the nervous system, genitourinary system and sexual functioning, changing drug and nutrition metabolism, the musculoskeletal system and function.
- Prepare a "case study" of an elderly person you have encountered in your personal or professional life.
- Recognize the concepts of cognitive and physiological reserve.
- Demonstrate an understanding of the challenges to the caregivers and loved ones of the impaired older adult.
- Recognize some ethical principles that can be applied to the approach to the older adult making end of life decisions.
- Discuss some of the common illnesses and conditions in the elderly including some common psychological challenges, mental illness and suicide risk factors in the older adult.
- Understand loss and coping with loss of occupation, health, friends and loved ones

Determination of Grade:

Class participation by discussion correspondence	25%
"Case" presentation	25%
Successful aging in documentaries	25%
Debate preparation and presentation	25%

Grading Criteria:

A, Superior work: Excellent recall and comprehension of facts and concepts relevant to the topics being discussed. Demonstrates strong ability to write grammatically correct and logically organized papers. Correctly and clearly synthesizes information. Presents well-organized information. Shares and participates with fellow students.

B, Good work: Good recall and comprehension of facts and concepts relevant to the topics being discussed. Able to write papers with generally good grammar and clear

organization. Demonstrates a general ability to present well-organized information and participate in discussions.

C, Satisfactory work: Moderate recall and comprehension of concepts relevant to the topics being discussed. Demonstrates moderate grammar and writing skills that could be strengthened with improved organization and/or depth of written work.

Failure (D or F work): Low ability to recall and comprehend facts and concepts relevant to the topics being discussed. Difficult to understand owing to major problems with grammar, syntax, spelling and/or punctuation. Little participation in discussions and no evidence of completion of assignments.

Attendance:

This is an online, asynchronous course delivered via UMaine FirstClass conferencing. Involvement is vital to your individual success and to the success of the course. Involvement requires regular (at least weekly) access of the website and active engagement in dialogue and discussion as it occurs on the web site. Participation is judged not only on the quantity of web access but also on the increasing level of thoughtful reflective discussion you bring to the course and your colleagues demonstrating integration of the course resource materials.

All electronic resources and reading requirements will be available on First Class with your weekly lecture content and assignments. You may, however, wish to have a copy of the Moody textbook. Articles and other reading materials will be in PDF format. Videos will be in available in a streaming format.

All required and recommended readings will be available as documents or links for each week. All required and recommended video resources will be available to view on First Class in a streaming format. There is no required text for you to purchase.

Electronic Learning:

Course Infrastructure & Access: This class will be taught using streaming video podcasts. High-speed Internet connection is required. A list of University of Maine System sites with free computer access will be provided on request. Written paper assignments and case studies utilizing different media will be completed and submitted via drop box for the week in which the assignment is due. You will submit discussions and assignments to the First Class designated weeks for all to view. Feedback on the specific assignments will be emailed to you.

Computer Literacy Requirements: Basic computer skills are required. Students will require reliable access to a computer, know how to turn the computer on and reboot when necessary. They will know how to use the Internet and how to access First Class. They will know how to send and retrieve e-mail messages and send attachments via e-mail. Course information will be transmitted using the First Class conference course site.

Hardware, Software and Bandwidth Requirements: You will need reliable access to a reasonably fast computer (i.e. one purchased or upgraded within the last 2 – 3 years), software programs that provide access to the Internet and First Class, and an Internet connection at 300K broadband speed or higher allowing you to view the video streaming podcasts.

Course Location: The course is offered online through First Class.

Contact information for Technical Support:

Continuing & Distance Education (CED) Technical Support Services
cedtechhelp@umit.maine.edu

TOLL FREE: 1-877-947-HELP (4357) or (207) 581-4591

Their office hours are:

8am to 4:30pm (M-F) *May Term, Summer & Breaks*

8am to 7pm (M-TH) & 8am to 5pm (F) *Fall & Spring*

Limited Email Support Nights, Weekends, School Breaks & Holidays

Importance of Time Management: Unlike courses that meet in an on-campus lecture hall or laboratory, this on-line course offers you flexibility on the time of day and day of the week that you complete assignments and respond to discussion board topics. For these reasons, good time management skills are particularly important for an on-line course.

Academic honesty (plagiarism, etc.)

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Etiquette in electronic communication.

It is expected that students will treat engage in civil discourse and criticism without the use of derogatory statements and profanity. We would encourage you to follow rules of “netiquette” as outlined <http://www.albion.com/netiquette/corerules.html>

Students with disabilities statement

If you have a disability for which you may be requesting an accommodation, please contact Ann Smith, Director of Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

General disclaimer

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version of the syllabus.

Tentative class schedule:

Week 1 beginning January 19, 2016: Welcome and introductions of/to each other, course objectives, expectations, process and requirements.

The first lecture power points and lecture are posted. The bulk of the lecture is a YouTube link. There is also an addendum referring to O'Neill's To Live and Die as an Original. Please post – on Week 1 – an introduction about yourselves – in any media form you prefer: video, narrative, voice recording, etc – to introduce yourself to your classmates.

Introduction to U.S. and world demography, census data and imperative of aging population - re-enforcer from introductory course.
Definition of terms, changes in ethnicity, a Women's Health Issue, socioeconomic and health status and longevity throughout the world over time – World Health Organization.
Basic and Instrumental Activities of Daily Living, young old, middle old and old old.

1. <http://2010.census.gov/2010census/>
2. O'Neill D. To Live (and Die) as an Original, A Piece of My Mind. JAMA Volume 1308 (7). August, 2012. pp 679-80.
3. Preface, Prologue, Basic Concepts I. In Moody, H.R. (2010). Aging: Concepts and Controversies (6th edition). Thousand Oaks, CA: Pine Forge Press, pp. xvii - 26.
4. Engel GL: The Need for a New Medical Model: A Challenge for Biomedicine. Science, New Series, Volume 196 (4286, April 1977. pp 129-136.
5. 2013 HHS document: A Profile of Older Americans

Week 2 beginning January 25, 2016: Models and Paradigms of Successful Aging

George Vaillant and others' longitudinal and prospective studies of groups and individuals into late life.

1. Bowling A, Dieppe P: Successful ageing and who should define it? British Medical Journal, 331, 2005. pp 1548-51
2. Vaillant GE, Mukamal K: Successful Aging. American J of Psychiatry, Volume 158(6). June 2001. pp 839-847
3. Fries JF, Bruce B, Chakravarty E. Compression of Morbidity 1980-2011: Focused Review of Paradigms and Progress. J of Aging Research Vol 2011, Article 261702.
4. Fries JF. Aging, Natural Death, and The Compression of Morbidity. New England J of Medicine. 1980; 303: 130-5 OLDER & VERY INTERESTING
5. Controversy I. In Moody, H.R. (2010). Aging: Concepts and Controversies (6th edition). Thousand Oaks, CA: Pine Forge Press, pp. 27-51.
6. Chapters 1 – 4. Vaillant, George E (2002). *Aging Well: Surprising Guideposts to a Happier Life from the Landmark Harvard Study of Adult Development*. New York, Little Brown and Company.

Week 3 beginning February 1, 2016: Models of successful aging in the media that exemplify how older adults can re-define their identity, life and work. There will be no lecture this week. Students will view two documentaries and prepare a written document.

1. *Young @ Heart: You're Never Too Young to Rock*. Directors Stephen Walker, Sally George. Performers Joe Benoit, Helen Boston, Louise Canady of the Young @ Heart chorus. Documentary by Fox Searchlight, 2007. DVD.
2. *The Way We Get By*. Director Aron Gaudet. Performers Joan Gaudet, William Knight, Gerald Mundy. Documentary by International Film Circuit, 2009. DVD. Maine troop greeters

Assignment 1: Compare and contrast “successful” versus “sick old” individuals and review of the specific elements of success for these re-defined elders. Students will write a two-page narrative comparing and contrasting the ways that healthy aging is manifest in these two documentaries. What is your personal reaction to the individuals? Do you see anyone in your life or work who has similarly adapted?

Week 4 beginning February 8, 2016: The Physiology of Aging: What is “normal” in the aging process?

How does aging affect the central and peripheral nervous, cardiovascular, musculoskeletal, endocrine and the genitourinary systems. How does aging impact metabolism of medications, food, vitamins and other nutrients? Does sleep change as we age?

Web links:

<http://www.cdc.gov/HomeandRecreationalSafety/Falls/index.html>

<http://www.wisc-online.com/Objects/ViewObject.aspx?ID=OTA2505>

Required Reading:

Weinstein E: On Caring for Those Who Remain. A Piece of my Mind. JAMA 308(17) 2012. pp. 1749-50.

Boockvar KS, Meier DE: Palliative Care for Frail Older Adults: “There are things I can’t do anymore that I wish I could...” JAMA 296 (18) 2006 pp. 2245-2253.

Partridge L: Diet and Healthy Aging. NEJM 367(26) 2012. pp. 2550-1.

Krumholz JM: Post-Hospital Syndrome – An Acquired, Transient Condition of Generalized Risk. NEJM 368(2) 2013. pp. 100-102.

Rauscher C: Malnutrition among the Elderly. Canadian Family Physician 39, 1993. pp 1395-1403. (An old review but really addresses the general principles and social issues to consider)

Neubauer DN: Sleep Problems in the elderly. American Family Physician. 59(9) 1991. pp. 2551-8, 2559-60
<http://www.aafp.org/afp/1999/0501/p2551.html>

Additional Reading:

The following 3 articles are from The Journal of Nutrition in 2006 – amino acid metabolism and muscle function. These may be of interest – especially to the students in the nutritional sciences and practice.

Rennie MJ, Bohe J, Smith K, Wachterhage J, Greenhaff P: Branched-Chain Amino Acids: Metabolism, Physiological Function and Application. Journal of Nutrition 136, 2006. pp 264S-268S

Fujita S, Volpi E: Amino Acids and Muscle Loss with Aging. Journal of Nutrition 136, 2006. pp 277S-280S.

Smith SM, Oliver SAM, Zwart SR, et al: Nutritional Status is Altered in the Self-Neglecting Elderly. Journal of Nutrition 136, 2006. pp 2534-2541.

This next reference is a very dense article about drug metabolism. You will be able to appreciate the complexity of the issues and potential dangers and adverse consequences.

Zubenko FS, Sunderland T: Geriatric Psychopharmacology: Why Does Age Matter? Harvard Review of Psychiatry Volume 7 2000. pp 311-333.

Week 5 beginning February 15, 2016: Intimacy and Sexuality in the Older Adult
Sandy Caron, Ph.D. Professor, Family Relations and Human Sexuality University of Maine Orono

1. *Still Doing It: The Intimate Lives of Women Over 60*. Director Deirdre Fishel. Documentary by New Day Films. DVD.
2. DeLamater, J.D., & Sill, M. (2005). Sexual desire in later life. *The Journal of Sex Research*, 42, 138-149.
to access pdf: http://honestexchange.com/wp-content/uploads/2011/11/DeLamater_Sexual-Desire-in-Later-Life.pdf
3. Fisher, L (2010). Sex, romance, and relationships: AARP survey of midlife and older adults. Washington, DC: AARP. http://www.aarp.org/relationships/love-sex/info-05-2010/srr_09.html or to access pdf http://assets.aarp.org/rgcenter/general/srr_09.pdf

4. Fredrikson-Goldsen, K.I. et al (2011). The aging and health report: Disparities and resilience among lesbian, gay, bisexual, and transgender older adults. Seattle: Multigenerational Health. Available online as pdf
<http://caringandaging.org/wordpress/wp-content/uploads/2011/05/Executive-Summary-FINAL.pdf>
5. Lindau, S.T., & Gavrilova, N (2010). Sex, health, and years of sexually active life gained due to good health: Evidence from two US population based cross sectional surveys of aging. British Medical Journal, 340, c810.
<http://www.bmj.com/content/340/bmj.c810> or to access pdf <http://www.bmj.com/content/340/bmj.c810.pdf%2Bhtml>
6. Nusbaum, M. R.H. & Hamilton, C.D. (2002). The proactive sexual history. American Family Physician, 66, 1705-1713.
<http://www.aafp.org/afp/2002/1101/p1705.html> or to access pdf <http://www.aafp.org/afp/2002/1101/p1705.pdf>
7. Compiled resources and references / **Selected References on Sexuality and Aging** Provided by the Consortium on Sexuality and Aging
<http://www.sexualityandaging.com> © Anita P. Hoffer, PhD, 2007
8. Sex, Romance, and Relationships: AARP Survey of Midlife and Older Adults
http://www.aarp.org/relationships/love-sex/info-05-2010/srr_09.html

Topics will include:

- Current research on sexual behaviors and practices of the older adult.
- Physiology of the aging genitourinary and endocrine systems.
- Health concerns about sexual contact in older adults
- How to take a sexual history of an older adult.
- Consult request in the nursing home: Can Ms. A and Mr. B sleep together and have “sex?”

Week 6 beginning February 22, 2016: Clinical approach to and evaluation of an Older Adult

Amy Cotton, M.S.N, G.N.P.-B.C., F.N.P.-B.C., F.N.G.N.A., EMHS Continuum of Care, Director of Operations and Senior Service Quality

How to evaluate healthy older adults and their families, utilization of standardized and validated instruments, and general approach to the clinical challenges.

Required Readings

**Videos are available for many of the *Try This Assessment Series* – students are encouraged to view assessment demonstration when available.

Try This Issue 1 - Fulmer SPICES Overall Assessment of Older Adults

PDF Assessment Tool <http://www.nursingcenter.com/pdf.asp?AID=743877>

Try This Issue 2 - Katz Index of Independence in Activities of Daily Living

PDF Assessment Tool http://consultgerirn.org/uploads/File/trythis/try_this_2.pdf

Try This Issue 3 - Mental Status Assessment of Older Adults – The Mini-Cog
PDF Tool http://consultgerirn.org/uploads/File/trythis/try_this_3.pdf

Try This Issue 4 – Geriatric Depression Scale – Short Form
PDF Tool http://consultgerirn.org/uploads/File/trythis/try_this_4.pdf

Try This Issue 23 - Lawton Instrumental Activities of Daily Living
PDF Assessment Tool http://consultgerirn.org/uploads/File/trythis/try_this_23.pdf

Try This Issue 13 - The Confusion Assessment Method (CAM)
PDF Tool http://consultgerirn.org/uploads/File/trythis/try_this_13.pdf

Ethnogeriatrics – Cultural Competence

PDF:

http://consultgerirn.org/topics/ethnogeriatrics_and_cultural_competence_for_nursing_practice/want_to_know_more#item_2

National Research Council. 2008. *Retooling for an Aging America: Building the Health Care Workforce*. Washington, DC: The National Academies Press.
Podsiadlo, D., Richardson, S. The timed 'Up and Go' Test: a Test of Basic Functional Mobility for Frail Elderly Persons. *Journal of American Geriatric Society*. 1991; 39:142-148.

Hearing Assessment: Whisper Test
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC259166/>

Recommended Additional Readings/Resources

Reuben et al, Geriatrics At Your Fingertips (2012) American Geriatrics Society

Kane, R., Ouslander, J., Abrass, I. & Resnick, B. (2009). Essentials of Clinical Geriatrics (6th Ed), McGraw-Hill Company:New York, NY. Chapters 1-3
<http://www.stanford.edu/group/ethnoger/>

Inciardi, J. & Harrison, L. 2000. Harm Reduction. Thousand Oaks, CA: Sage.

Blouin, A., & McDonagh, K. 2011. Framework for patient safety, part 1: culture as an imperative. *J Nurse Admin.* 41(10):397-400.

Bakken, S., Cook, S. Curtis, L. et al. 2004. Promoting patient safety through informatics-based nursing education. *Int J Med Informatics.* 73:581-589.

O'Daniel M, Rosenstein AH. *Professional Communication and Team Collaboration*. In: Hughes RG, editor. Patient Safety and Quality: An

Evidence-Based Handbook for Nurses. Rockville (MD): Agency for Healthcare Research and Quality (US); 2008 Apr.
National Research Council. 2000. "Characteristics of State Adverse Event Reporting Systems."

To Err Is Human: Building a Safer Health System. Washington, DC: The National Academies Press.
National Research Council. 2001. "Front Matter." *Crossing the Quality Chasm: A New Health System for the 21st Century*. Washington, DC: The National Academies Press.

Budnitz, D, Lovegrove, M, Shehab, N, & Richards, C. 2011. *Emergency Hospitalizations for Adverse Drug Events in Older Americans*. N Engl J Med. 365:2002-2012

Coleman EA, and Berenson RA. 2004. *Lost in Transition: Challenges and Opportunities for Improving the Quality of Transitional Care*. Annals of Internal Medicine. 140:533-536.

Week 7 beginning February 29, 2016: Student Presentations: Clinical Case Conference "Elders I have known in my personal life" or "Elders I have taken care of in my work life."

Assignment 2: Students will present a narrative, video, audio recording or other media format, approved about an individual whom they have cared for in their clinical practice or who is or was in their personal life – such as a grandparent. Who was that individual? What defined their life: include elements of interpersonal and intimate relationships, work, children, other? What elements of successful or unsuccessful aging was manifest in their life? This presentation should be sufficiently extensive and complex so that we would be able to recognize that individual in a room filled with others of the same age and gender. Depending upon the media used, the length of the presentation can be ironed out with faculty prior to posting.

It is expected that the presentations will be available for all classmates to view by Monday, February 24. Then, we look forward to your respectful and introspective comments. I will post all of these over the course of the week with a reciprocal dialogue about the presentations.

Please address: What elements of the elders' early years contributed to their longevity or premature death?

Spring Recess: March 7 – 20, 2016

Week 8 beginning March 21, 2016: Loss and Grief : Coping with the loss of vigor, identity of life's work, loss of loved ones and independence.

Jaime Boyington, M.S.W, L.C.S.W., Community Care Team Coordinator, Eastern Maine Home Care, Eastern Maine Health Systems.

1. *Harry and Tonto*. Director Paul Mazursky. Performers Art Carney, Ellen Burstyn, Rene Enriquez. Twentieth Century Fox Films, 1974. DVD. A film about unique relationships and loss.
2. Perissinotto Cm, Stijacic CI, Covinsky KE. Loneliness in Older Persons: A predictor of Functional Decline and Death. Archives of Internal Medicine, Volume 172 (14) 2012. pp 1078-1083.
3. Bucholz EM, Krumholz HM. Commentary: Loneliness and Living Alone: What are we really measuring? Archives of Internal Medicine, Volume 172 (14) 2012. p. 1083-4

Week 9 beginning March 28, 2016: Chronic Disease: Manifestations in the elderly, their origin and societal implications

- Common conditions and ailments in the elderly
 - Are there social or other determinants of this prevalence?
 - How do Adverse Childhood Experiences influence chronic disease in aging adults?
 - List of "forbidden" drugs
 - Drug/drug, drug/disease and drug/patient interactions – already discussed in Week 4.
 - How can I manage to take all of these pills? Do I really need them?
 - Are there any pros to direct to consumer advertising?
1. Reuben DB. Medical Care for the Final years of Life: “When You’re 83, It’s Not going to be 20 years.” Journal of the American Medical Association 302(24) 2009. pp 2686-2694.
 2. **The Origins of Addiction: Evidence from the Adverse Childhood Experiences Study.** **Vincent J. Felitti, MD**, Department of Preventive Medicine, Kaiser Permanente Medical Care Program, 7060 Clairemont Mesa Boulevard, San Diego, California 92111
 3. ACE studies, Kaiser Permanente, San Diego, California
<http://www.cdc.gov/ace/index.html>
 4. A 1½ hour lecture by Vincent Felitti – to be viewed in full. May need reloading a few times, so please be patient.
<https://www.youtube.com/watch?v=Me07G3Erw8>
 5. <http://www.acestudy.org/>
 6. Steinman MA, Hanlon JT: Managing Medications in Clinically Complex Elders: "There's Got to be a Happy Medium." Journal of the American Medical Association, Volume 304 (14), October 2010. pp 1592-1601.

7. Gorina Y, Hoyert D, Lentzner H, Goulding M. Trends in Causes of Death among older Persons in the United States. Aging Trends, No 6. Hyattsville, Maryland: National Center for Health Statistics. 2006.
8. Beers Criteria: <https://www.dcri.org/trial-participation/the-beers-list/>
9. http://www.cdc.gov/BRFSS/technical_infodata/index.htm
10. <http://www.silverbook.org/index.php>

At the completion of Week 9 all teams for the Week 12 debate will be established and posted. Students will work with each other to initiate and determine team members.

Week 10 beginning April 4, 2016: Ethical issues in the life and care of the older adult.

General principles and consideration of the evaluation of Capacity, preparing Advance Directives, power of attorney, writing a will, buying a house, having intimate relationships and getting married.

1. Appelbaum PS, Grisso T: Assessing Patients' Capacities to Consent to Treatment. New England Journal of Medicine, Volume 319 (25), December, 1988. pp 1635-1638.
2. Drane JF: Competency to give an informed consent. A model for making clinical assessments. Journal of the American Medical Association. Volume 252 (7), August, 1984. pp 925-927.
3. Alfandre DJ: "I'm Going Home": Discharges Against Medical Advice. Mayo Clinic Proceedings, Volume 84 (3). March 2009. pp 255-260.
4. Widera E, Steenpass V, Marson D, Sudore R: Finances in the Older Patient with Cognitive Impairment: "He didn't want me to take over." Journal of the American Medical Association, Volume 305 (7), February 2011. pp 698-706.
5. Moyer J, Naik AD: Preserving Rights for Individuals Facing Guardianship. Journal of the American Medical Association. Volume 305 (9). March 2011. pp 936-937.

New Helsinki anniversary articles.

Week 11 beginning April 11, 2016: Controversies and cultural and socioeconomic determinants of common psychopathology, suicide risk in the elderly and their integration with general medical care and longevity. These special topics in illness and disease include:

- Experience of trauma in now elderly populations
- Suicide in the elderly
- Health literacy
- Health and longevity in individuals with chronic mental illness
- The military history: remember to take and recognize importance as all Vietnam veterans are now geriatric, surviving WWII and Korean war veterans

- Elders living with HIV/AIDS
1. Valente S. Suicide Risk in Elderly Patients. *The Nurse Practitioner Journal*. Volume 33(8). August, 2008. pp 34-40.
 2. Juurlink DN, Herrmann N, Szalai JP, et al. Medical Illness and the Risk of Suicide in the Elderly. *Archives of Internal Medicine*. Vol 164. June, 2004. pp1179-84.
 3. McKnight PE, Kashdan TB. Purpose in Life as a System that Creates and Sustains Health and Well-Being: An Integrative, Testable Theory. *Review of General Psychology*. Volume 13(3). 2009. Pp242-251.
 4. Brown, J: The Unasked Question. *JAMA* 308(18) 2012. pp. 1869-90.
 5. Schillinger D, Grumbach K, Piette J et al. Association of Health literacy with diabetes outcome. *JAMA* Volume 288(4). July, 2002. pp 475-82
(<http://www.ncbi.nlm.nih.gov/pubmed/12132978> for related articles)
 6. Zubenko GS, Mulsant BH, Swwet RA, et al. Mortality of Elderly Patients with Psychiatric Disorders. *Am J of Psychiatry*. Volume 154(10). October, 1997. P1360-1368.
 7. Druss BG, Bradford D, Rosenheck RA, et al. Quality of Medical Care and Excess Mortality in Older Patients with Mental Disorders. *Archives of General Psychiatry*. Volume 58. June, 2001. P565-72.
 8. Leucht S, Burkard T, Henderson J, et al. Physical illness and schizophrenia: a review of the literature. *Acta Psychiatr Scand*. Volume 116. 2007. pp 317-333.
 9. Nutbeam D. The evolving concept of health literacy. *Social Science & Medicine*. Volume 67. 2008. pp 2072-78.
 10. Powers BJ, Trinh JV, Bosworth HB. Can This Patient Read and Understand Written Health Information? *JAMA* 304(1) 2010. pp 76-84.
 11. Conwell Y, Thompson C. Suicidal Behavior in Elders. *Psychiatric Clinics of North America*. 31. 2008. pp 333-356.
 12. Williams MV, Parker RM, Baker DW, et al. Inadequate Functional Health Literacy Among Patients at Two Public Hospitals. *JAMA* Vol 274. 1996. pp 1677-82.
 13. Health Literacy: Report of the Ad Hoc Committee on Health Literacy for the Council on Science Affairs, AMA. *JAMA* Vol 281 (6) 1999. pp552-557.
 14. Nguyen N, Holodniy M. HIV infection in the elderly. *Clinical Interventions in Aging*. Vol 3 (3) 2008. pp 454-72.
 15. Dombrowski A, Rosenstock J. Bridging general medicine and psychiatry: providing general medical and preventive care for the severely mentally ill. *Current Opinion in Psychiatry*. Volume 17. 2004. pp 523-9.
 16. Weiss BD, Mays MZ, Martz W, et al. Quick Assessment of Literacy in Primary Care: The Newest Vital Sign. *Annals of Family Medicine*. Volume 3 (6) 2005. pp 514-22.
 17. Nurss J, Parker RM, Williams MV, Baker DW. Short Test of Functional Health Literacy in Adults. Available as PDF. July 1995. Emory University
 18. Improving Health and Breaking Down Silos. Link from Channel 5 broadcast.
 19. Boxwell AO. Geriatric Suicide: The Preventable Death. *Nurse Practitioner*. Volume 13 (6) 1988. pp 10-19.

20. Vance DE. Aging with HIV: Bringing the latest research to bear in providing care. *American J of Nursing*. Volume 110 (3) 2010. pp 42-47.
21. Larsen KK, Agerbo E, Christensen B, et al. Myocardial Infarction and Risk of Suicide: A Population-Based Case Control Study. *Circulation*. Volume 122. 2010. pp 2388-93.
22. Amiel JM, Mangurian CV, Ganguli R, Newcomer JW. Addressing cardiometabolic risk during treatment with antipsychotic medications. *Current Opinion in Psychiatry* Volume 21. 2008. pp 613-8.
23. Daumit GL, Dickerson FB, Want N-Y, et al. A Behavioral Weight-Loss Intervention in Persons with Serious Mental Illness. *NEJM* 2013 e-publish before available.

Week 12 beginning April 18, 2016: Special topics for debate: The pros and cons of topical and controversial issues involving the elderly in Maine and around the country.

Should there be special laws and criteria for elder motor vehicle operation?
Should there be special laws and criteria for elder voting rights?

The following are a starting point for your debate. Your additional references will be posted.

1. Appelbaum PS, Bonnie RJ, Karlawish JH. The Capacity to Vote of Persons with Alzheimer's Disease. *American J of Psychiatry*. Volume 162(11). 2005. pp 2094-2100.
2. Carr DB, Ott BR. The Older Adult Driver with Cognitive Impairment: "It's a Very Frustrating Life." *JAMA* Volume 303(16) April, 2010. pp 1632-41. (Includes web based resources – part of a series "Caring of the Aging Patient")
3. Eby DW, Molnar LJ. Driving Fitness and Cognitive Impairment. *JAMA* Volume 303 (16), April, 2010 pp 1642-3.
4. Redelmeier DA, Yarnell AB, Thiruchelvan D, Tibshirani RJ. Physicians' Warnings for Unfit Drivers and the risk of Trauma from Road Crashes. *NEJM* 367(13) 2012. pp 1228 – 1236.

Assignment 3. Students will break up into teams or individually, depending on enrollment numbers – either pro or con the proposed issue and concern. By Monday, they will present their opening arguments – to be referenced with peer-reviewed literature or authoritative web-based data – at least a two-page document.

By Wednesday, rebuttals of the same type will be submitted.

Then, by Sunday night at 12 MN, closing statements will be posted.

The above articles can serve as a starting point for the expected literature review and web resources.

Please establish your teams by interest or just in sequence alphabetically by the completion of week 9.

Week 13 beginning April 25, 2016: Cognitive Reserve: Will I write a book when I am old, becoming forgetful and developing Dementia of the Alzheimer's Type? Dame Iris Murdoch did!

Clifford Singer, M.D., Chief of Geriatric and Neuro-Psychiatry, Acadia Hospital, Bangor, ME

Controversy 3: Does Intellectual Functioning Decline with Age? In Moody, H.R. (2010). Aging: Concepts and Controversies (6th edition). Thousand Oaks, CA: Pine Forge Press, pp. 93-128.

Week 14 beginning May 2, 2016: How could Iris Murdoch have written a successfully novel while becoming severely cognitively impaired? And, Wrap-up and feedback.

- Discussion of debate final arguments
- "Case" presentation review
- Overall format and content evaluation and feedback
- How do we follow-up with the content and broaden the perspectives presented during this course in the future courses that will contribute to the Certificate in Gerontology?
- Evaluation of visiting faculty
- Evaluation of course director

Young RK. If Only Grown-ups Would Pay Attention. JAMA. Volume 309 (8) 2013. pp 779-80.

Students will be requested to give specific feedback about course content, reading assignments, written and presentation assignments, course structure and content. This is the first offering of this content making it essential to give constructive feedback to enhance the experience of future learners.

Students will view the movie *Iris*. Director Richard Eyre. Performers Judi Dench, Jim Broadbent, Kate Winslet. Miramax Films, 2001. DVD

Details of assignments:

1. Weekly class participation and posting to our discussion format will be reviewed by all students and me. It is expected that you will demonstrate by way of your communication content that you have viewed the films, read the week's literature

and possibly additional resources that you can post and share with our group. There will be some specific questions asked during the weeks' work and discussions as well as feedback and response to all other student comments, questions and resources.

2. Two-page narrative describing successful versus "sick" aging as depicted in the two documentaries during Week 3. Student introspection will be needed to respond to the question about individuals in their life or practice who have adapted to aging, illness and taking risks.
3. "Case" presentation: Students can utilize any media that we can all access. These include written narratives, power point, audio or videotaped presentations or other modalities that will showcase your intended content. We all look forward to creative style!
4. Debate: Depending on the number of students in our class, individuals or teams will be randomly assigned to an issue to debate.
Monday of Week # 13 the opening arguments will be presented in a written format for all to read.
Rebuttals will be presented by Wednesday and then
Closing arguments are due by Sunday.
It is expected that there be literature support for arguments. These topics have been addressed in the media, on line, and may require a review of some additional peer-reviewed literature.