

University of Maine
GRN 501: Life Transitions and Health in Aging
Spring 2018

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: GRN 500 or by permission of instructor.

Overview of the course format:

This is an online, asynchronous course that uses UMaine's Blackboard learning management system. You can log in to the course with your maine.edu credentials by going to this website: bb.courses.maine.edu.

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.

Faculty information:

Ruth M. Lamdan, M.D, Adjunct Professor.

Office hours: by appointment by telephone, Skype, or other format.

Telephone: 207.356.4552

Email: ruth.lamdan@gmail.com

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 in the lives of the elderly: loss of occupation, health, friends and loved ones

Determination of Grade:

Class participation by discussion board	25%
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Topics for the discussion board will be posted weekly – offering options to discuss with your colleagues. Postings are expected by Saturday night at midnight – to give time for responses amongst you.

Models of aging in two documentary films	25%
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"Case" presentation	25%
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Voting or Driving Rights of the Elderly	25%
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There is no final examination for GRN 501

Final 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 (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's Blackboard. Involvement is vital to your individual success and to the success of the course. Involvement requires regular (at least twice 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 Blackboard with your weekly lecture content and assignments. Articles and other reading materials will be in PDF format. Videos will be available 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 on Blackboard for the week in which the assignment is due. You will submit discussions and assignments to the Blackboard discussion boards for all to view. Feedback on the specific assignments will be emailed to you or provided through Blackboard.

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 Blackboard. They

will know how to send and retrieve e-mail messages and send attachments via e-mail. Course information will be transmitted using Blackboard.

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 Blackboard, 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 Blackboard. Use your maine.edu credentials to log in to bb.courses.maine.edu. If you have trouble accessing Blackboard or if you do not see the course when you log in, please contact technical support at the information listed below.

Contact information for Technical Support:

UMaineOnline Technical Support Services

Email: dlltechhelp@maine.edu

Help Line: [1.877.947.4357](tel:18779474357)(HELP) or [207.581.4591](tel:2075814591)

Technical support office hours:

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

8am to 6pm (M-Th) & 8am to 5pm (F) during Fall & Spring semesters

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.

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>

Academic Honesty Statement:

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.

Students with disabilities statement:

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

Course schedule disclaimer (disruption clause):

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.

Sexual violence policy:

Sexual discrimination reporting: The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell any of your teachers about sexual discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

Behaviors that can be “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported.

Why do teachers have to report sexual discrimination?

The university can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise— for example, if more than one victim reports having been assaulted or harassed by the same individual.

What will happen to a student if a teacher reports?

An employee from the Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution’s obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution’s ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation

and, to the extent possible, will share information only with those responsible for handling the institution's response.

The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.

For *confidential resources off campus*: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1406, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

Class schedule:

Week 1 beginning January 22, 2018: Welcome and introductions of/to each other, course objectives, expectations, process and requirements.

In addition to the general introduction I have made a short “addendum” video referring to O’Neill’s To Live and Die as an Original. You may even want to read that article and view that first!

Please post – on Week 1 – an introduction about yourselves – in any media form you prefer: video, narrative, voice recording, or other to introduce yourself to your classmates. Blackboard has a new “Kaltura” to make an easy video!!

This introduction to U.S. and world demography, census data and imperative of aging population will reiterate concepts from your earlier studies.

Included are 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://www.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 29, 2018: 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 5, 2018: 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. *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
 2. *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
- Additional interesting documentaries (optional):
3. *Cyber-Seniors*. Director Saffron Cassaday. Award winning Documentary with information at <http://cyberseniorsdocumentary.com/> 2014. DVD
 4. *Keep Dancing*. Director Douglas Blair Turnbaugh and Greg Vander Veer. Award winning documentary about Marge Champion and Donald Saddler. 2010. Streaming @ <https://vimeo.com/153283760>

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?

Please post your essay to the assignment in Week 3 on Blackboard and submit it to the discussion forum for peer review. Read all of your colleagues’ work. Then, choose at least 2 submissions and respond with comments on their analysis of the quality of the aging process that they describe in their essays. In general, you are also encouraged to comment on interesting or novel content.

Week 4 beginning February 12, 2018: 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.

Torpy, J, Lynn, C, Glass, R: Frailty in Older Adults. JAMA 296(18) 2006. p. 2280

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, Wacherhage 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 19, 2018: 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

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 26, 2018: Clinical approach to & evaluation of an Older Adult

Amy A. Cotton, MSN, RN, NEA-BC, CPXP, FAAN

EMHS Vice President Patient Engagement & Chief Patient Experience Officer

Robert Wood Johnson Foundation, Executive Nurse Fellow

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 and Video <https://consultgeri.org/try-this/general-assessment/issue-1>

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

PDF and Video <https://consultgeri.org/try-this/general-assessment/issue-2>

Try This Issue 3.1 - Mental Status Assessment of Older Adults – The Mini-Cog

PDF and Video <https://consultgeri.org/try-this/general-assessment/issue-3.1>

Try This Issue 4 – Geriatric Depression Scale – Short Form

PDF and Video <https://consultgeri.org/try-this/general-assessment/issue-4>

Try This Issue 23 - Lawton Instrumental Activities of Daily Living

PDF and Video <https://consultgeri.org/try-this/general-assessment/issue-23>

Try This Issue 13 - The Confusion Assessment Method (CAM)

PDF and Video <https://consultgeri.org/try-this/general-assessment/issue-13>

Ethnogeriatrics – Cultural Competence

Article accessed from:

<https://consultgeri.org/geriatric-topics/ethnogeriatrics-and-cultural-competence-nursing-practice-0>

National Research Council. 2008. *Retooling for an Aging America: Building the Health Care Workforce*. Washington, DC: The National Academies Press.

Found at: <http://www.nationalacademies.org/hmd/reports/2008/retooling-for-an-aging-america-building-the-health-care-workforce.aspx>

The Timed Get up and Go Test Accessed from:

http://www.unmc.edu/media/intmed/geriatrics/nebgec/pdf/frailelderlyjuly09/toolkits/timedupandgo_w_norms.pdf

Hearing Assessment: Whisper Test Article accessed from:

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC259166/>

Recommended Additional Resources

Reuben et al, Geriatrics At Your Fingertips (2016) American Geriatrics Society

Kane, R., Ouslander, J., Abrass, I. & Resnick, B. (2013). Essentials of Clinical Geriatrics (7th Ed), McGraw-Hill Company:New York, NY.

Week 7 beginning March 5, 2018: Student Presentations: Clinical Case Conference “Elders I have known in my personal life” or “Elders I have taken care of in my work life.” Again, give the new “Kaltura” a try to present your “case.”

Assignment 2: Students will present a narrative, video, audio recording or other media format about an individual whom they have cared for in their clinical practice or who is or was in their personal life. 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? What elements of the elders’ early years may have contributed to their longevity or premature death? 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 and know their “story.” Depending upon the media used, the length of the presentation can be ironed out with faculty prior to posting if you have any questions about the adequacy of your choice.

It is expected that the presentations will be available for all classmates to view before Wednesday, March 7. Then, we look forward to your respectful and introspective comments and feedback to your classmates.

Please post your presentation in the assignment for Week 7 and submit a copy to the discussion forum so that others in the class may review it. Review the work of your peers and provide comments and responses to their work. You should respond to all comments about your projects.

****Spring Recess: March 12 - 18, 2018 One week recess****

Week 8 beginning March 19, 2018: 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 26, 2018: 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=Me07G3Erbw8>
 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>

Week 10 beginning April 2, 2018: Special topics for consideration: 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 resources. Please post your additional references with your presentations. Please post your presentations to Week 10 as well as to the assignment for faculty review.

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 choose amongst the controversial issues of voting rights and driving privileges in the elderly.

Either collaboratively with the others in your group or independently, you will write literature supported arguments about the subjects. These should be submitted by Thursday, April 7th at noon to give your colleagues time to respond to the arguments and prepare rebuttals. The format for the presentations is at your discretion. Collaboration is not easily done given the online nature of the course. So, it is understandable if you decide to work on your own. Your arguments should be supported by empiric literature.

Week 11 beginning April 9, 2018: 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 12 beginning April 17, 2018: Cognitive Changes and Reserve in Normal Aging: Clifford Singer, M.D., Chief of Geriatric and Neuro-Psychiatry, Acadia Hospital, Bangor, ME. Monday, April 16 is observed Patriots Day.

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.

Harada CN et al. Normal Cognitive Aging. *Clin Geriatr Med*. 2013 November ; 29(4): 737–752. doi:10.1016/j.cger.2013.07.002.

Small BJ et al. **Do Changes in Lifestyle Engagement Moderate Cognitive Decline in Normal Aging? Evidence from the Victoria Longitudinal Study.** *Neuropsychology*. 2012 March ; 26(2): 144–155. doi:10.1037/a0026579

Puente AN, et al The Relationship Between Cognitive Reserve and Functional Ability is Mediated by Executive Functioning in Older Adults, *The Clinical Neuropsychologist*, 2015. DOI: [10.1080/13854046.2015.1005676](https://doi.org/10.1080/13854046.2015.1005676)

Cognitive Aging: Progress in Understanding and Opportunities for Action

Cognitive Aging: A Report from the Institute of Medicine

Week 13 beginning April 23, 2018: 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
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(<http://www.ncbi.nlm.nih.gov/pubmed/12132978> for related articles)
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Week 14 beginning April 30, 2018: How could Iris Murdoch have written a successful novel while becoming severely cognitively impaired?

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

Iris. Director Richard Eyre. Performers Judi Dench, Jim Broadbent, Kate Winslet. Miramax Films, 2001. DVD

Thanks everyone!!

Best wishes for your life and work!! Hope that you have enjoyed and learned and met some interesting colleagues!! Hoping, too, that our paths will cross again!