**Class Assignments**

**Chapter 23: Prevention and Treatment: Working Therapeutically with Older Adults**

1. Goal: To increase student understanding of the influence of their own biases on working with older adults.
   1. Ask students to bring in their IAT-aging results (<https://implicit.harvard.edu/implicit/takeatest.html>) and let them know that they will be asked to talk about them in general terms.
   2. Break student up into groups by diagnostic category: dementia/delirium, depression, anxiety, and sleep disorders. Ask them to develop a treatment plan for a hypothetical client, including expectations for outcomes.
   3. Once outcomes have been established, have students analyze the ways in which their implicit assumptions (as measured by the IAT-aging) may have influenced their treatment plan and outcome expectations.
2. Goal: To increase student understanding of the unique ethical and legal obligations of working with older adults.
   1. Review the law in your jurisdiction related to informed consent, power of attorney, and abuse of older and vulnerable adults.
   2. Lead a discussion of how such laws are relevant when an older adult is brought to counseling by a family member, such as an adult child.