Course program and reading list

Semester 0 Year 2024

School: Baruch Ivcher School of Psychology

Empirical research of technology for mental health

Lecturer:

Prof. Guy Doron   gdoron@runi.ac.il

Teaching Assistant:

Ms. Tal Nakash   tal.nakash@post.runi.ac.il

Course No.:	Course Type :	Weekly Hours :	Credit:
3794	Seminar	4	4

Course Requirements :	Group Code :	Language:
Final Paper	240379400	Hebrew

Prerequisites

Prerequisite:

8000 – Introduction To Psychology
8014 – Research and Measurement Methods
8910 – Introduction To Statistics A
8911 – Introduction To Statistics B
8924 – Multivariate Statistics A
8925 – Multivariate Statistics B

◎ Course Description

Empirical research of technology for mental health this year is focused on resilience and mental health in the elderly residing in various settings such as hospitals, long-term care

facilities, retirement homes, and their own residences. The elderly population is particularly susceptible to mental health issues. Aging is often associated with physical health decline, loss of independence, changing family or social dynamics, and at times cognitive decline. The elderly also face higher rates of negative life events such as loss of a spouse or friends. These and related factors can lead to an increase in perceived loneliness as well as symptoms of anxiety and depression and even suicide. Moreover, each elderly setting may have unique mental health challenges. Hospital stays may increase stress due to pain and fear. Long-term facilities might generate feelings of loss of independence, transitioning into retirement homes can be overwhelming, and being homebound might lead to isolation. Unfortunately, these issues are often overlooked in this population because of stigma, lack of awareness or lack of knowledge regarding the ageing process. All these increase the need for accessible mental health interventions. The course will focus on identification of processes that can increase resilience to psychopathology in the elderly population and the identification of relevant interventions.

Course Goals

- The course aims to teach students about psychological research. Students will conduct a study in a systematic manner from reading the relevant theories and studies, defining the gaps in the literature, conceptualising the specific research questions, designing the study, running a pilot and writing a short research report.
- Each group of students will decide on a specific theoretical and clinical gap in the literature they will target.
- Each class will start with a short presentation of group progress. Classes will include group discussions and personal meetings.

Week	In class	Between classes	Submissions
1: 20.12	Define, describe and contexualize the main subject of the year: resilience and mental health in elderly	Thinking of specific sub theme and reading of relevant literature	
2: 27.12	Identify relevant research literature related to the sub themes	Prepare need presentation	
3: 3.1	Personal meetings		

4:10.1	**Students need presentations:** psychological and theoretical aspects		
5: 17.1	Initial discussion about solutions – how to apply theoretical aspects to the team's specific concept		
6–7: 24.1, 31.1	How to write a literature review	Writing literature review (Introduction and Related Work sections)	Group: literature review 5.2
8–9: 7.2–14.2	How to design, run, analyse a good user study/design focusing on specific theoretical and clinical questions.	Prepare presentation	
10: 21.2	Summary		Group: paper with Introduction, Related work and Method draft 1
Semester B 1: 13.3	**Personal meetings–** How to design a good psychological research+ Choosing specific measures		
2: 20.3	Practical considerations in conducting mHealth research + Instructions writing method	Preparations for running the study+ writing method section Integrating the relevant measures into the prototype design	

3: 27.3	**Personal meetings:** method	Group: 19.4– Method
4: 3.4	Ethics	
5: 10.4	Troubleshooting in running the study and thinking about the results, limitations, discussion	Running the study
7–8: 1.5, 15.5	Data analysis	Data analysis
9–10: 22.5, 29.5	**Personal meetings:** Going over results and discussion	
11: 5.6	Preparation for end of semester presentation	
12:12.6	Summary	Group: 31.8– Final paper submission

The dates are tenetetive and also daepend on the progress of the TMH – UX course

....

Grading

Grading

Submission of papers and presentations is mandatory

Semester A:

1. Literature review (35%)

2. Presentation in class: lessons 4 (15%)

Semester B:

3. Method & procedure section (10%)

4. Final paper including method, results, discussion (limitations, future research, and clinical implications) (30%)

5. commitment to the process, compliance with the course schedule, and active participation in course discussions, leadership, and initiative (10%).

....

💬 Reading List

Reading List

Each group will also receive a reading list specific for their topic

Cosco, T. D., Howse, K., & Brayne, C. (2017). Healthy ageing, resilience and wellbeing. *Epidemiology and Psychiatric Sciences*, *26*(6), 579-583.

Fontes, A. P., & Neri, A. L. (2015). Resilience in aging: literature review. *Ciencia & saude coletiva*, *20*, 1475-1495.

Górska, S., Singh Roy, A., Whitehall, L., Irvine Fitzpatrick, L., Duffy, N., & Forsyth, K. (2022). A systematic review and correlational meta-analysis of factors associated with resilience of normally aging, community-living older adults. *The Gerontologist*, *62*(9), e520-e533.

Wister, A. V., Coatta, K. L., Schuurman, N., Lear, S. A., Rosin, M., & MacKey, D. (2016). A lifecourse model of multimorbidity resilience: theoretical and research developments. *The International Journal of Aging and Human Development*, *82*(4), 290-313.