
Instructor:	Dr. Christine Knight	Lecture Location:	AD 247
Phone:	403-955-6130		
	Dr. Candace Konnert	Lecture Days/Time:	Mon 9:00-11:50am
	403-220-4976		Sept 10-Oct 22
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Course Description and Goals

Current population projections indicate that by 2036, 25% of the Canadian population will be over 65 and almost 8% will be 80 years of age or older (Statistics Canada, 2013). By 2051, the number of centenarians in Canada will increase eight-fold (Statistics Canada, 2012). As the baby-boom cohort ages, there will be even more demand for psychological services. Moreover, caring for an aging family member is now a normative experience and psychologists who work with families need to be knowledgeable about multigenerational families and issues pertaining to caregiving.

This module is structured in a manner that is consistent with guidelines provided by the American Psychological Association (2014). As such, students will learn about:

- 1) what it means to age successfully
- 2) students' personal attitudes and beliefs about aging, and how these might be relevant to their assessment and treatment of older adults, ethical issues
- 3) conceptual models, challenges and contexts of practice
- 4) psychopathology, assessment, and intervention

The lectures will focus on specific topics within this framework; however, the readings will be more comprehensive. You may also want to look at the following websites and their related links for further information about different topics on aging:

National Council on the Aging (www.ncoa.org)

Canadian Association on Gerontology (www.cagacg.ca)

Gerontological Society of America (www.geron.org)

APA Division 12, Section II – Clinical Geropsychology (www.geropsych.org)

The Canadian Coalition for Seniors' Mental Health (CCSMH) National Guidelines
for Seniors' Mental Health <http://www.ccsmh.ca/en/guidelinesUsers.cfm>

National Initiative for the Care of the Elderly <http://www.nicenet.ca>

International Psychogeriatric Association <http://www.ipa-online.org>

GeroCentral <http://gerocentral.org>

Required Text

Knight, B.G. & Pachana, N.A. (2015). *Psychological assessment and therapy with older adults*. Oxford, UK: Oxford University Press. Available in the University Bookstore.

This course also has required readings that will be made available on D2L.

Evaluation Class participation/discussion of the readings (20%)
 Case Study - assessment exercise (40%)
 Case conceptualization (40%)

More information will be provided on these assignments. Both assignments are due by October 29, 2018.

Grading Scale This course is evaluated as credit/no credit. Students must receive a grade of 80% on all components of the course to receive credit for the course.

Date	
M Sept. 10 (C. Konnert)	Working with older adults: The basics
M Sept. 17 (C. Konnert)	The Contextual Adult Lifespan Theory for Adapting Psychotherapy (CALTAP)
M Sept. 24 (C. Knight)	Considerations in assessment with older adults; Overview of the assessment and differential diagnosis of delirium, depression and dementia (3Ds)
M Oct. 1 (C. Knight)	Delirium, depression and dementia – Continued
M Oct. 15 (C. Knight)	Assessment and treatment approaches for hoarding disorder; Overview of psychotic disorders in older adults
M Oct. 22 (C. Konnert)	Evidence-based and emerging psychological treatments for older adults

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments

will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year. Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is September 13, 2018**. Last day for registration/change of registration is **September 14, 2018**. The last day to withdraw from this course is **December 7, 2018**.

Readings:

Date	
M Sept. 10 (C. Konnert)	Working with older adults: The basics Anderssen, E. (2010, April 1). Want to age well? Laugh it up. <i>Globe and Mail</i> . Depp, C., Vahia, I. V., & Jeste, D. (2010). Successful aging: Focus on cognitive and emotional health. <i>Annual Review of Clinical Psychology</i> , 6, 527-550. Karel, M. J., Gatz, M., Smyer, M. A. (2012). Aging and mental health in the decade ahead: What Psychologists need to know. <i>American Psychologist</i> , 67, 184-198. APA. (2014). Guidelines for psychological practice with older adults. <i>American Psychologist</i> , 69, 34-65. Carlos, M., & Moye, J. (2014). Tips for treating older clients. Retrieved from: http://psychologybenefits.org/2014/11/06/28-tips-for-treating-older-clients

	<p>Knight & Pachana Chapter 11</p>
<p>M Sept. 17 (C. Konnert)</p>	<p>The Contextual Adult Lifespan Theory for Adapting Psychotherapy (CALTAP)</p> <p>Knight & Pachana Chapter 1, 6, 7, 8, 10</p> <p>Yang, J. A., Garis, J., Jackson, C., & McClure, R. (2009). Providing psychotherapy to older adults in home: Benefits, challenges, and decision-making guidelines. <i>Clinical Gerontologist</i>, 32, 333-346.</p> <p>Wildon, K. G. (2018). Psychological aspects of medical assistance in dying: a personal reflection. <i>Canadian Psychology</i>, 59, 132-143.</p>
<p>M Sept. 24 (C. Knight)</p>	<p>Considerations in assessment with older adults; Overview of the assessment and differential diagnosis of delirium, depression and dementia (3Ds)</p> <p>Knight & Pachana Chapter 2 & 5</p> <p>APA. (2012). Guidelines for the evaluation of dementia and age-related cognitive decline. <i>American Psychologist</i>, 67(1), 1-9.</p> <p>Downing, L.V., Caprio, T.V., & Lyness, J.M. (2013). Geriatric psychiatry review: Differential diagnosis and treatment of the 3 Ds: Delirium, dementia and depression. <i>Current Psychiatry Reports</i>, 15, 365-374.</p> <p>Potter, G.G., & Attix, D.K. (2006). An integrated model for geriatric neuropsychological assessment. In D.K. Attix & K.A. Welsh-Bohmer (Eds.), <i>Geriatric neuropsychology: Assessment an intervention</i>. (pp. 5-26). New York: Guilford Press.</p>
<p>M Oct. 1 (C. Knight)</p>	<p>Knight & Pachana Chapter 3</p> <p>Saykin, A.J., & Rabin, L.A. (2014). Dementias and neurocognitive diseases. In M.W. Parsons & T.A. Hammeke (Eds.), <i>Clinical neuropsychology: A pocket handbook for assessment</i> (3rd ed). (pp. 237-265). Washington, DC: American Psychological Association.</p>
<p>M Oct. 15 (C. Knight)</p>	<p>Anxiety disorders, Assessment and treatment approaches for hoarding disorder Overview of psychotic disorders in older adults</p> <p>Knight & Pachana Chapter 4 & 9</p> <p>Berry, K., & Barrowclough, C. (2009). The needs of older adults with schizophrenia: implications for psychological interventions. <i>Clinical Psychology Review</i>, 29, 68-76.</p> <p>Frost, R.O., & Steketee, G., & Tolin, D.F. (2012). Diagnosis and assessment of hoarding disorder. <i>Annual Review of Clinical Psychology</i>, 8, 219-242.</p>
<p>M Oct. 22 (C. Konnert)</p>	<p>Intervention with older adults</p> <p>Gillanders, D., & Laidlaw, K. (2015). ACT and CBT in older age. In N. A. Pachana & K. Laidlaw (Eds.), <i>The Oxford Handbook of Clinical Geropsychology</i> (pp. 637-657). New York: Oxford University Press.</p> <p>Raue, P.J., & Areán, P. A. (2015). Interpersonal psychotherapy for late-life depression. In P. A. Areán (Ed.), <i>Treatment of late-life depression, anxiety, trauma, and substance abuse</i> (pp. 71-82). APA: Washington DC.</p> <p>Bhar, S. S. (2015). Reminiscence therapy: A review. In N. A. Pachana & K. Laidlaw (Eds.),</p>

The Oxford Handbook of Clinical Geropsychology (pp. 675-690). New York: Oxford University Press.

Crabb, R.M., & Areán, P. A. (2015). Problem-solving treatment for late-life depression. In P. A. Areán (Ed.), *Treatment of late-life depression, anxiety, trauma, and substance abuse* (pp. 83-102). APA: Washington DC.

Qualls, S. H., & Anderson, L. N. (2009). Family therapy in late life. *Psychiatric Annals*, 39, 844-850.