
Psychology 457	Social & Clinical Aspects of Aging	Winter 2019
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Instructor:	Dr. Candace Konnert	Lecture Location:	SA 119
Phone:	403-220-4976	Lecture Days/Time:	MWF 9:00-9:50
Email:	konnert@ucalgary.ca	TA	Julie Gorenko julie.gorenko@ucalgary.ca 403-220-4975 Admin 235D
Office:	AD 235C		
Office Hours:	E-mail me to arrange a convenient time		

Course Description

The first half of this course will investigate transitions in the later years of life. There will be specific attention given to successful aging, both from a theoretical and practical perspective. What does it mean to age successfully and what can be done at an individual, community, and societal level to enhance the aging process? The second half of this course will review the diagnosis, assessment and treatment of specific mental health problems among older adults. Most importantly, course content will address the question, what can be done to prevent mental health problems in later life? Throughout the course there will an emphasis on diversity among older adults, and on critically evaluating ethical, topical and controversial issues that are related to older adults and society at large. Note that this course is not meant to be an introduction to the psychology of aging but will build on the content from Psychology 353 (or the equivalent course).

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Outline and critically evaluate theories, research, and knowledge about aging in psychological, social, and clinical domains.	Short answer and essay exams, discussion questions	1, 2, 4	A
Explain what it means to age well, factors related to aging well, and barriers/facilitators to aging well, including media and popular views of aging.	Short answer and essay exams, discussion questions	1, 2, 4, 5, 7	A
Summarize the ethical issues related to aging.	Short answer and essay exams, discussion questions	1, 2, 4, 6	A

Work collaboratively to assess whether Calgary is an age-friendly city.	Age-friendly Calgary assignment	1, 2, 4, 5, 7	C
Apply the research literature on age-friendly communities to the Calgary context.	Age-friendly Calgary assignment	1, 2, 4, 5, 7	A
Summarize a model used to conceptualize older clients who are seeking mental health services and apply the model to a case study presented in class.	Case conceptualization assignment	1, 2, 4, 5, 7	C

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

Psychology 312: Experimental Design and Quantitative Methods for Psychology

Psychology 353: Psychology of Aging

Required Text

There is no text for the course. Weekly readings (primarily journal articles) will be available on D2L.

Please note that the lectures will elaborate on the assigned material or will cover related topics in more detail. On some topics the lectures will be the only source of information, thus regular attendance is important for success in the course.

Assessment Methods

1) Midterm (25%): Short answers based on lectures and readings covered prior to the midterm. **Date of exam: February 27**

2) Final (35%): Short answers and essay questions based on lectures and readings. The final exam will not be cumulative and will be scheduled by the Registrar.

3) Discussion questions (5%): In this written assignment, students will be required to critically analyze and think about the designated readings and provide 2 discussion questions related to those readings. Due date is determined by students' last names. Due dates and designated readings are as follows:

Last names beginning with	Date due	Designated course readings on D2L
A-B	January 28	Health and wellness
C-H	February 4	Transitions I
I-N	February 11	Transitions II
O-R	March 18	Mental health problems: cognitive
S-Z	March 25	Mental health problems: mood disorders

These questions can be derived from the readings but may also go beyond the readings and should reflect interesting issues that are raised, including controversies, debates, and dilemmas associated with the topic for that week. If you use additional readings (i.e. beyond those assigned), please reference them in APA style. You are encouraged to prepare questions that are

interesting and provocative. Most importantly, it should be a question that will stimulate an interesting discussion. Although all questions will not be covered in each class, be prepared to discuss your questions and views. Questions must pertain directly to the readings as listed in the above table. Questions that do not meet this criterion or are late without approved documentation will receive a 0. They will be graded as follows: very good (3), satisfactory (2), or needs improvement (1) based on your knowledge of the relevant literature and evidence of your ability to think about, critically analyze, and integrate course material. Questions should not exceed one page, double-spaced. Questions must be typed and e-mailed to me (konnert@ucalgary.ca) by 4:00 PM on the date they are due.

4) Age-friendly Calgary evaluation (15%): Due Feb. 13. Students will be required to evaluate the City of Calgary using a subset of items from the World Health Organization's age-friendly checklist: https://www.who.int/ageing/publications/Age_friendly_cities_checklist.pdf

Students will work in groups and the results of their evaluations will be presented and discussed in class. Students will work individually and submit a 5-page paper (double-spaced, typed), integrating what they found with at least 3 journal articles on age-friendly communities. References must be listed in APA style. Evaluations will be based on: writing style and organization of the document, references chosen, knowledge of the literature on age-friendly communities, the accuracy of your evaluation of Calgary, and the integration of the literature with your assessment of Calgary as an age-friendly community.

5) Case conceptualization (20%): Due April 10. Students will be given information about an older client in therapy and will be asked to formulate the case using a model that will be presented in class and in the readings. Students will submit a 5-page (double-spaced, typed) paper, addressing different aspects of the model in relation to this client. The case conceptualization will be assessed based on: writing style and organization of the document and comprehensiveness, accuracy, and integration in the case formulation.

Further information on the written assignments, including evaluation components, will be made available in class and on D2L.

Both the Age-friendly Calgary assignment and the case conceptualization assignment are to be submitted in person in class on the date they are due. If you cannot turn the papers in to me in class, put them in the green box outside of the Psychology Department Office (Admin. 255). Papers deposited in the green box by 4:00 PM will be stamped with that day's date. Papers submitted after 4:00 PM will be stamped with the following day's date. (Papers submitted after 4 PM on Friday will be stamped on Monday, or, if Monday is a statutory holiday, on Tuesday.) Late assignments will be penalized at the rate of 5% per day (including weekends) up to a maximum of 35% (7 days), at which point, late assignments will no longer be accepted. **Extensions will be given only in exceptional circumstances and must be granted by the instructor on or prior to the due date. Extensions may require supporting documentation.**

iPods, iPads, computers, books or notes will not be allowed during tests.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance*. An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance*. Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Date	Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary)
W Jan 02	Winter term begins.
F Jan 11	Introduction to the course

M Jan 14	Successful aging/age-friendly communities
R Jan 17	Last day to drop Winter Term half-courses.
F Jan 18	Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.
M Jan 21	Diversity/methodological approaches
F Jan 25	Fee payment deadline for Winter Term fees.
M Jan 28	Health and Wellness
M Jan 28	Discussion questions due (last names beginning with A and B)
M Feb 4	Transitions I
M Feb 4	Discussion questions due (last names beginning with C to H)
M Feb 11	Transitions II
M Feb 11	Discussion questions due (last names beginning with I to N)
W Feb 13	Age-friendly Calgary assignment due
Feb 17-24	Reading Week. No lectures. University open (except Family Day).
M Feb 18	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
M Feb 25	Transitions II (continued)
M Feb 25	Discussion questions due (last names beginning with S to Z)
W Feb 27	Midterm
F Mar 1	Overview of mental health and aging
M Mar 4	Overview (continued)/contextual framework
M Mar 11	Assessment
M Mar 18	Mental health problems: neurocognitive disorders
M Mar 18	Discussion questions due (last names beginning with O to R)
M Mar 25	Mental health problems: mood disorders
M Mar 25	Discussion questions due (last names beginning with S to Z)
M Apr 1	Intervention
M Apr 8	Intervention
W Apr 10	Case conceptualization due
F Apr 12	Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.
Apr 15-27	Winter Term Final Examinations. Date of exam TBA
F Apr 19	Good Friday
Apr. 30	End of Term

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the paper re-graded as follows. The student shall discuss the work with the instructor **within fifteen days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall **immediately** take the matter to the Director of Undergraduate Studies who will arrange for a reassessment of the work **within the next fifteen days**. Students in faculties without a

departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. ***The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.***

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student wishing a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). Students must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students wishing a reappraisal of a final grade (excluding Law courses) must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision. ***Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final grade only twice in one academic year (September 1 – August 31).***

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 Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. **Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department** <https://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. **If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam** <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. **If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam** <https://www.ucalgary.ca/registrar/exams/deferred-exams>. **Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology** (psyugrd@ucalgary.ca).

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/>).

Course Credits for Research Participation (Max 2% of final grade). Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **April 12, 2019**.

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 Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca
Student Union Faculty Rep.: arts1@su.ucalgary.ca

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 **January 17, 2019**. Last day for registration/change of registration is **January 18, 2019**. The last day to withdraw from this course is **April 12, 2019**.