



Psychology 750.06 Advanced Seminar in Clinical Psychology Clinical Geropsychology

Instructor:	Dr. Christine Knight 403-955-6130 Dr. Candace Konnert	Lecture	Admin. 247B
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Email:	christine.knight@albertahealthservices.ca konnert@ucalgary.ca	Lecture	Mon 9:00-11:50am
Office:	Admin. 233C	Days/Time:	as listed below
Office Hours:	By appointment		

General Course Description:

Why is this module important?

“A recent survey of American Psychological Association (APA) – member practicing psychologists indicated that the vast majority (69%) conduct some clinical work with older adults, at least occasionally, but that fewer than 30% report having had any graduate coursework in geropsychology, and fewer than 20% any supervised practicum or internship experience with older adults.”

(Qualls et al., 2002)

In Canada, there are no graduate programs with Clinical Geropsychology tracks and most programs do not offer specialized training in aging. Population projections indicate that, by 2030, those over 65 will comprise 20% of the Canadian population and the fastest growing age group will be those over 75 years of age. As the baby-boom cohort (those born between 1947 and 1966) ages, there will be even more demand and need 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.

APA. (2004). Guidelines for psychological practice with older adults. *American Psychologist*, 59(4), 236-260.

As such, students will learn about:

- what it means to “age well”
- students’ personal attitudes and beliefs about aging, and how these might be relevant to their assessment and treatment of older adults, ethical issues
- conceptual model, challenges and contexts of practice
- assessment, intervention, and prevention

The lectures will focus on specific topics within this framework, however, the readings will be more comprehensive. An excellent electronic library resource is the AARP Ageline. 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>

Required Text:

Laidlaw, K., & Knight, B. G. (2008). *Handbook of emotional disorders in later life: Assessment and treatment*. New York: Oxford University Press. Available in the University Bookstore.

Readings as below.

Evaluation: Class participation (50%)
Final exam (50%), short essays on readings and lectures: October 15

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

Important dates/class schedule:

Date	
M Sep 9	Fall Term Lecture begins.
F Sep 21	Last day to drop a course with tuition refund.
M Sep 24	Last day for registration/change of registration.
M Sep 10 (C Konnert)	Working with older adults: The basics
M Sep 17 (C. Konnert)	Conceptual models, challenges, and contexts
M Sep 24 (C. Knight)	Overview of the assessment and treatment approaches for delirium, depression and dementia
M Oct 1 (C. Knight)	Overview of the assessment and treatment approaches for anxiety disorders and psychosis
M Oct 8	Thanksgiving – no class
M Oct 15	Final exam

Readings:

Week 1 – Sept. 10

Working with older adults: The basics

Chapters 1 and 2

Anderssen, E. (2010, April 1). Want to age well? Laugh it up. *Globe and Mail*.

Depp, C., Vahia, I. V., & Jeste, D. (2010). Successful aging: Focus on cognitive and emotional health. *Annual Review of Clinical Psychology, 6*, 527-550.

APA. (2004). Guidelines for psychological practice with older adults. *American Psychologist, 59*(4), 236-260.

Karel, M. J., Gatz, M., Smyer, M. A. (2012). Aging and mental health in the decade ahead: What Psychologists need to know. *American Psychologist, 67*, 184-198.

Week 2 – Sept. 17

Conceptual models, challenges, and contexts

Chapters 3, 8, 12, 17, 18

Halgrim Seaver, A. M. (1994, June 27). My world now: Life in a nursing home, from the inside. *Newsweek*, 11.

Smith, H. (2010). No place to age: the costs and indignities of long-term care in Alberta. *Alberta Views*, November.

The Eden Alternative (www.edenalt.org)

Stroebe, W., Schut, H., & Stroebe, M. S. (2005). Grief work, disclosure and counseling: Do they help the bereaved? *Clinical Psychology Review*, 25, 395-414.

Haley, W. E., Larson, D. G., Kasl-Godley, J., Neimeyer, R. A., & Kwilosz, D. M. (2003). Roles for psychologists in end-of-life care: Emerging models of practice. *Professional Psychology: Research and Practice*, 34, 626-633.

Weitzman, P. F., & Weitzman, E. A. (2003). Promoting communication with older adults: Protocols for resolving interpersonal conflicts and for enhancing interactions with doctors. *Clinical Psychology Review*, 23, 523-535.

Week 3 – Sept. 24

Overview of the assessment and treatment approaches for delirium, depression and dementia

Chapters 4, 5, 6, 7 and 9

APA. (1998). Guidelines for the evaluation of dementia and age-related cognitive decline. *American Psychologist*, 53(12), 1298-1303.

Albert, M.S., DeKosky, S.T., Dickson, D., et al. (2011) [The diagnosis of mild cognitive impairment due to Alzheimer's disease: Recommendations from the National Institute on Aging – Alzheimer's Association workgroups on diagnostic guidelines for Alzheimer's disease.](#) *Alzheimer's & Dementia: The Journal of the Alzheimer's Association* 2011;7(3):270 – 279.

Canadian Coalition for Senior's Mental Health (CCSMH) (2006). *National Guidelines for the Assessment and Treatment of Delirium*. <http://www.ccsmh.ca/en/guidelinesUsers.cfm>

McKhann, G., Knopman, D.S., Chertkow, H. et al. (2011). [The diagnosis of dementia due to Alzheimer's disease: Recommendations from the National Institute on Aging – Alzheimer's Association](#)

[workgroups on diagnostic guidelines for Alzheimer's disease](#). *Alzheimer's & Dementia: The Journal of the Alzheimer's Association* 2011;7(3):263 – 269.

Meagher, D., & Trzepacz, P. T. (2007). Phenomenological distinctions needed in DSM-V: Delirium, subsyndromal delirium, and dementias. *Journal of Neuropsychiatry and Clinical Neuroscience*, 19, 468-470.

Nasreddine, Z.S., Phillips, N.A., Bédirian, V., Charbonneau, S., Whitehead, V., Collin, I., Cummings, J.L., & Chertkow H. (2005). The Montreal Cognitive Assessment (MoCA): A brief screening tool for mild cognitive impairment. *Journal of the American Geriatrics Society* 53:695-699.

Rockwood, K., Bouchard, R. W., Camicioli, R., & Léger, G. (2007). Toward a revision of criteria for the dementias. *Alzheimer's & Dementia*, 3, 428-440.

Week 4 – Oct. 1

Overview of the assessment and treatment approaches for anxiety disorders and psychosis

Chapters 10, 11, 13

Christiansen, H., Low, L.F., & anstey, K. J. (2006). Prevalence, risk factors, and treatment for substance abuse in older adults. *Current Opinion in Psychiatry*, 19, 587-592.

Frost, R.O., Steketee, G., & Tolin, D. F. (2012). Diagnosis and assessment of hoarding disorder. *Annual Review of Clinical Psychology*, 8: 219-242.

Karim, S. & Byrne, E.J. (2005). Treatment of psychosis in elderly people., *Advances in Psychiatric Treatment*, 11: 286-296.

Yang, J. A., Garis, J., Jackson, C., & McClure, R. (2009). Providing psychotherapy to older adults in home: Benefits, challenges, and decision-making guidelines. *Clinical Gerontologist*, 32, 333-346.

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. 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.

Absence From A Test/Exam

Students who miss a term test due to a valid and documented official University reason (illness, domestic affliction, or religious conviction) have 48 hours to contact AND schedule a makeup test with the instructor. The onus is on the student to have a makeup test approved and scheduled within 48 hours, or the makeup test option is forfeited. The same process applies to missed makeup tests. At the instructor's discretion, the makeup test may differ significantly in form and/or content from the missed test. However, the makeup test cannot differ in weight (% of final grade) from the missed test. Except in extenuating circumstances (a documented official University medical excuse), a makeup test must be written within 2 weeks of the missed test. Absence from a final exam, and deferral of a final exam, are handled by Enrolment Services (see http://www.ucalgary.ca/registrar/deferred_final). Students absent from a final exam must notify the instructor within 48 hours and must then apply for an official deferred final exam no later than the deadline indicated in the Examinations Schedule.

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 via the Department Office (Admin 275), 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.

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 Ombuds 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.su.ucalgary.ca/services/student-services/student-rights.html>).

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 21, 2012**. Last day for registration/change of registration is **September 24, 2012**. The last day to withdraw from this course is **December 7, 2012**.