

Psychology 750.06**Clinical Geropsychology****Fall 2022**

Instructor:	Dr. Christine Knight	Lecture Location:	AD 248
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Email:	cknigh@ucalgary.ca	Lecture Days/Time:	Mon 9:00-11:45am Oct 24-Dec 7
Office:	Virtual		
Office Hours:	By appointment		

Course Description and Objectives

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. Even if you plan on working with children, these children have grandparents who may be important familial influences and may even be their primary caregivers, as in skip-generation households. Moreover, caregiving for an older relative has radiating effects on all members of a family, regardless of their age.

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>

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.

Course Format

Lectures will be taught in person during each scheduled class as per the course schedule below. Lecture notes will be posted to D2L after class.

Prerequisites

Admission to the Graduate Program in Clinical Psychology.

Required Texts and Readings

Segal, D. L., Qualls, S. H., & Smyer, M. A. (2018). *Aging and mental health*. Wiley Blackwell: Hoboken: NJ. Readings. The text is available in the Bookstore and links to the readings are on D2L.

Assessment Methods

- **Participation (25%):** Some of the class discussion may include the critical thinking/discussion questions at the end of each chapter so please take some time to read and think about those.
- **Discussion questions/issues of interest (25%):** Please think broadly about the topic for that week and come to class prepared to highlight one question or interesting issue that is related to the content for that class. "Thinking broadly" means going beyond the readings to additional material (e.g., media, websites in each chapter, and other, related articles) and exploring an issue in more depth. It also means thinking critically, integrating different content areas from the course, and potentially extending it to, for example, ethics/practice-related issues, diversity, policy (at all levels), and/or knowledge translation. Make it interesting and (even better!) provocative. It can be related to your own experiences. Be prepared to present your ideas and lead a discussion for about 15 minutes. No powerpoint slides needed. Feel free to consult with me; The earlier you contact me the more I can help. Please send your question/issue in a brief email no later than Friday at noon, so I have an idea of what you will be presenting on and can minimize duplication with my lecture and other students. A presentation schedule will be posted on D2L.
- **Case study/conceptualization (50%)** Further information will be provided on the case study/conceptualization in class. This assignment is due on **December 11 at midnight**.

Grading Scale

This course is evaluated as credit/no credit. Students must receive a grade of B- (80%) on each component of the course to receive credit for the course, as per the FGS grading system below.

Faculty of Graduate Studies Grading System

A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Lecture Schedule

Date	Topic
M Oct 24	Working with older adults: The basics Successful aging/dying well
M Oct 31	The Contextual Adult Lifespan Theory for Adapting Psychotherapy (CALTAP) Settings and contexts of mental health
M Nov 7	No class
M Nov 14	Considerations in assessment with older adults; Overview of the assessment and differential diagnosis of delirium, depression, and dementia (3Ds)
M Nov 21	3Ds continued
M Nov 28	Assessment and treatment approaches for hoarding disorder; Overview of psychotic disorders in older adults
M Dec 5	Evidence-based and emerging psychological treatments for older adults

Note that not all readings will be covered in class but the content should be read independently and may be important for the case study/conceptualization. Content from these chapters might also inform your discussion topic.

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

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

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom Of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, September 15, 2022**. Last day add/swap a course is **Friday, September 16, 2022**. The last day to withdraw from this course is **Wednesday, December 7, 2022**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>

Course Readings by lecture

Date	Topic	Reading
October 24	Working with older adults: The basics Successful aging/dying well	<p>Segal, Qualls, & Smyer (2018). Chapter 1 – Mental health and aging: An introduction</p> <p>Segal, et al. (2018). Chapter 2 – Basic gerontology for working with older adults.</p> <p>Segal et al. (2018). Chapter 3 – Psychological bases of positive mental health.</p> <p>APA. (2014). Guidelines for psychological practice with older adults. <i>American Psychologist</i>, 69, 34-65. https://ovidsp-ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&N=00000487-201401020-00003&LSLINK=80&D=ovft</p> <p>Buote, L. C., Wada, K., Russell-Mayhew, S., & Feldstain, A. (2022). MAID in Canada: Controversies, guidelines, and the role of psychologists in relation to Bill C-14. <i>Canadian Psychology/Psychologie canadienne</i>, 63(1), 126-137. https://oce-ovid-com.ezproxy.lib.ucalgary.ca/article/00011346-202202000-00010/HTML</p>
October 31	The CALTAP model Settings and contexts of mental health	<p>Segal et al. (2018). Chapter 16 – Family and friend relationships, and caregiving</p> <p>Pachana, N. A., Mitchell, L. K., & Knight, B. G. (2015). Using the CALTAP developmental framework with older adults. <i>GeroPsych</i>, 28, 77-86. https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=01436903-201506000-00004&LSLINK=80&D=ovft</p> <p>Longhurst, A., & Strauss, K. (2020). Time to end profit-making in seniors' care. https://www.policynote.ca/seniors-care-profit/</p> <p>Fredriksen-Goldsen, K. I. (2017). Dismantling the silence: LGBTQ aging emerging from the margins. <i>The Gerontologist</i>, 57, 121-128. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/geront/gnw159</p>
Nov 14	Assessment with and differential diagnosis of delirium, depression, and dementia (3Ds)	<p>Segal et al. Chapter 8 – Cognitive Impairment and Neurocognitive Disorders</p> <p>APA. (2012). Guidelines for the evaluation of dementia and age-related cognitive decline. <i>American Psychologist</i>, 67(1), 1-9. https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00000487-201201000-00001&LSLINK=80&D=ovft</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>

		PDF on D2L
Nov 21	The 3Ds (continued)	<p>Segal et al. (2018). Chapter 9 - Major depression and bipolar disorder</p> <p>Palmer, B.W., & Harmell, A.L. (2016). Assessment of health care decision-making capacity. <i>Archives of Clinical Neuropsychology</i>, 31: 530-540. doi:10.1093/arclin/acw051 https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/arclin/acw051</p> <p>Livingston, G. L. et al., (2020). Dementia prevention, intervention, and care: 2020 report of the <i>Lancet</i> Commission. <i>Lancet</i>, 396, 413-426. https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0140673620303676</p>
Nov 28	Hoarding disorder Overview of psychotic disorders	<p>Segal et al. (2018). Chapter 10 – Serious mental health disorders in older adults: Schizophrenia and late life psychoses</p> <p>Segal et al. (2018). Chapter 11 – Anxiety disorders, hoarding disorder and PTSD</p> <p>Kaiser, R. M., & Kaiser, S. L. (2017). The insiders as outsiders: Professionals caring for an aging parent. <i>The Gerontologist</i>, 57, 46-53. doi: 10.1093/geront/gnw104 https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/geront/gnw104</p>
Dec 5	Evidence-based treatments	<p>Segal et al. (2018). Chapter 4. – Psychodynamic Model</p> <p>Segal et al. (2018). Chapter 5 – Cognitive-Behavioural Model</p> <p>Segal et al. (2018). Chapter 6 – Stress and Coping Model</p> <p>Segal et al. (2018). Chapter 7 – Family Systems Model</p> <p>Charlesworth, G., & Greenfield, S. (2004). Overcoming barriers to collaborative conceptualization in cognitive therapy with older adults. <i>Behavioural and Cognitive Psychotherapy</i>, 32, 411-422. https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/S1352465804001699</p>