

**University of Guelph  
Department of Family Relations & Applied Nutrition  
FRHD\*4190 Assessment in Gerontology  
Fall 2015**

**COURSE OUTLINE**

**Instructor:** Kimberley Wilson  
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**Class meetings:** Monday 8:30 – 10:20 a.m. in ALEX 259

**Lab meetings:** Wednesday 8:30 – 10:20 a.m. MCKN 228

**Office Hours:** Monday 11:30 a.m. – 12:30 p.m. and Tuesday 1:00 p.m. – 2:00 p.m.

**Calendar description:** This course provides an examination and critique of current methods of assessing older adults. Tools to be considered include those for assessing dementia, depression, and pain. Students will examine diagnostic criteria that form the underpinnings of most tests and then examine each test for its psychometric properties and appropriate use. An understanding of the ethical principles governing assessment will be gained.

**Overview of the Course:**

In your future careers as gerontologists and specialists in human and family development, you might be asked to provide an assessment of an older person's cognitive, emotional and social functioning. Even more likely, you may be asked to interpret the findings of assessments carried out by other professionals in order to make a decision about the kind of assistance an older person might require. This course, then, has three purposes:

1. To examine the kinds of bio/pyscho/social disorders, disabilities and differences that may lead to a request for assessment of older adults.
2. To develop competence and critical thinking around the assessment process for older adults.
3. To embed a strengths based-orientation, concern for the worth and dignity, and an appreciation of the context of older adults and their families into the assessment process and personal assessment skills.
4. To explore and analyse the available assessment techniques for older adults and where appropriate, to provide instruction in how to select and administer to a test and in how to interpret the findings.

**Prerequisites:** Semester 7 and above and (FRHD 2060)

**Required Textbook:** The required textbook for the course is available electronically through the University of Guelph library with access through Courselink. Additional readings and resources will be posted the course website on Courselink. A hardcopy of the textbook is available from the library course reserves.

<p><b>Lichtenberg PA (Ed.) (2010). <i>Handbook of Assessment in Clinical Gerontology. 2<sup>nd</sup> Edition.</i> San Diego: Academic Press.</b></p>
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**Appeals Procedure:** Please consult the undergraduate calendar for more information  
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

**Drop Date and Procedure:** Please consult the Undergraduate Calendar. The last date to drop this course without penalty is **November 6<sup>th</sup> 2015**. **You will have received your grades from your midterm by this date. Should you have concerns about your standing in this course prior to the drop date please contact the instructor.** For regulations and procedures for Dropping Course, please review the undergraduate calendar.  
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

**Email and classroom etiquette:** As per university regulations, all students are required to check their uoguelph.ca email account regularly: email is the official route of communication between the University and Students. Please use discretion when emailing. You will receive a response within 48 hours (not including weekends) if your email is sent from a uoguelph email address. You will not receive a response if your email is sent from a gmail or similar web-based account. Please do not email questions related to the course content; these questions are more appropriate for D2L.

Given the nature of the class, participation is an expectation. Our goal together should be to create an open environment that promotes discussion and fosters critical thinking. Respectful debate is encouraged. Please offer you colleagues the same respect and maturity you hope to be given when sharing your thoughts both in the classroom and in online discussions.

**Learning and Writing Services are there to help:** Specially trained Peer Helpers and professional staff in Learning and Writing Services can help you achieve your academic goals. Get personalized assistance in appointments or walk-in sessions, or stop by the Learning Commons (1st Floor Library) for free handouts and workshop information. Visit online at [www.learningcommons.uoguelph.ca](http://www.learningcommons.uoguelph.ca) or call ext. 53632.

**When you cannot meet course requirements:** When you find yourself unable to meet in-course or online requirements due to illness or compassionate reasons, please advise the course instructor in writing with your name, id # and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later.

*Note:* if appropriate documentation of your inability to meet that in course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

**Academic Integrity & Misconduct:**

It is the responsibility of every student to review the Academic Integrity policy at the University of Guelph found at the following link: <http://www.academicintegrity.uoguelph.ca/>  
Please also review the Academic Misconduct Policy detailed in the Undergraduate Calendar: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic

misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. As the 2015/16 Undergraduate Calendar states: "Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it" (p. 29).

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

**Course format:** This course is made up of weekly seminar style lectures and labs that focus on skill development, applied learning and teamwork. Lectures are intended to foster analytic thinking about the assessment process in late life and to provide foundational knowledge about key assessment resources. Class discussions and seminars will build on required readings, lectures, case studies and student presentations. Students will be expected to be active participants in the course both in lectures and lab settings.

### **Methods of Evaluation:**

#### **Participation: 25%**

Students are expected to be conscientious contributors to all classes. This includes an expectation that students will do the assigned readings, and actively engage in classroom discussion. Throughout the semester there will be a variety of interactive methods used in the classroom and lab setting. Engaging in these activities will be vitally important for achieving high participation marks. Students will have the opportunity to work in partnership with the instructor to design a rubric for evaluation of participation in the first week and to shape the content of the course through ongoing discussion with the instructor.

#### **Midterm Exam: 25%**

This will be an in-class exam on **Monday October 26<sup>th</sup>** during class times in our regular classroom. During class on **Wednesday October 21<sup>st</sup>** you will be presented with key facts about the exam presented in the form of a 'clinical round.' You will be able to discuss the case with your colleagues in lab and prepare for your in-class exam on **October 26<sup>th</sup>**. You may bring your textbook and class notes to complete your exam and have the option to complete your exam using a laptop computer (exams must be submitted via Courselink drop box before the end of the hour). There will be 4 short answer exam questions in total; you will only have one hour and 45 minutes to write your exam so the key to success is thorough preparation and the ability to write succinctly.

**Group Project: Clinical Rounds and Case Based Presentation 25%**

Working in groups of approximately 4, students will be expected to demonstrate knowledge of assessment skills and application of knowledge by leading 'clinical rounds' in lab. Students will be required to create a *fictional* case about an older adult building on concepts discussed in class. This should include information about the mock setting (e.g. long term care, hospital, community etc.) personal history, key contextual information and a presentation of the presenting issues that require assessment. This should be summarized on a one pager to distribute to colleagues in lab and will also be presented orally to the class posing key questions and offering proposed assessment. This case based presentation should provoke discussion and deepen the understanding of clinical, social and environmental factors related to the assessment of the older adult. By the end of the 20-minute clinical rounds the group should be prepared to work together as a team to develop an assessment plan. This will be submitted to the lab instructor one week following the clinical rounds. The submitted paper should include a summary of the key features of the case and a thorough assessment plan including use of scales, other tools, and troubleshooting for any potential barriers. Developing a rich (and yet realistic) case is key to success in this assignment.

**Final Paper: 25%**

Students will select an area from the syllabus (may select an alternate topic with approval from instructor) and write a comprehensive paper about assessment in this area. This includes the following as relevant:

- Brief introduction to the disorder / issue / topic
- Key contextual issues for the older adult clientele
- Potential complicating factors to assessment
- Suggested assessment tools (as described in research)
- Critiques and review of assessment tools
- Implications for people working with older adults
- Any recommendations for research, policy etc.
- Values as discussed in the course should be embedded into the paper in addition to highlighting any potential ethical issues about assessment in this area.

This paper should make use of external academic resources and should follow APA referencing guidelines. The paper should be double-spaced and should not exceed 10 pages (not including title paper, reference and appendices).

Given that this is a fourth-year integrative assignment this is expected to be a high quality paper that goes into greater depth than the discussions held in class and seminar. The focus should be on the discussion of assessment tools and should show critical analysis and thought of an upper level student. This is not an exercise intended to have students 'regurgitate' the literature; instead your voice should come through and your personal assessment values should be embedded in your writing. Challenge yourself to select a topic that is personal and perhaps even controversial so you are easily able to write a paper from a strong perspective.

There will be an open lab scheduled on Friday December 4th from 8:30 – 10:30 a.m. for any last minute consultations with the course instructor. All papers must be submitted no later than 4pm on Tuesday December 8<sup>th</sup>. Late papers are subject to a 10% per day penalty (including weekends) and will not be accepted after Monday December 14<sup>th</sup> at 4 p.m.

**Note: Students are expected to fulfill the course requirements in accordance with University policies on Academic Misconduct. See Undergraduate Calendar for details.**

### APPROXIMATE SCHEDULING OF CLASS TIME

Below is an outline of the scheduling of class time for our lectures and labs. This is intended to be an iterative schedule, recognizing as it currently stands is ambitious and asks a lot of students. Our discussions will be fluid and will cater to the needs and interests of the class and scheduling may be revised to accommodate new interest, guest speakers, and areas requiring additional attention. Students will have the opportunity to shape the focus of their learning by providing input on topics of interest. Additional scheduling details will be posted on CourseLink throughout the semester.

Date	Topic & Activities	Notes / Readings
Mon Sept 14 <sup>th</sup>	<ul style="list-style-type: none"> <li>Welcome, Introductions, Syllabus review</li> <li>Develop participation rubric</li> </ul>	
Wed Sept 16 <sup>th</sup>	<ul style="list-style-type: none"> <li>What do we mean by assessment in gerontology?</li> <li>Special issues in gerontological assessment</li> <li>Group sign up and prep time</li> </ul>	Page xi - xvi
Mon Sept 21 <sup>st</sup>	<ul style="list-style-type: none"> <li>Basic concepts in tests and measurements</li> <li>Assessment values</li> </ul>	Online Resources
Wed Sept 23 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Functional Health</li> </ul>	Online Resources
Mon Sept 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>Mood Disorders: Anxiety &amp; Depression</li> </ul>	Chapter 1 & 2
Wed Sept 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>Suicide Risk</li> </ul>	CCSMH Guideline
Mon Oct 5 <sup>th</sup>	<ul style="list-style-type: none"> <li>Delirium</li> </ul>	Chapter 7, CCSMH Resources
Wed Oct 7 <sup>th</sup>	<ul style="list-style-type: none"> <li>MCI &amp; Dementia</li> </ul>	Chapter 6, 19, CCSMH resources
Mon Oct 12 <sup>th</sup>	<b>NO CLASS / THANKSGIVING</b>	
Wed Oct 14 <sup>th</sup>	<ul style="list-style-type: none"> <li>Pain</li> </ul>	Chapter 24
Mon Oct 19 <sup>th</sup>	<b>Virtual Class – Case Based Learning: Exam Prep &amp; ELECTION DAY Don't forget to vote!</b>	
Wed Oct 21 <sup>st</sup>	<ul style="list-style-type: none"> <li>Debrief Case from October 19<sup>th</sup></li> <li>Sample Clinical Round: Exam Prep</li> </ul>	
Mon Oct 26 <sup>th</sup>	<b>IN CLASS MIDTERM EXAM</b>	
Wed Oct 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>BPSD with a special focus on LTC</li> </ul>	Readings from Oct 19 <sup>th</sup> continued
Mon Nov 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Sleep and sleep quality</li> </ul>	Chapter 16
Wed Nov 4 <sup>th</sup>	<ul style="list-style-type: none"> <li>Nutritional Assessment</li> <li>Palliation and assessment of end of life care needs</li> </ul>	Chapter 14 40 <sup>th</sup> class day – Nov 6 <sup>th</sup>
Mon Nov 9 <sup>th</sup>	Clinical rounds #1,2,3,4	
Wed Nov 11 <sup>th</sup>	Clinical rounds #5,6,7,8	
Mon Nov 16 <sup>th</sup>	<ul style="list-style-type: none"> <li>Hoarding</li> <li>Guest lecture Emily Gibson &amp; Heather Kooistra</li> <li>Addictive Behaviours</li> </ul>	Chapter 12 Papers 1-4 due
Wed Nov 18 <sup>th</sup>	<ul style="list-style-type: none"> <li>Sexual Functioning &amp; Sexuality</li> <li>Guest Lecture: Carm de Santis</li> </ul>	Chapter 13 Papers 5-8 due
Mon Nov 23 <sup>th</sup>	<ul style="list-style-type: none"> <li>Elder Abuse</li> <li>Assessment of Family Dynamics / Strain</li> </ul>	Chapter 9, 11, NICE tools
Wed Nov 25 <sup>th</sup>	<ul style="list-style-type: none"> <li>Assessment in Reality: the Guelph / Wellington Experience: Guest Lecture: Jane Mackinnon Wilson</li> </ul>	
Mon Nov 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>Macro level assessment</li> </ul>	Online readings
Wed Dec 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Integration: Towards Intervention</li> <li>Summary &amp; Final Thoughts</li> </ul>	
Friday Dec 4 <sup>th</sup>	OPEN LAB: Consultation on Final Papers (email for appointment time)	