

**University of Guelph**  
**Department of Family Relations & Applied Nutrition**  
**FRHD\*4190 Assessment in Gerontology**  
**Fall 2017**

**COURSE OUTLINE**

**Instructor:** Kimberley Wilson  
**Office:** MINS 219

**Phone:** 519-824-4120, ext. 53003  
**E mail:** [kim.wilson@uoguelph.ca](mailto:kim.wilson@uoguelph.ca)

**Class meetings:** Monday 8:30 – 10:20 a.m. in MCKN 315

**Lab meetings:** Wednesday 8:30 – 10:20 a.m. MCKN 307

**Office Hours:** Tuesday 8:30 – 9:30 a.m. and Wednesday 11:00 a.m. – 12:00 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 may 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 four purposes:

1. To examine the kinds of bio/psycho/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</i>. 2<sup>nd</sup> Edition. San Diego: Academic Press.</b></p>
--

**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 3<sup>th</sup> 2017**. **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 Courselink.

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: <https://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 2016/17 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. 31).

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. Students will be expected to come to class having completed background research that will lead to weekly discussion. Using a 'flipped classroom' puts the onus on students to guide discussion. Regular worksheets will be provided to guide you through this process and 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 labs will build on required readings, lectures, case studies and student presentations.

### **Methods of Evaluation:**

#### **Classroom engagement activities: 25%**

Students are expected to be conscientious contributors to all classes and labs. This includes an expectation that students will do the assigned readings and research, and actively engage in classroom discussion. Preparation for each class will be required and we will explore the 'flipped classroom' concept of learning and preparation. 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 classroom engagement marks. Students will have the opportunity to work in partnership with the instructor to design a rubric for evaluation of classroom engagement 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 **Wednesday October 25<sup>th</sup>** during class times in our regular classroom. During class on **Monday October 23<sup>rd</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 23<sup>rd</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 hour 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 15-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 Application Exercise: 25%**

On **Wednesday November 29<sup>th</sup>** a final application exercise will be distributed. This is to be done independently as a way to demonstrate your growth, learning and integration of course materials. Extra office hours will be open **on Friday December 1<sup>st</sup> between 8:30 and 10:20 a.m.** (please email for an appointment time) to support any questions you have about the final exercise. You may also choose to use this time to complete this assignment. You are invited to use and refer to all the materials you have acquired throughout the semester to aid you with this final exercise. There will be applied questions that integrate your knowledge from the full semester. Students will have the opportunity to shape this application exercise based on their experience with the midterm.

You must submit your final application exercise in a word document via the designated dropbox. The final due date is **Monday December 4<sup>th</sup> at 12:00 p.m.** **Your submission should not exceed 5 pages (single spaced, 12 point font, standard margins).** Submissions that are late (without specific permission from the course instructor) will receive a 10% deduction per day (submission after 12:00 p.m. on December 4<sup>th</sup> will be 10%; 20% anytime on December 5<sup>th</sup>; 30% on December 6<sup>th</sup>; 40% on December 7<sup>th</sup>; 50% on December 8<sup>th</sup>; 60% if before noon on December 9<sup>th</sup>. Submissions will not be accepted after 12:01p.m. on December 9<sup>th</sup>).

**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.

<b>Date</b>	<b>Topic &amp; Activities</b>	<b>Notes / Readings</b>
Mon Sept. 11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Welcome, Introductions, Syllabus review</li> <li>Develop classroom engagement rubric</li> </ul>	
Wed Sept. 13 <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. 18 <sup>th</sup>	<ul style="list-style-type: none"> <li>Basic concepts in tests and measurements</li> <li>Assessment values</li> </ul>	
Wed Sept. 20 <sup>th</sup>	<ul style="list-style-type: none"> <li>Functional Health</li> </ul>	Online Resources
Mon Sept. 25 <sup>th</sup>	<ul style="list-style-type: none"> <li>Mood Disorders: Anxiety &amp; Depression</li> </ul>	Chapter 1 & 2
Wed Sept. 27 <sup>th</sup>	<ul style="list-style-type: none"> <li>Suicide Risk</li> </ul>	CCSMH Guideline
Mon Oct. 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Delirium</li> </ul>	Chapter 7, CCSMH Resources
Wed Oct. 4 <sup>th</sup>	<ul style="list-style-type: none"> <li>MCI &amp; Dementia</li> </ul>	Chapter 6, 19, CCSMH resources
Mon Oct. 9 <sup>th</sup>	<b>NO CLASS / THANKSGIVING</b>	
Wed Oct. 11 <sup>th</sup>	<ul style="list-style-type: none"> <li>BPSD – Community &amp; LTC perspectives</li> </ul>	Readings from Oct 9 <sup>th</sup> con't
Mon Oct. 16 <sup>th</sup>	<ul style="list-style-type: none"> <li>Assessing Pain</li> </ul>	Chapter 24
Wed Oct. 19 <sup>th</sup>	<b>Midterm Prep – Online case study – no in person class</b>	
Mon Oct. 23 <sup>rd</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>	
Wed Oct. 25 <sup>th</sup>	<b>IN CLASS MIDTERM EXAM</b>	
Mon Oct. 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>Addictive Behaviours</li> </ul>	Chapter 12
Wed Nov. 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Student selected topic</li> </ul>	
Mon Nov. 6 <sup>th</sup>	<ul style="list-style-type: none"> <li>Student selected topic</li> </ul>	
Wed Nov. 8 <sup>th</sup>	<ul style="list-style-type: none"> <li>Student selected topic</li> </ul>	
Mon Nov. 13 <sup>th</sup>	<b>CLINICAL ROUNDS</b>	
Wed Nov. 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>Student selected topic</li> </ul>	
Mon. Nov 20 <sup>th</sup>	<ul style="list-style-type: none"> <li>Student selected topic</li> </ul>	Assessment Papers due
Wed Nov. 22 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Student selected topic</li> </ul>	
Mon Nov. 27 <sup>th</sup>	<ul style="list-style-type: none"> <li>Exam Prep</li> </ul>	
Wed Nov. 29 <sup>th</sup>	<ul style="list-style-type: none"> <li>Integration: Towards Intervention</li> <li>Summary &amp; Final Thoughts</li> <li><b>Distribution of final application exercise</b></li> </ul>	Papers 6-10 due
Friday Dec. 1 <sup>st</sup>	Office hours available on appointment.	