



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD *4190 Assessment in Gerontology

COURSE OUTLINE – FALL 2022

1. 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.

Credit Weight: 0.5 credits
Course Hours: 2-2 (24 lecture; 24 lab/seminar)
Pre-Requisite(s): 12.00 credits - Must be completed prior to taking this course.
FRHD*2060 or BIOM*4050 - Must be taken either prior to or at the same time as this course.

2. COURSE DESCRIPTION

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 analyze 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.

3. TIMETABLE

Lecture/Lab: Mondays/Wednesdays 8:30 a.m. – 10:20 a.m.
Location: Online (Zoom via Courselink)
Final Exam: N/A

Please consult the course outline for details on synchronous learning (i.e. when we will meet together during class time online) and learning activities to be completed independently during course time. Active engagement with the course content and Courselink site will be required each week.

4. INSTRUCTIONAL SUPPORT

Course Instructor: Dr. Kimberley Wilson [she/her]

Email: kim.wilson@uoguelph.ca

Office Hours: Telephone or online appointments available upon request

5. LEARNING RESOURCES

Required Resource(s):

There are several required resources for this course. All are electronically through the University of Guelph library with access through Courselink. Additional readings and resources will be posted the course website on Courselink.

1. Lichtenberg PA (Ed.) (2010). *Handbook of Assessment in Clinical Gerontology. 2nd Edition*. San Diego: Academic Press.
2. Lichtenberg, P. A., Mast, B. T., Carpenter, B. D., & Loebach Wetherell, J. E. (2015). *APA handbook of clinical geropsychology, Vol. 1: History and status of the field and perspectives on aging*. American Psychological Association.
3. McInnis-Dittrich, K. (2013). *Social work with older adults*. Pearson Higher Ed.
4. Pachana, N. A., & Laidlaw, K. (Eds.). (2014). *The Oxford handbook of clinical geropsychology*. Oxford University Press, USA.

Recommended Resource(s): American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)*. American Psychiatric Pub. Available electronically through the University of Guelph library and Courselink.

Online Certifications: There are several required online trainings as part of this course. These contribute to your classroom engagement grade and are designed to enhance your knowledge and marketability upon graduation. With each you will receive a certificate of completion. Please visit the Content Tab in Courselink for more information about the following online courses.

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Describe the risk and resilience factors associated with biopsychosocial functioning in older adults.
2. Evaluate and select appropriate assessments for use with older adults.
3. Demonstrate competence and critical thinking around the assessment process for older adults.
4. 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.
5. Work collaboratively with peers to enhance their own knowledge and perspective while appreciating the diversity of opinions of others.

7. TEACHING AND LEARNING ACTIVITIES

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.

Additional scheduling details will be posted on Courselink throughout the semester.

Date	Topic	Readings
Monday Sept 12	Welcome, introductions, overview of the semester	
Wednesday Sept 14	What do we mean by assessment in gerontology?	Page xi – xvi (Lichtenberg) Pages 82–89 (McInnis-Dittrich)
Monday Sept 19	Basic concepts in test and measurement Assessment values	Online readings Geropsychological Assessment (P&L);
Wednesday Sept 21	The interview as an assessment strategy Conducting a biopsychosocial assessment	Interviewing Older Adults (P&L) Pages 89–109 (McInnis-Dittrich)
Monday Sept 26	Assessing Functional health	Online readings
Wednesday Sept 28	Mood disorders: focus on depression	Chapter 1 (Lichtenberg) Late-Life Depression (P&L)
Monday Oct 3	Anxiety	Chapter 2 (Lichtenberg) Late-Life Anxiety (P&L)
Wednesday Oct 5	CASE ASSESSMENT #1 (20%)	
Monday Oct 10	No Class Scheduled	
Wednesday Oct 12	Suicide risk assessment	CCSMH Guideline Suicidal Ideation in late life (P&L)
Monday Oct 17	Delirium	Chapter 7(Lichtenberg) CCSMH Resources Chapter 22 (Lichtenberg et al.)
Wednesday Oct 19	Assessing Cognitive impairment	Chapter 6, 19 (Lichtenberg)
Monday Oct 24	Assessing Cognitive impairment	Evaluation & Treatment of Geriatric Neurocognitive disorders (P&L)
Wednesday Oct 26	Consent & Capacity	Chapter 22 (Lichtenberg) *caution
Monday Oct 31	CASE ASSESSMENT #2 (20%)	
Wednesday Nov 2	Pain	Chapter 24 (Lichtenberg) Pain in persons with dementia ... (P&L)
Monday Nov 7	Substance Use Disorders	Substance Use, Misuse, and Abuse (P&L) CCSMH Guideline
Wednesday Nov 9	Falls	Online resources
Monday Nov 14	Communication skills: supporting people with aphasia	Online resources
Wednesday Nov 16	Communication skills: supporting people with aphasia	
Monday Nov 21	Assessment of Family dynamics	Chapter 11 (Lichtenberg)
Wednesday Nov 23	Clinical Rounds (20%)	
Monday Nov 28	Assessment in Reality	No readings!
Wednesday Nov 30	Summary and Integration	No readings!
Friday Dec 2	CASE ASSESSMENT #3 (20%)	

Reading key: P&L = Pachana, N. A., & Laidlaw, K. (Eds.). (2014). The Oxford handbook of clinical geropsychology. Oxford University Press, USA; Online = visit this unit on Courselink for additional links and resources.

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Engagement	1,2,3,4,5	Ongoing	20
Case Assessments	1,3,4	See above	60 (20 each)
Clinical Rounds	1,2,3,4,5	See above	20
		Total	100%

9. COURSE STATEMENTS

Your Mental Health Matters to Me!

If you need support please visit <https://wellness.uoguelph.ca> for information about resources and supports available in our community.

Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Turnitin Software:

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.

10. UNIVERSITY STATEMENTS

E-mail communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop date:

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic misconduct:

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

The University of Guelph is committed to upholding the highest standards of academic integrity and **it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct** and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: 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. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.