



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

# FRHD\*4190: Assessment in Gerontology

## COURSE OUTLINE – FALL 2019

### 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):	FRHD 2060
Co-Requisites(s):	
Restriction(s):	14.50 credits including FRHD*2060

### 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.

**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.

### 3. TIMETABLE

Lecture: Mondays and Wednesdays 8:30 a.m. – 10:20 a.m  
Location: MINS 037 and MACK 315  
Final Exam: N/A

### 4. INSTRUCTIONAL SUPPORT

Course Instructor: Dr. Kim Wilson (she/her)  
Email: [kim.wilson@uoguelph.ca](mailto:kim.wilson@uoguelph.ca)  
Telephone: 519-824-4120 ext. 53003  
Office: MINS 219  
Office Hours: Mondays 10:30 a.m. – 11:30 a.m. and Tuesday 1:00 p.m. --- 2:00 p.m.  
Please note the following exception (no office hours): Monday October 7<sup>th</sup> 2019

### 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. 2<sup>nd</sup> 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:

1. **Understanding Stigma** was developed with the Central Local Health Integration Network's (LHIN) support and with LOFT Community Services as the lead agency. It was funded by the Mental Health Commission of Canada (MHCC). The goal of online program is to address the stigmatization of people with mental health and addictions problems by healthcare providers and to develop strategies to improve attitudes and behaviours, leading to improved patient-provider interactions and better overall care for people with mental health and addiction problems.

2. **Core Online Indigenous Cultural Safety Training** is an interactive and facilitated online training program for all professionals working in the Ontario health and social service systems. It addresses the need for increased Indigenous cultural safety within the system by bringing to light the service provider bias and the legacies of colonization that continue to negatively affect service accessibility and health outcomes for Indigenous people.

**\*PLEASE NOTE:** This course costs approximately \$300 per person. We are receiving support from the Waterloo Wellington Local Health Integration Network so there is no cost to you. \*

## 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.

### 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.

Date	Topic & Activities	Notes / Readings
Mon Sept. 9 <sup>th</sup>	<ul style="list-style-type: none"> <li>Welcome, Introductions, Syllabus review</li> <li>Develop classroom engagement rubric</li> </ul>	
Wed Sept. 11 <sup>th</sup>	<ul style="list-style-type: none"> <li>What do we mean by assessment in gerontology?</li> </ul>	Page xi – xvi (Lichtenberg) Pages 82–89 (McInnis-Dittrich)
Mon Sept. 16 <sup>th</sup>	<ul style="list-style-type: none"> <li>Basic concepts in tests and measurements</li> <li>Assessment values</li> </ul>	Group sign up and prep time Geropsychological Assessment (P&L); Online readings
Wed Sept. 18 <sup>th</sup>	<ul style="list-style-type: none"> <li>The interview as an assessment strategy</li> <li>Conducting a biopsychosocial assessment</li> </ul>	Interviewing Older Adults (P&L) Pages 89–109 (McInnis-Dittrich)
Mon Sept. 23 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Functional health</li> </ul>	Online readings
Wed Sept. 25 <sup>th</sup>	<ul style="list-style-type: none"> <li>Mood Disorders: Anxiety &amp; Depression</li> </ul>	Chapter 1 & 2 (Lichtenberg) Late-Life Anxiety (P&L) Late-Life Depression (P&L)
Mon Sept. 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>So you want to talk to people with aphasia (PART I) Guest speaker: Zoe Richardson</li> </ul>	No readings but come ready to engage!
Wed Oct. 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Intro to MCI &amp; Dementia</li> </ul>	Chapter 6, 19 (Lichtenberg) Evaluation & Treatment of Geriatric Neurocognitive disorders (P&L)
Mon Oct. 7 <sup>th</sup>	<ul style="list-style-type: none"> <li>MCI &amp; Dementia (PART II)</li> </ul>	Readings from Oct 2 <sup>nd</sup> con't
Wed Oct. 9 <sup>th</sup>	<ul style="list-style-type: none"> <li>So you want to talk to people with aphasia... (PART II) Guest speaker: Zoe Richardson</li> </ul>	No readings but come ready to engage!
Mon Oct. 14 <sup>th</sup>	THANKSGIVING – NO CLASS	
Wed Oct. 16 <sup>th</sup>	<ul style="list-style-type: none"> <li>ONLINE LECTURE: Delirium available between 8:30 a.m. and 12:30 p.m.</li> </ul>	Chapter 7(Lichtenberg) CCSMH Resources Chapter 22 (Lichtenberg et al.)
Mon Oct. 21 <sup>st</sup>	<ul style="list-style-type: none"> <li>Assessment Spotlight: Delirium – Amy Cotter</li> <li>Midterm prep</li> </ul>	Readings continued from Oct 16 <sup>th</sup>
Wed Oct. 23 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Assessing Pain</li> <li>Midterm prep</li> </ul>	Chapter 24 (Lichtenberg) Pain in persons with dementia ... (P&L)
Mon Oct. 28 <sup>th</sup>	MIDTERM	
Wed Oct. 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>Suicide Risk</li> </ul>	CCSMH Guideline Suicidal Ideation in late life (P&L)
Mon Nov. 4 <sup>th</sup>	<ul style="list-style-type: none"> <li>Assessment Spotlight: Substance Use Disorders – Marilyn White-Campbell</li> </ul>	Substance Use, Misuse, and Abuse (P&L)
Wed Nov. 6 <sup>th</sup>	<ul style="list-style-type: none"> <li>Capacity &amp; Consent</li> </ul>	Chapter 22 (Lichtenberg) *caution
Mon Nov. 11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Assessment Spotlight: Assessment in reality – Jane McKinnon Wilson</li> </ul>	
Wed Nov. 13 <sup>th</sup>	ONLINE LECTURE: End of Life available between 8:30 a.m. and 12:30 a.m.	
Mon Nov. 18 <sup>th</sup>	CLINICAL ROUNDS - Student presentations	
Wed Nov. 20 <sup>th</sup>	<ul style="list-style-type: none"> <li>Assessment of Families &amp; Family Dynamics</li> </ul>	Chapter 11 (Lichtenberg)
Mon Nov. 25 <sup>th</sup>	<ul style="list-style-type: none"> <li>Final application exercise prep</li> </ul>	
Wed Nov. 27 <sup>th</sup>	<ul style="list-style-type: none"> <li>Integration: Towards Intervention</li> <li>Summary &amp; Final Thoughts</li> <li>Distribution of final application exercise</li> </ul>	Review of CGA Interprofessional assessment
Friday Nov. 30 <sup>th</sup>	Office hours by appointment	

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Classroom engagement (monthly interim assessments)	1,2,3,4,5	ongoing	25%
Midterm exam	1,2,3,4	October 28 <sup>th</sup>	
Clinical Rounds	1,2,3,4,5		25%
Group presentation		Nov 18 <sup>th</sup>	10%
Individual reflexive paper		Nov 25 <sup>th</sup>	15%
Final Application Activity	1,2,3,4	Dec 3 <sup>rd</sup>	25%
			<b>TOTAL: 100%</b>

### **Your Mental Health Matters to Me!**

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

### **Territorial 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. Today, this gathering place is home to many First Nations, Métis and Inuit peoples and acknowledging them reminds us of our important connection to this land where we learn and work.**

## 9. COURSE STATEMENTS

### **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 in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

**Drop date:** Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

**Copies of class assignments:** Keep paper and/or other reliable back-up copies of all 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 book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

**Academic misconduct:**

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.

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

**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.