



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*4190 Assessment in Gerontology

COURSE OUTLINE – FALL 2021

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):	14.50 credits including FRHD*2060
Co-Requisites(s):	none
Restriction(s):	none

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: Mondays/Wednesday 8:30 a.m. – 10:20 a.m. (EST)
Location: Remote (virtual/online) - synchronous
Final Exam: N/A

4. INSTRUCTIONAL SUPPORT

Course Instructor: Dr. Kelsey Harvey (she/her/hers)
*Please call me Kelsey or Dr. Harvey
Email: kharve12@uoguelph.ca
Telephone: 519-824-4120 ext. N/A
Office: Virtual
Office Hours: **By appointment – please email at least 24 hours in advance to set up a meeting**

Teaching Assistant: Kareena Karani
Email: kkarani@uoguelph.ca
Office: Virtual
Office Hours: **By appointment**

5. LEARNING RESOURCES

Required Resource(s):

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

1. Lichtenberg, P. A., (2010) *Handbook of Assessment in Clinical Gerontology*. 2nd Edition. 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. Pachana, N. A & Laidlaw, K. (Eds.) (2014) *The Oxford Handbook of Clinical Geropsychology*. Oxford University Press.
4. 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 certification of completion.

Recommended Resource(s):

Recommended resources are all electronically available through the University of Guelph Library with access through Courselink.

1. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorder (DSM-5®)*. American Psychiatric Pub.

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 persons.
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 of older persons, as well as an appreciation of the context in which older persons and their families are situated, which may affect the assessment process.
5. Work collaboratively with peers to enhance one another's knowledge and perspectives while appreciating others' opinions.

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1 Sept. 13-19	Monday, September 13: Welcome, Introductions, Overview of the Course	No required readings	Engagement interview icebreaker activity
	Wednesday, September 15: What do we mean by assessment in gerontology?	Reading: Lichtenberg pages xi-xvi	Engagement "assessment" assessment
2 Sept. 20-26	Monday, September 20: Basic concepts in tests and measurements / Assessment values	Readings: Geropsychological Assessment (Pachana & Laidlaw) Additional readings posted on Courselink	
	Wednesday, September 22: The interview as an assessment strategy / Conducting a biopsychosocial assessment	Reading: Interviewing Older Adults (Pachana & Laidlaw)	
3 Sept. 27- Oct. 3	Monday, September 27: Functional Health	Readings posted on Courselink	
	Wednesday, September 29: Mood Disorders – Depression	Readings: Chapter 1 (Lichtenberg) Late-Life Depression (Pachana & Laidlaw)	

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
4 Oct. 4-10	Monday, October 4: Mood Disorders – Anxiety	Readings: Chapter 2 (Lichtenberg) Late-Life Anxiety (Pachana & Laidlaw)	
	Wednesday, October 6: Case Assessment #1	None	Case Assessment #1 Due by Sunday, October 10 th at 11:59 p.m.
5 Oct. 11-17	Monday, October 11: No class	None	None
	Wednesday, October 13: Suicide Risk	Readings: CCSMH Guideline Suicidal Ideation in Later Life (Pachana & Laidlaw)	
6 Oct. 18-24	Monday, October 18: Delirium	Readings: Chapter 7 (Lichtenberg) CCSMH Resources Chapter 22 (Lichtenberg et al.)	
	Wednesday, October 20: Assessing Cognitive Impairment	Readings: Chapters 6 & 19 (Lichtenberg) Evaluation & Treatment of Geriatric Neurocognitive Disorders (Pachana & Laidlaw)	
7 Oct. 25-31	Monday, October 25: Assessing Cognitive Impairment	Same as previous class	
	Wednesday, October 27: Case Assessment #2	None	Case Assessment #2 Due by Sunday, October 31 st at 11:59 pm
8 Nov. 1-7	Monday, November 1: Consent & Capacity	Reading: Chapter 22 (Lichtenberg) *caution	
	Wednesday, November 3: Substance Use Disorders	Readings: Substance Use, Misuse, and Abuse (Pachana & Laidlaw) CCSMH Guideline	

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
9 Nov. 8-14	Monday, November 8: Assessing Pain	Readings: Chapter 24 (Lichtenberg) Pain In Persons with Dementia...(Pachana & Laidlaw)	
	Wednesday, November 10: Assessing Falls	Readings posted on Courselink	
10 Nov. 15-21	Monday, November 15: Case Assessment #3	None	Case Assessment #3 Due by Friday, November 19 th at 11:59 p.m.
	Wednesday, November 17: Assessment in Reality	None	
11 Nov. 22-28	Monday, November 22: Assessment of Family Dynamics	Readings: Chapter 11 (Lichtenberg)	
	Wednesday, November 24: Lab Period – Group Work	None	
12 Nov. 29-Dec. 3	Monday, November 29: Clinical Rounds	None	Clinical Rounds Due in Class (be ready to go at 8:30 a.m. on Monday, November 29 th)
	Wednesday, December 1: Clinical Rounds / Summary & Integration	None	
	Friday, December 3: Clinical Rounds	None	Clinical Rounds Reflection Due by Friday, December 3 rd at 11:59 p.m.

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	Weekly	30%
Case Assessments (3 Total)	1, 3, 4	See Calendar	30%
Clinical Rounds	1, 2, 3, 4, 5	November 29	40%
Total:			100%

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.

Respect:

The instructor and learners alike aim to foster an inclusive learning community in this class, marked by an appreciation for sharing diverse ideas, beliefs, and opinions in a thoughtful manner and through respectful dialogue as a means towards intellectual growth. It is recognized that we come to the classroom with diverse experiences, but also diverse identities in terms of race, culture, ethnicity, immigration-status, religion, sexual orientation, gender, socioeconomic background, age, and more. Therefore, aligned with the principles of democratic education, this course takes a stance against

racism, xenophobia, Islamophobia, anti-Semitism, homophobia, sexism, classism, ageism, ableism, and other forms of bigotry.

Additionally, this course covers topics that are sensitive in nature. It is a priority that all learners respect one another, as well as the potential confidential and sensitive nature of the topics being studied..

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 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 book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: 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.

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).

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

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.