



Department of Psychology

Psychology 457 (01) - Social and Clinical Aspects of Aging

Winter Session 2006

Instructor:	Dr. Candace Konnert	Lecture Location:	Admin. 167
Telephone:	220-4976	Lecture Day/Time:	Mon, Wed, Fri
E-mail:	konnert@ucalgary.ca		11:00-11:50 AM
Office:	Admin. 233C		
Office Hours:	By appointment		

Course Description and Goals:

The purpose of this course is to investigate change and stability in the later years of life with a focus on social and clinical aspects of aging. Students in the course will gain exposure to the following: 1) the basic methodological and theoretical issues in life-span developmental research; 2) a broad range of topics in the areas of social and clinical aging, including those that are topical and the focus of critical debate; and 3) an analysis of a specific research area that will result in a major project.

Required Readings:

Packaged readings (e.g., journal articles, review chapters) will be sold to students through the Psychology Undergraduate Students' Association, located in Admin. 170. It is expected that students will attend class having read the assigned material for that week and will be prepared to discuss it. Please note that class notes are available on **blackboard.ucalgary.ca**. To access this resource, students must have a University of Calgary IT account, which can be obtained by contacting the IT Support Centre at 220-5555 or itsupport@ucalgary.ca.

Course Requirements:

1. Major group project (35%)

The major group project will provide students with the opportunity to study a specific topic in greater depth. Members of each group will select a topic, compile a comprehensive list of 15-20 recent references (APA format), develop pertinent questions, interview persons of various ages in order to provide a life-span perspective (younger adult, middle-aged adult, older adult) on the topic, and write a paper that integrates both the research literature and the interview material. Although students will work in groups to select references, develop questionnaires, and compile and review interview data, each student will be responsible for writing and submitting their own individual paper. The final product will be evaluated based on the coverage and critical analysis of the literature review, the author's integration of the empirical research with the interview material, suggestions for future research, and, if relevant, the implications for practice. More information about the major project is available in the document entitled "Major Project" on blackboard.ucalgary.ca.

Important project deadlines:

15-20 key references (APA format) and interview questions are due **February 6th, 2006** (worth 5%). Completed interviews are due **March 6th, 2006** (worth 5%).

(Note that key references and completed interviews should be handed in AS A GROUP, with a cover page indicating group members' names, the title of the project, and a brief abstract outlining the topic and goals for the interview.)

Final papers (10-12 pages, typed, double-spaced) are due **April 10th, 2006** (worth 25%).

Please note the following:

- 1) Assignments are to be handed in during class. E-mail assignments will not be accepted.
- 2) Late assignments will be accepted and should be put in the green box outside of A275; however, **the penalty will be 10% per day, including weekends.**

2. Examinations (65%)

There will be one midterm exam (**worth 30%**) and a final exam (**worth 35%**) comprised of short answer and essay questions. The exams will not be cumulative. They will include information from lectures, readings, and video presentations. Please note that the lectures will elaborate on the assigned material or will cover related topics in more detail. On some topics the lectures will be the only source of information, thus regular attendance is important for success in the course. A grade cut-off distribution no more stringent than the following will be used to determine the final letter grade:

A+	96-100%	B+	83-85%	C+	72-75%	D+	59-62%
A	90-95%	B	79-82%	C	67-71%	D	55-58%
A-	86-89%	B-	76-78%	C-	63-66%	F	below 55%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (i.e., 89.5% will be rounded up to 90%; 89.4% will be rounded down to 89%, etc.).

Lecture Schedule:

Week 1: January 9	Introduction - History and demography Normal aging and models of successful aging
Week 2: January 16	Research and methodological issues, diversity
Week 3: January 23	Health service use, health and behaviour, policy issues
Week 4: January 30	Intrapersonal processes – personality, well-being, meaning, and spirituality
Week 5: February 6	Stress and coping Transitions I – Work, retirement and widowhood
Week 6: February 13	Transitions II - Relocation and institutionalization, end of life Issues
February 20	Reading Week - no classes
Week 7 February 27 March 1 March 3	Social support and social relationships – overview Exam review Midterm exam (weeks 1-6 inclusive)
Week 8 March 6	Social support and social relationships – caregiving, elder abuse
Week 9: March 13	Overview of mental health and aging/assessment
Week 10: March 20	Psychopathology – dementia, delirium, schizophrenia
Week 11: March 27	Psychopathology – mood/anxiety disorders
Week 12: April 3	Psychopathology – personality disorders, substance abuse, Intervention
Week 13: April 10	Intervention
	Final exam to be scheduled by the registrar (weeks 7-13 inclusive)

Readings:

Week 1 Introduction - History and demography

Normal aging and models of successful aging

Krauss Whitbourne, S. (1996). Psychological perspectives on the normal aging process. In L. L. Carstensen, B. A. Edelman, & L. Dornbrand (Eds.), *The practical handbook of clinical gerontology* (pp. 3-35). Thousand Oaks, CA: Sage.

Schulz, R., & Heckhausen, J. (1996). A life-span model of successful aging. *American Psychologist*, 51, 702-714.

Week 2 Research and methodological issues, diversity

Cavanaugh, J. C., & Krauss Whitbourne, S. (1999). Research methods. In J. C. Cavanaugh & S. Krauss Whitbourne (Eds.), *Gerontology: An interdisciplinary perspective* (pp. 33-64). New York: Oxford University Press.

Sinnott, J. D., & Shifren, K. (2001). Gender and aging: Gender differences and gender roles. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of the psychology of aging, 5th edition* (pp. 454-476). New York: Academic Press.

Week 3 Health service use, Health and behaviour, policy issues

Leventhal, H., Rabin, C., Leventhal, E. A., & Burns, E. (2001). Health risk behaviors and aging. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of the psychology of aging, 5th edition* (pp. 186-214). New York: Academic Press.

Commission on the future of health care in Canada. (2002). *Building on values: The future of health care in Canada. Read Chapter 8, Home care: The next essential service* (Catalogue No. CP32-85/2002E-IN). Ottawa: National Library of Canada.
This can be viewed on the Health Canada website at <http://www.healthcarecommission.ca/>

Week 4 Intrapersonal processes - personality, well-being, meaning, and spirituality

Ryff, C. D., Kwan, C. M. L., & Singer, B. H. (2001). Personality and aging: Flourishing agendas and future challenges. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of the psychology of aging, 5th edition* (pp. 186-214). New York: Academic Press.

Clarke, P. J., Marshall, V. W., Ryff, C. D., & Rosenthal, C. J. (2000). Well-being in Canadian seniors: Findings from the Canadian study of health and aging. *Canadian Journal on Aging*, 19, 139-159.

Week 5 Stress and coping

Lazarus, R. S. (1998). Coping with aging: Individuality as a key to understanding. In I. H. Nordhus, G. R. VandenBos, S. Berg, & P. Fromholt (Eds.), *Clinical geropsychology* (pp. 109-127). Washington DC: APA.

Transitions I - Work, retirement, and widowhood

Taylor, P. S. (1995). Grandma! *Saturday Night*, June.

Shaw, W., Patterson, T., Semple, S., & Grant, I. (1998). Health and well-being in retirement: A summary of theories and their implications. In M. Hersen & V. Van Hasselt (Eds.), *Handbook of clinical geropsychology* (pp. 383-409). New York: Plenum Press.

Wisocki, P. (1998). The experience of bereavement by older adults. In M. Hersen & V. Van Hasselt (Eds.), *Handbook of clinical geropsychology* (pp. 431-448). New York: Plenum Press.

Week 6 Transitions II - Relocation and institutionalization, end of life issues

Thorson, J. A., & Davis, R. E. (2000). Relocation of the institutionalized aged. *Journal of Clinical Psychology*, *56*, 131-138.

Halgrim Seaver, A. M. (1994). My world now: Life in a nursing home, from the inside. *Newsweek*, *June 27*, 11.

Zarit, S. H., Johansson, L., & Jarrott, S. E. (1998). Interventions in nursing homes and other alternative living settings. In I. H. Nordhus, G. R. VandenBos, S. Berg, & P. Fromholt (Eds.), *Clinical geropsychology* (pp. 329-343). Washington DC: APA.

Cicirelli, V. G. (2000). Healthy elders' early decisions for end-of-life living and dying. *Annual Review of Gerontology and Geriatrics*, *20*, 163-192.

Week 7 Social support and social relationships - overview

Krause, N. (2001). Social support. In R. H. Binstock & L. K. George (Eds.), *Handbook of aging and the social sciences* (pp. 272-294). New York: Academic Press.

Carstensen, L. L., Isaacowitz, D. M., Charles, S. T. (1999). Taking time seriously: A theory of socioemotional selectivity. *American Psychologist*, *54*, 165-181.

Week 8 Social support and social relationships - caregiving, elder abuse

Zarit, S. H., Johansson, L., & Jarrott, S. E. (1998). Family caregiving: Stresses, social programs, and clinical interventions. In I. H. Nordhus, G. R. VandenBos, S. Berg, & P. Fromholt (Eds.), *Clinical geropsychology* (pp. 345-360). Washington DC: APA.

Dow Pittaway, E., Westhues, A., & Peressini, T. (1995). Risk factors for abuse and neglect among older adults. *Canadian Journal on Aging, 14*, 20-44.

Week 9 Overview of mental health and aging/assessment

Qualls, S. H., Segal, D. L., Norman, S., Niederehe, G., & Gallagher-Thompson, D. (2002). Psychologists in practice with older adults: Current patterns, sources of training, and need for continuing education. *Professional psychology: Research and practice, 33*, 435-442.

Zarit, S., & Zarit, J. (1998). Clinical assessment. In S. Zarit, & J. Zarit (Eds.). *Mental disorders in older adults: Fundamentals of assessment and treatment* (pp. 92-132). New York: The Guildford Press.

Haley, W. E. & Mangum, W. P. (1999). Ethical issues in geriatric assessment. In P. A. Lichtenberg (Ed.), *Handbook of assessment in clinical gerontology* (pp. 606-626). New York: Wiley.

Week 10 Psychopathology - dementia, delirium, schizophrenia

Corey-Bloom, J. (2000). Dementia. In Krauss Whitbourne, S. (Ed.), *Psychopathology in later adulthood* (pp. 217-243). NY: John Wiley.

Bartels, S. J., Mueser, K. T., & Miles, K. M. (1998). Schizophrenia. In M. Hersen & V. Van Hasselt (Eds.), *Handbook of clinical geropsychology* (pp. 173-194). New York: Plenum Press.

Week 11 Psychopathology - mood/anxiety disorders

Blazer, D. (2002). *Depression in late life*. NY: Springer.
Chapter 2 – Symptoms and signs

Scogin, F., Floyd, M., & Forde, J. (2000). Anxiety in older adults. In Krauss Whitbourne, S. (Ed.), *Psychopathology in later adulthood* (pp. 117-140). NY: John Wiley.

Weeks 12 & 13 Psychopathology - personality disorders, substance abuse

Oslin, D. W., & Blow, F. C. (1999). Substance use disorders in late life. *Annual Review of Gerontology and Geriatrics, 19*, 213-224.

Intervention

Zeiss, A. M., & Steffen, A. (1996). Treatment issues with elderly clients. *Cognitive and Behavioral Practice*, 3, 371-389.

Blazer, D. (2002). *Depression in late life*. NY: Springer.
Chapter 17 - Psychotherapy for depression in late life.

Smith, G. C. (1999). Prevention and promotion models of intervention for strengthening aging families. In M. Duffy (Ed.), *Handbook of counseling and psychotherapy with older adults* (pp. 378-394). New York: Wiley.

University of Calgary Curriculum Objectives:

1) This course addresses the following core competencies:

- Critical and creative thinking
- Analysis of problems
- Effective written communication
- Gathering and organizing information
- Insight and intuition in generating knowledge
- Interpretive and assessment skills

With the following course characteristics:

Class and small group discussion; students are encouraged to think critically about the course material and their own individual paper topics.

Students are required to review and critically evaluate the literature for their paper topics.

Students are required to submit a major paper.

The major paper will be evaluated, in part, on the quality of the literature review. Students are expected to access the major journals in social/clinical aging.

One of the criteria for evaluating the major paper is the student's ability to generate ideas for the next step in the line of research. To succeed, students must assess the current literature and ascertain important directions for future research.

Students will be encouraged to think about various interpretations of the data that is presented in the course material, and the implications for the everyday lives of older adults. There will be a strong focus on the ecological validity of the data and its meaning for functioning in old age.

2) This course addresses the following curriculum redesign features:

A defined interdisciplinary component

An experiential learning component relevant to the program objectives

Integration of research

With the following course characteristics:

By its very nature, the study of aging is multidisciplinary. The readings are primarily from journals that are multidisciplinary in scope.

Students are required to interview individuals of varying ages on a their given topics.

Small groups of students will analyze interviews from younger, middle-aged and older adults, and

integrate their findings with the existing research literature.

All readings are published research articles, book chapters, or government reports.

Class discussions centre on methodological and conceptual issues in research studies.

Reappraisal of Grades

A student that feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The appraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies sought, along with any special circumstances that warrant an appeal of the appraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course, when, in fact, it is not. Students should examine sections of the University Calendar, which present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

Academic Accommodation:

It is a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. If you are seeking academic accommodation, please notify your instructor no later than fourteen (14) days after the commencement of the course. Note that the lecturer must approve any tape recordings of lectures.

Absence From A Test:

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a make-up exam is written within two (2) weeks of the missed exam.

A completed Physician/Counsellor Statement may be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counsellor Statement.

Bonus Course Credits for Research Participation

Students in most psychology courses are eligible to participate in departmentally approved research and earn credits toward their final grades. A maximum of two credits (2%) per course, including this course, may be applied to an individual's final grade. Information about current experiments is on the Experimetrix website at <http://experimetrix.com/uc>. The read-me link at that site provides a guide to using the system and assigning your credits. The last day to participate in research and **ALLOCATE YOUR CREDITS TO YOUR COURSES** is April 12, 2006.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Student's Association (PSYCHS). They are located in the Administration building, room 170 or may be contacted at 220-5567.

Student Union VP Academic:	Phone: 220-3911	suvpaca@ucalgary.ca
Student Union Faculty Rep.:	Phone: 220-3913	socialscirep@su.ucalgary.ca

Important Dates

The last day to drop this course and **still receive a fee refund** is January 20, 2006.

The last day to withdraw from this course is April 13, 2006.