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<b>Psychology 457</b>	<b>Social and Clinical Aspects of Aging</b>	<b>Winter 2022</b>
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<b>Instructor:</b>	Candace Konnert	<b>Lecture Location:</b>	SS 010
<b>Phone:</b>	403-220-4976	<b>Lecture Days/Time:</b>	TR 11:00 – 12:15
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### Course Description

The first half of this course will investigate transitions in the later years of life. There will be specific attention given to successful aging, both from a theoretical and practical perspective. What does it mean to age successfully and what can be done at an individual, community, and societal level to enhance the aging process? The second half of this course will review the diagnosis, assessment and treatment of specific mental health problems among older adults. Most importantly, course content will address the question, what can be done to prevent mental health problems in later life? Throughout the course there will an emphasis on diversity among older adults, and on critically evaluating ethical, topical and controversial issues that are related to older adults and society at large. Note that this course is not meant to be an introduction to the psychology of aging but will build on the content from Psychology 353 (or the equivalent course).

### Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see <https://live-arts.ucalgary.ca/psychology/about#program-learning-outcomes>), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Outline and critically evaluate theories, research, and knowledge about aging in psychological, social, and clinical domains.	Short essay exams, discussion questions	1, 2, 4, 8	A
Explain what it means to age well, factors related to aging well, and barriers/facilitators to aging well, including media and popular views of aging.	Short essay exams, discussion questions	1, 2, 4, 5, 7, 8	A
Summarize the ethical issues related to aging.	Short essay exams, discussion questions, case study assignment	1, 2, 4, 6	A
Summarize a model used to conceptualize older clients who are seeking mental health services and apply the model to a case study presented in class.	Case study assignment	1, 2, 4, 5, 7	C

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity, and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

### **Acknowledgments and Respect for Diversity**

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

### **Course Format**

This is an in-person class held on campus.

### **Prerequisites**

Psychology 300 and 301

Psychology 353

Admission to the Psychology major or Honours program

### **Required Text**

There is no text for the course. A reading list indicating reading assignments by week will be provided on D2L before lectures begin. The readings (primarily journal articles) will be available on D2L. **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.**

### **Assessment Methods**

The exam format consists of short essays. Exams are closed book. The use of resources, including class notes, the textbook, online resources, and calculators is prohibited during the exams in this course. Students may not communicate with others about course material or the exam either in person or electronically during exams.

**1) Midterm (30%):** Short essay questions based on lectures and readings covered up to and including February 15. **Date of exam: Feb. 17.**

**2) Final (40%):** Short essay questions based on lectures and readings from March 1 to April 12 (inclusive).

**3) Discussion questions (5%):** In this written assignment, students will be required to critically analyze and think about the designated readings and provide 2 discussion questions related to those readings. Due date is determined by students' last names. Due dates and designated readings are as follows:

Last names beginning with	Date/time due	Designated course readings on D2L
A-F	Feb 1 at 9 AM	Health and wellness
G-H	Feb. 8 at 9 AM	Transitions I
I-L	Mar. 1 at 9 AM	Transitions II
M-R	Mar. 22 at 9 AM	Mental health problems: neurocognitive disorders
S-Z	Mar. 29 at 9 AM	Mental health problems: mood disorders

These questions can be derived from the readings but may also go beyond the readings and should reflect interesting issues that are raised, including controversies, debates, and dilemmas associated with the topic for that week. If you use additional readings (i.e., beyond those assigned), please reference them in APA style. You are encouraged to prepare questions that are interesting and provocative. Most importantly, it should be a question that will stimulate an interesting in-class discussion. Although all questions will not be covered in each class, come to class prepared to discuss your questions and views. Questions must pertain directly to the topics/readings as listed in the above table. Questions that do not meet this criterion will receive a 0. They will be graded as follows: very good (3), satisfactory (2), or needs improvement (1) based on your knowledge of the relevant literature and evidence of your ability to think about, critically analyze, and integrate course material. Questions should not exceed one page, double-spaced. Questions must be typed and submitted to the appropriate Dropbox on D2L by **9 AM** on the date they are due. Please do not forget to include your name on the submission. Without prior approval from the instructor, late submissions will receive a 0.

**4) Case study (25%):** Students will be given information about an older client and will be asked to address questions related to assessment, case formulation, diagnosis, ethical issues and treatment. This will be a *maximum 7-page* case study (typed, double-spaced, one-inch margins, using 12-point font). The case study is due at or before **4:30 pm on April 12, 2022**, submitted to the relevant Dropbox on D2L. Without prior approval from the instructor, a penalty of 10% of the grade per day (including weekends) will apply to all uncompleted papers. Assignments more than 7 days late will not be accepted without instructor approval.

#### University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy:

<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

#### Department of Psychology Criteria for Letter Grades

Psychology course instructors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance*. Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

### Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

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 (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

**Extra research participation course credit is not offered for this course.**

### Tentative Lecture Schedule

Date	Topic
Jan 11	First day of lectures
Jan 11 & 13	Introduction/successful aging
Jan 20	Last day to drop a class without financial penalty
Jan 18 & 20	Successful aging
Jan 21	Last day to add or swap a course
Jan 25 & 27	Diversity/methodological approaches
Jan 28	Fee payment deadline for Fall Term full and half courses.

Feb 1 & 3	Health and wellness	
<b>Feb 1</b>	<b>Discussion questions on health and wellness due (last names A-F)</b>	<b>Worth 5%, due 9 AM</b>
Feb 8 & 10	Transitions I	
<b>Feb 8</b>	<b>Discussion questions on Transitions 1 due (last names G-H)</b>	<b>Worth 5%, due 9 AM</b>
Feb 15	Transitions I - continued	
<b>Feb 17</b>	<b>Midterm exam</b>	<b>Short essay questions based on lectures and readings covered up to and including February 15. Worth 30%</b>
Feb 21	Family Day no Classes	
Feb 22 & 26	Term Break No Classes	
Mar 1 & 3	Transitions II	
<b>Mar 1</b>	<b>Discussion questions on transitions II due (last names I-L)</b>	<b>Worth 5%, due 9 AM</b>
Mar 8 & 10	Contextual framework/assessment	
Mar 15 & 17	Assessment	
Mar 22 & 24	Mental health problems: neurocognitive disorders	
<b>Mar 22</b>	<b>Discussion questions on neurocognitive disorders due (last names M-R)</b>	<b>Worth 5%, due 9 AM</b>
Mar 29 & 31	Mental health problems: mood disorders	
<b>Mar 29</b>	<b>Discussion questions on mood disorders due (last names S-Z)</b>	<b>Worth 5%, due 9 AM</b>
Apr 5 & 7	Intervention	
Apr 12	Intervention	
Apr 12	Last day of Lectures and last day to withdraw from a winter term half course	
<b>April 12</b>	<b>Case study</b>	<b>Worth 25%, due 4:30 PM</b>
<b>Ap 19-29</b>	<b>Fall Final Exam Period. Exam date and time TBA by the Registrar.</b>	<b>Short essay questions based on lectures and readings from March 1 to April 12 (inclusive). Worth 40%</b>

### Supporting Documentation

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

### **Absence From A Test/Exam**

Makeup tests/exams are **NOT** an option without the approval of the instructor. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology ([psyugrd@ucalgary.ca](mailto:psyugrd@ucalgary.ca)).

**Reappraisal of Graded Term Work** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Academic Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Instructor Intellectual Property**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Freedom OF Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Student Support and Resources**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, Thursday, January 20, 2022.** Last day add/swap a course is **Friday, January 21, 2022.** The last day to withdraw from this course is **Tuesday, April 12, 2022.**

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>