

**Seminar in the Clinical Psychology of Aging - Intervention and Assessment  
(CAIA; PY 687)**

**Syllabus subject to change; updated 10/3/2025**  
**Fall 2025 (N = 12) | 3 Credit Hours**

**Class Time:** Thursdays 2 pm -4:30 pm; **Location:** The Psychology Building – ARIA

**Prerequisites:**

Psychological Assessment I and II or their equivalent, UA Clinical Psychology Basic Practicum (or enrolled concurrently)

**Professor:**

Rebecca S. Allen, Ph.D., ABPP      Phone: XXXXX  
Office Location: 1028 Psych Bldg      Office Hours: Thursdays noon – 2pm  
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**Course Description:**

This course provides an overview of the foundational and functional competencies required for ethical psychological practice with older adults (age 50+), their family systems (including “fictive kin”), and their environmental contexts. Throughout the course, we will engage in debate about **Why (or why NOT) is a geropsychology specialty needed?** Readings and other course material will be made available via UA Box or online through the E4 Center or APA’s Committee on Aging (CONA).

Ethical assessment and treatment will be considered within the context of culture, power, and time period (historical time and place). An intersectional lens will be applied to the fullest extent of this professor’s abilities in the selection of readings, assignments, lectures, and class activities/discussions to deliver training focused on **patient-centered care**. The course will consider a variety of treatment approaches and treatment settings including home-based care, long-term care (i.e., home health, assisted living facilities and skilled care facilities), and palliative and end-of-life care in hospice and hospitals. The lens of person-environment fit will be applied to all questions focused on civil capacity assessment and intervention.

Students are expected to have completed assigned readings ahead of class to participate actively in class discussion. This will be facilitated by the submission of questions one day prior to the class period (for participation credit). By the end of this course, students will be able to use their understanding in the development of interventions and assessment batteries for use with older individuals and their family members.

**This course fulfills the requirement of an advanced intervention/assessment course in clinical psychology and is a required course for students pursuing the Geropsychology Emphasis Area.**

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**Class Processes:**

- **Class Materials:** Students may take notes on paper or electronic devices. Please turn off your cell phones when you come into the classroom and use your laptops etc. only for purposes immediately relevant to the class discussion (i.e., making notes, looking up information to assist in class discussion).
  - **Email Etiquette:** To ensure that I receive AND RESPOND to your email in a timely fashion (i.e., within 24-48 hours), please include the course title (PY 678) in the subject line of your email.
  - **Course Climate:** Students are expected to engage in discussion with classmates in an authentic, respectful manner about topics about which we may have differing points of view (**Why (or why NOT) is a geropsychology specialty needed?**). See Course Climate for more details.
  - **Use the Buddy System:** Exchange numbers with at least one other person who will be your point-person to follow-up with if you miss class or have extra questions outside the scope of what the professor may be able to answer.
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## Student Learning Outcomes:

Students who successfully complete this course will be able to:

- 1) Develop foundational and functional competencies necessary to self-identify as a clinical geropsychologist.
    - a. Formative Assessment: Students will submit three de-identified self-reflections “aka clinical logs” with the goal of stimulating self-reflection and drafting versions of their 500-word theoretical orientation essay for their APPI internship applications.
  - 2) Gain an understanding of the typical and atypical developmental patterns associated with well-being and mental health v. pathology in middle and late adulthood.
    - a. Formative Assessment: Discussion Questions; Discussion Participation; Clinical Logs
    - b. Summative Assessment: Learning Letter answering the question **Why (or why NOT) is a geropsychology specialty needed?**
  - 3) Develop an understanding of interprofessional teams and strategies used to identify and alleviate suffering in late life.
    - a. Formative Assessment: Discussion Questions; Discussion Participation; Clinical Logs
    - b. Summative Assessment: Pikes Peak and Learning Letter
  - 4) Develop patient-centered expertise in clinical intervention and assessment issues arising from the varying social and environmental contexts of aging adults.
    - a. Formative Assessment: Discussion Questions; Discussion Participation; Clinical Logs
    - b. Summative Assessment: Learning Letter
  - 5) Develop beginning competency in evidence-based geropsychology assessment based upon the specific requirements of the referral question, the specific needs and abilities of the client, an understanding of psychometric principles (e.g., reliability, construct validity, use of norms) as they pertain to tests used in geropsychology, and an understanding of how to strongly link assessment to subsequent intervention
    - a. Formative Assessment: Discussion Questions; Discussion Participation; Clinical Logs
    - b. Summative Assessment: Learning Letter
  - 6) Develop beginning competency in patient-centered and evidence-based case conceptualization and treatment planning with older adults, including an understanding of how to link serial assessments to interventions
    - a. Formative Assessment: Discussion Questions; Discussion Participation; Clinical Logs
    - b. Summative Assessment: Pikes Peak and Learning Letter
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## Assignments/Learning Outcome Assessment:

This year we will explore a version of **Ungrading** for assessment of learning outcomes for some aspects of this course. Ungrading involves de-emphasizing grades assigned by the instructor and re-emphasizing individual, intrinsically motivated learning. For more on Ungrading, see writings by Jesse Stommel (<https://www.jessestommel.com/ungrading-an-introduction/>).

## Course Requirements/Assessment Methods (5):

- 1) Weekly Discussion Questions (10%; 1% each week for a total of 10%, with 12 possible class periods for potential submission): **By Wednesday at 5 pm before each class**, students, individually or in groups of two, are invited to **post ONE integrative reading reflections/discussion questions to the UA Box folder for that class period**. These can be comments, questions, or critiques of the readings/webinars/ activities that should stimulate discussion with the class. Select reflections will be discussed during class. Some things to think about as you create questions:
  - What surprised you?
  - What did you not understand?
  - Were the authors ethical in how they conducted this research or intervention or assessment?
  - Was the methodology valid? Were implicit biases in operation within the methodology?
  - Did you agree with the claims/conclusions the authors made?

This will help us organize discussion of the topic and has worked well in prior years' classes. You may choose to work with one partner on this, so up to 2 of you and 2 only may submit the same discussion questions. **It will be easiest if you only post once with BOTH of your names on the question(s).** There are 12 possible weeks for questions, and you only need to submit 10.

2) *2 Integrative Papers (20% ungrading at 10% each):* You will be asked to write short (2-4 pages, double spaced) papers that analyze and give your impressions of the week's readings and class discussion. The purpose of these papers is to provide an opportunity for students to think critically about theoretical and recent empirical research AND develop skills as a manuscript reviewer through ungrading the papers of peers. The paper should incorporate: a) a critique of something that you have read along with b) suggestions for a novel approach (an alteration to a theory, an idea for a new study, or an applied practice idea based on theory and empirical research). Thus, these papers will address some problem or research gap discussed in the readings. The paper should demonstrate that you have done the readings AND thought about them. Only one paper should be submitted for any given week of class. More specific details are provided in the document on the Integrative Papers in Box, along with a potential Grading Rubric.

Papers will be read by another classmate, who will provide feedback on the content in order to develop skills as a manuscript reviewer. **This classmate will assign your grade for effort and thoroughness in accordance with the suggested grading rubric (supportive only). Constructive feedback is required for all elements of the paper and in full summary form.** Therefore, as a classmate you must demonstrate that you have read another's work and thoughtfully reflected on it, like reviewing a journal article. **Grades of 100% should rarely be given.**

3) *Practice Component and Self-reflective Clinical Log (30%; submit three times [Sept. through Nov at 10% each]:* Because this course satisfies the advanced intervention requirement for the doctoral degree in clinical psychology, a practice component of **no more than 3 to 4 hours per week** is required in your current practicum placement. Students are already working in clinical settings with older adults and are expected to easily complete this course requirement in their setting. As advanced graduate students and representatives of The University of Alabama, students are expected to maintain the highest professional and ethical standards while performing the clinical component of this class, including maintenance of patient confidentiality in accordance with HIPAA standards. The purpose of these logs is to develop professional identity as a geropsychologist and work towards drafting a 500-word theoretical orientation essay for future APPI internship applications.

Personal memos or written logs of experiences and reactions (self-reflective practice) the student has in their clinical placement. These **de-identified notes** are considered confidential clinical information and must be treated as such by students and by the instructor. Students are expected to keep whatever records are required of the agencies completely confidential and on the agency campus. Clinical skills, including professionalism, are a vital part of this course. Clinical competency/ professionalism will be evaluated by each student's: (a) professional and ethical deportment; (b) ability to accept constructive criticism and suggestions; and (c) promptness in turning in material. Some of these observations are by nature subjective; however, when problems are noted, they will be discussed with you concurrently.

4) *Learning Letter (Pikes Peak Self-assessment Optional; 40% ungrading):* In the Learning Letter, students will reflect on the course learning objectives and articulate what they have learned in relation to each objective. Students will assign a grade for themselves, providing justification for why this grade is deserved. The central question to be answered, clearly, is: **Why (or why NOT) is a geropsychology specialty needed? Pikes Peak optional.**

**GRADING POLICY:**

Your final grade will be based on the following breakdown:

1. Discussion Questions: 10%
2. 2 Integrative Papers: 20% (10% each)
3. Monthly Clinical Logs: 30% (10% each)
4. Learning Letter (Pikes Peak Self-Assessment optional): 40%

**A** = 90%-100%      **B** = 80%-89%      **C** = 70%-79%      **D** = 60%-69%  
                                 **F** = 59% and below

## CLASS SCHEDULE AND READINGS F\_2025

| Date           | Anticipated Topics                                                                                                                                                                                                                                        | Exams/<br>Assignments<br>Due On This Day                                                                    |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 1) Aug. 21     | <ul style="list-style-type: none"> <li>Introduction, Syllabus and Current Issues within the APA Committee on Aging</li> </ul>                                                                                                                             | CONA Palliative and End-of-life Care Resolution 2025                                                        |
| 2) Aug. 28     | <ul style="list-style-type: none"> <li>Ethics and ethical models, Interdisciplinary Teams</li> <li>Geropsychology Foundations &amp; Identity</li> <li><i>Why (or why NOT) is a geropsychology specialty needed?</i></li> </ul>                            | Ethics, Pikes Peak & Competencies                                                                           |
| 3) Sep. 4      | <ul style="list-style-type: none"> <li>Comorbidity/Multimorbidity and Lifespan Redux</li> <li>Ageism</li> <li>Therapeutic Adaptations</li> </ul>                                                                                                          | CONA Ageism Resolution & Readings                                                                           |
| 4) Sep. 11     | <ul style="list-style-type: none"> <li>Cognitive Domains &amp; Cognitive Dysfunction</li> <li>Delirium – Implications for Assessment and Treatment</li> </ul>                                                                                             | Readings                                                                                                    |
| 5) Sep. 18     | <ul style="list-style-type: none"> <li>CONA Webinar on Updated Guidelines for Practice with Older Adults (live noon to 1 CT – we will watch and comment on the recording)</li> <li>Psychotherapy with Older Adults</li> </ul>                             | Dr. Mark Brennan-Ing Webinar Readings & Dr. Cecilia Poon                                                    |
| 6) Sep. 25     | <ul style="list-style-type: none"> <li>CONA Webinar on Psychological Practice with Older Adults: Focusing on Assessment (recording)</li> <li>Whole Person Assessment, Person-Centered Care</li> </ul>                                                     | Readings<br>Clinical Log #1<br>Assignment Due                                                               |
| 7) Oct. 2      | <ul style="list-style-type: none"> <li>CONA Webinar on Psychological Practice with Older Adults: Focusing on Intervention/Consultation (live noon to 1 CT – we will watch and comment on the recording)</li> <li>CBT and ACT with Older Adults</li> </ul> | Greg and DGT videos, & Readings                                                                             |
| 8) Oct. 9      | <ul style="list-style-type: none"> <li>Home-based Behavioral Health</li> <li>Capacity Assessment (<b>practice measures</b>)</li> <li>Providing Assessment Feedback that Sticks</li> </ul>                                                                 | Capacity Assessment Practice, Bonnie Sachs Webinar & Readings                                               |
| 9) Oct 16      | <ul style="list-style-type: none"> <li>Chronic Pain, Sleep, and Fall Risk (<b>review Geri Meas</b>)</li> <li>Interdisciplinary Team Functioning</li> </ul>                                                                                                | Dr. Kimberly Hiroto Webinar & Readings                                                                      |
| 10) Oct. 23    | <ul style="list-style-type: none"> <li>Long-term Impact of Adverse Childhood Experiences</li> <li>PTSD and Trauma-informed Care (<b>cases discussion</b>)</li> <li>Substance Use Disorders</li> </ul>                                                     | Readings<br>Clinical Log #2<br>Assignment Due                                                               |
| UA FALL BREAK  |                                                                                                                                                                                                                                                           |                                                                                                             |
| 11) Nov. 6     | <ul style="list-style-type: none"> <li>Caregiver Family Therapy and Family Systems (IFS)</li> <li>Sexual Functioning</li> </ul>                                                                                                                           | Integrate and Practice –<br>CGT and Sexuality<br>Readings                                                   |
| 11) Nov. 13    | GSA in Boston – See you there at the ARIA Party!                                                                                                                                                                                                          |                                                                                                             |
| 12) Nov. 20    | <ul style="list-style-type: none"> <li><b>The Dr. Dana Carroll and Anne Halli-Tierney Show</b></li> <li>EOL Family Systems – Death and Dying</li> </ul>                                                                                                   | Geriatric Clinic<br>Interprofessional Leads<br>Consultation & Readings<br>Clinical Log #3<br>Assignment Due |
| 13) Nov. 27    | Thanksgiving Break                                                                                                                                                                                                                                        |                                                                                                             |
| 14) Dec. 5     | <ul style="list-style-type: none"> <li>Palliative Care Assessment &amp; Intervention, Capacity Assessment for Medical Aid in Dying</li> </ul>                                                                                                             | Readings                                                                                                    |
| Dec. 8 thru 12 | <ul style="list-style-type: none"> <li><b>FINALS WEEK -- LEARNING LETTER DUE THURSDAY DEC. 11 BY MIDNIGHT</b></li> </ul>                                                                                                                                  | <b>LEARNING LETTER DUE THURSDAY Dec. 11 BY MIDNIGHT</b>                                                     |

## Clinical Psychology of Aging: Intervention & Assessment – Special Topics

### THESE READINGS ARE FINAL Schedule of Classes and Readings

#### Date      Topics and Readings

August

#### WEEK 1

##### **21 Introduction, Syllabus and Current Issues within the APA Committee on Aging**

- CONA Palliative and End-of-Life Care Resolution

#### WEEK 2

##### **28 Ethics and ethical models – Interdisciplinary Teams & Geropsychology Foundations & Identity**

- Bush, S. S., Allen, R. S., Heck, A. L., & Moye, J. (2015). Ethical issues in geropsychology: Clinical and forensic perspectives. *Psychological injury and law*, 8(4), 348-356.
- Carpenter, B. D., Gatz, M., & Smyer, M. A. (2022). Mental health and aging in the 2020s. *American Psychologist*, 77(4), 538.
- Hinrichsen, G. A., Emery-Tiburcio, E. E., Gooblar, J., & Molinari, V. A. (2018). Building foundational knowledge competencies in professional geropsychology: Council of Professional Geropsychology Training Programs (Co PGTP) recommendations. *Clinical psychology: Science and practice*, 25(2), e12236.

September

#### WEEK 3

##### **4 Comorbidity/Multimorbidity, Ageism & Therapeutic Adaptations**

- APA Resolution on Ageism – Adopted August 2025
- Lederman, S., & Shefler, G. (2023). Psychotherapy with older adults: Ageism and the therapeutic process. *Psychotherapy Research*, 33(3), 350-361.
- Wu, J., Zhang, H., Shao, J., Chen, D., Xue, E., Huang, S., ... & Ye, Z. (2023). Healthcare for older adults with multimorbidity: a scoping review of reviews. *Clinical Interventions in Aging*, 1723-1735.

#### WEEK 4

##### **11 Cognitive Domains & Dysfunction & Delirium**

- APA Resolution on Evaluation of Dementia and Age-Related Cognitive Change – Adopted February 2021
- Fong, T. G., & Inouye, S. K. (2022). The inter-relationship between delirium and dementia: The importance of delirium prevention. *Nature Reviews Neurology*, 18(10), 579-596.
- Gallardo-Gomez, D., del Pozo-Cruz, J., Noetel, M., Alvarez-Barbosa, F., Alfonso-Rosa, R. M., & del Pozo Cruz, B. (2022). Optimal dose and type of exercise to improve cognitive function in older adults: A systematic review and bayesian model-based network meta-analysis of RCTs. *Ageing research reviews*, 76, 101591.

#### WEEK 5

##### **18 APA Guidelines for Practice with Older Adults 2024**

- APA Guidelines for Practice with Older Adults – Adopted February 2024
- Laing, E. M., Heinen, J. M., Acebo de Arriba, R., Schäffeler, N., Zipfel, S., Stengel, A., & Graf, J. (2024). Adaptations of interpersonal psychotherapy in psycho-oncology and its effects on distress, depression, and anxiety in patients with cancer: a systematic review. *Frontiers in Psychology*, 15, 1367807.
- SELECT CHAPTER FROM: Steffen, A.M., Thompson, L.W., & Gallagher-Thompson, D. (2021). *Treating Later-Life Depression: A Cognitive-Behavioral Therapy approach, clinician guide (Treatments that Work Series)*. Oxford University Press.
  - CH 5 (pp. 75-88)

## WEEK 6

### **25 APA Guidelines for Practice with Older Adults – Focus on Assessment**

- Mast, B. T., Molony, S. L., Nicholson, N., Kate Keefe, C., & DiGasbarro, D. (2021). Person-centered assessment of people living with dementia: Review of existing measures. *Alzheimer's & Dementia: Translational Research & Clinical Interventions*, 7(1), e12138.
- Kim, H., Kim, S., Kong, S. S., Jeong, Y. R., Kim, H., & Kim, N. (2020). Possible application of ecological momentary assessment to older adults' daily depressive mood: Integrative literature review. *JMIR mental health*, 7(6), e13247.
- Koo, B. M., & Vizer, L. M. (2019). Mobile technology for cognitive assessment of older adults: a scoping review. *Innovation in aging*, 3(1), igy038.

## **CLINICAL LOG DUE FOR REVIEW**

October

## WEEK 7

### **2 APA Guidelines for Practice with Older Adults – Focus on Intervention AND CBT vs. ACT with Older Adults**

- Plys, E., Jacobs, M. L., Allen, R. S., & Arch, J. J. (2022). Psychological flexibility in older adulthood: A scoping review. *Aging & Mental Health*, 1-13.
- SELECT CHAPTER FROM: Steffen, A.M., Thompson, L.W., & Gallagher-Thompson, D. (2021). *Treating Later-Life Depression: A Cognitive-Behavioral Therapy approach, clinician guide (Treatments that Work Series)*. Oxford University Press.
  - CH 9 (pp. 145-165)
- Sun, Y., Tian, Z., Ma, Y., Zhu, Q., Zheng, R., Guan, Y., & Zhang, X. (2025). Effectiveness of Acceptance and Commitment Therapy on Reducing Depression and Anxiety in Older Adults: A Systematic Review and Meta-Analysis. *Journal of Psychiatric and Mental Health Nursing*, 32(3), 643-655.
- SECONDARY READING: Hendriks, G. J., Janssen, N., Robertson, L., van Balkom, A. J., van Zelst, W. H., Wolfe, S., ... & Uphoff, E. (2024). Cognitive behavioural therapy and third-wave approaches for anxiety and related disorders in older people. *Cochrane Database of Systematic Reviews*, (7).
  - SELECT CHAPTERS FROM: Steffen, A.M., Thompson, L.W., & Gallagher-Thompson, D. (2021). *Treating Later-Life Depression: A Cognitive-Behavioral Therapy approach, clinician guide (Treatments that Work Series)*. Oxford University Press.
    - CH 7, 8, & 10 (pp. 109-178 minus pp. 145-165)

## WEEK 8

### **9 Capacity Assessment & Providing Assessment Feedback that Sticks**

- ABA/APA Handbook for Working with Older Adults with Diminished Capacity (2008).
- Ho, E. H., Ece, B., Bucko, P., Karpouzian-Rogers, T., Pila, S., Hosseinian, Z., ...Lichtenberg, P.A., ..., & Gershon, R. C. (2025). A scoping review of financial decision-making measures in midlife and beyond: results from the advancing reliable measurement in cognitive aging and decision-making ability (ARMCADA) study. *Frontiers in Psychology*, 16, 1540508.
- SELECT CHAPTERS FROM: Moye, J. (2020). *Assessing Capacities of Older Adults: A casebook to guide difficult decisions*. American Psychological Association.
  - Moye, J., & Wood, E. *Understanding Legal and Clinical Capacities*. pp. 9-23.
  - Albright, A.E., Hilgeman, M.M., & Allen, R.S. (2020). *Addressing Family Conflicts when Assessing Capacities*. pp. 299-325.
- SECONDARY READING: Moye, J. (2020). *Assessing Capacities of Older Adults: A casebook to guide difficult decisions*. American Psychological Association. Ch 12.
  - Page, K., & Matthews, K.C. *Evaluating Capacities in Persons with Dementia*. pp. 27-62.
  - SELECT CHAPTERS FROM: Postal, K., & Armstrong, K. (2013). *Feedback that Sticks: The Art of Effectively Communicating Neuropsychological Assessment Results*. Oxford University Press.

## WEEK 9

- 16 Chronic Pain, Sleep, & Fall Risk & Interdisciplinary Team Functioning** Ghazi, S. N., Behrens, A., Berner, J., Sanmartin Berglund, J., & Anderberg, P. (2025). Objective sleep monitoring at home in older adults: A scoping review. *Journal of Sleep Research*, 34(4), e14436.
- Ghazi, S. N., Behrens, A., Berner, J., Sanmartin Berglund, J., & Anderberg, P. (2025). Objective sleep monitoring at home in older adults: A scoping review. *Journal of Sleep Research*, 34(4), e14436.
  - Goubert, L., & Bernardes, S. F. (2025). Interpersonal dynamics in chronic pain: The role of partner behaviors and interactions in chronic pain adjustment. *Current Opinion in Psychology*, 101997.
  - Salari, N., Darvishi, N., Ahmadipناه, M., Shohaimi, S., & Mohammadi, M. (2022). Global prevalence of falls in the older adults: a comprehensive systematic review and meta-analysis. *Journal of orthopaedic surgery and research*, 17(1), 334.
  - SECONDARY READING: Montero-Odasso, M., Van Der Velde, N., Martin, F. C., Petrovic, M., Tan, M. P., Ryg, J., ... & Masud, T. (2022). World guidelines for falls prevention and management for older adults: a global initiative. *Age and ageing*, 51(9), afac205.

## WEEK 10

- 23 ACEs, PTSD, & Substance Use Disorders (SUD)**
- Allen, R. S., Lin, S. S-H., Ly, T.K., & Buxton, M.R. (2026). Clinical geropsychology. In M.E. Lachman and A. Spiro (Eds), *APA Handbook of Adult Development and Aging* (Chapter 27, pp. 519-541). Washington, DC: American Psychological Association. <https://doi.org/10.1037/0000444-027>
  - Havermans, D. C., Coeur, E. M., O, J., Rippey, C. S., Cook, J. M., Olf, M., ... & Lawrence, K. A. (2025). The diagnostic accuracy of PTSD assessment instruments used in older adults: a systematic review. *European Journal of Psychotraumatology*, 16(1), 2498191.
  - Patel, P., & Oremus, M. (2023). The association between adverse childhood experiences and late-life cognition: A systematic review of cross-sectional and case-control studies. *The Gerontologist*, 63(6), 1087-1103.
  - SECONDARY READING: Reynolds 3rd, C. F., Jeste, D. V., Sachdev, P. S., & Blazer, D. G. (2022). Mental health care for older adults: Recent advances and new directions in clinical practice and research. *World Psychiatry*, 21(3), 336-363.

## CLINICAL LOG DUE FOR REVIEW

### 30 UA FALL BREAK

## WEEK 11

November

- 6 Caregiver Family Therapy, Sexual Functioning & Family Systems**
- Dieker, J. L., Yun, S. W., Weber, K. L., & Qualls, S. (2024). Family conflict over illness beliefs and care strategies: implications for burden in family caregivers. *Aging & Mental Health*, 28(3), 457-465.
  - SELECT CHAPTERS FROM: Moye, J. (2020). *Assessing Capacities of Older Adults: A casebook to guide difficult decisions*. American Psychological Association.
    - Katz, E., Spalding, R., Gallegos, J.V., & Edelstein, B. *Assessment of Sexual Consent Capacity*. pp. 209-241.
  - Michałek-Kwiecień, J. (2024). Grandparent-grandchild relationships and the psychological and health outcomes of early adult grandchildren: An integrative review. *Journal of Intergenerational Relationships*, 22(1), 73-89.
  - Syme, M. L., Cohn, T. J., Stoffregen, S., Kaempfe, H., & Schippers, D. (2019). "At my age...": defining sexual wellness in mid-and later life. *The Journal of Sex Research*, 56(7), 832-842.

### 13 GSA – ENJOY BOSTON!

## WEEK 12

### **20 Interdisciplinary Team Q&A & Family Systems in Death & Dying**

- Davies, L. E., Spiers, G., Kingston, A., Todd, A., Adamson, J., & Hanratty, B. (2020). Adverse outcomes of polypharmacy in older people: systematic review of reviews. *Journal of the American Medical Directors Association*, 21(2), 181-187.
- Lind, L. M., Poon, C. Y., & Birdsall, J. A. (2022). Intervention, consultation, and other service provision: A foundational geropsychology knowledge competency. *Clinical Psychology: Science and Practice*, 29(1), 59.
- Liu, X., Ho, M. H., Wang, T., Cheung, D. S. T., & Lin, C. C. (2024). Effectiveness of dyadic advance care planning: a systematic review and meta-analysis. *Journal of pain and symptom management*, 67(6), e869-e889.
- SECONDARY READING - SELECT CHAPTERS FROM: Allen, R. S., Carpenter, B.D., & Eichorst, M.K. (Eds). (2018). *Perspectives on behavioural interventions in palliative and end-of-life care. Aging and mental health research series*. London and New York: Routledge. ISBN: 978-0-4157-9152-6.
  - Masterson, M., Rosenfeld, B., & Breitbart, W. *Meaning-centered Psychotherapy for Cancer Patients with Advanced and Terminal Illness*. pp. 70-92
  - Annable, G., Chochinov, H.M., McClement, S., & Thompson, G. *Dignity Therapy*. pp. 93-111

## **CLINICAL LOG DUE FOR REVIEW**

### **28 NO CLASSES AT UA FOR THANKSGIVING WEEK**

December

## WEEK 13

### **4 Palliative Care Assessment & Intervention & Medical Assistance in Dying**

- Davidow, J. B., Zide, B. S., Levin, L. L., Biddle, K. D., Urizar, J. C., & Donovan, N. J. (2022). A scoping review of interventions for spousal bereavement in older adults. *The American Journal of Geriatric Psychiatry*, 30(3), 404-418.
- Motamedi, M., Brandenburg, C., Bakhit, M., Michaleff, Z. A., Albarqouni, L., Clark, J., ... & Cardona, M. (2021). Concerns and potential improvements in end-of-life care from the perspectives of older patients and informal caregivers: a scoping review. *BMC geriatrics*, 21(1), 729.
- Yan, H., Bytautas, J., Isenberg, S. R., Kaplan, A., Hashemi, N., Kornberg, M., & Hendrickson, T. (2022). Grief and bereavement of family and friends around medical assistance in dying: Scoping review. *BMJ supportive & palliative care*, 13(4), 414-428.
- SELECT CHAPTERS FROM: Moyer, J. (2020). *Assessing Capacities of Older Adults: A casebook to guide difficult decisions*. American Psychological Association.
  - Carpenter, B., & Merz, C. *Assessment of Capacity in Medical Aid in Dying*. pp. 243-267.
- SECONDARY READING - SELECT CHAPTERS FROM: Pachana, N.A., Molinari, V., Thompson, L., & Gallagher-Thompson, D. (2021). *Psychological Assessment and Treatment of Older Adults*. Hogrefe Publishing. Ch 10.
  - Allen, R. S., Kasl-Godley, J., & Reel, C.D. *Psychological Interventions Developed Specifically for Use in Palliative Care: A lifespan developmental perspective*. pp. 187-208.

## **DECEMBER 8-12, 2025 FINAL EXAMS**

- **LEARNING LETTER DUE Thursday DEC. 11 BY MIDNIGHT**

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### **Policy on Missed Exams and Coursework:**

Because you are not required to submit discussion questions for every class meeting, I will not accept late discussion questions.

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**Attendance Policy:**

Attendance is required because you will be expected to incorporate class discussion and lecture materials into your 1) two “un-graded” integrative papers, and 2) “un-graded” learning outcomes letter. Because ten percent of your grade will be based on class participation, multiple absences will affect your class participation grade.

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**Notification of Changes:**

The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

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**Controversial Topics:**

All University faculty, instructors and teaching staff have the academic freedom to explore, discuss, and provide instruction on a wide range of topics in an academic setting. This class may present difficult, objectionable, or controversial topics for consideration, but will do so through an objective, scholarly lens designed to encourage critical thinking. Though students may be asked to share their personal views in the academic setting, no student will ever be required to assent or agree with any concept considered “divisive” under Alabama law, nor penalized for refusing to support or endorse such a concept. All students are strongly encouraged to think independently and analytically about all material presented in class and may express their views in a time, place, and manner, consistent with class organization and structure, and in accordance with the University’s commitment to free and open thought, inquiry, and expressions.

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**Campus Resources:**

- Student Well-Being and Care Office (part of Student Affairs/Dean of Students): <http://bamacares.ua.edu/> or 205-348-2461; This office helps students in acute need. They have a variety of services from meals and shelter to financial assistance.
  - The Writing Center <https://writingcenter.ua.edu/> or 205-348-5049; Offers help with writing.
  - The Office of Disability Services: <http://ods.ua.edu/> or 205-348-4285; If a learning disability is making academics challenging, students can talk with someone at this office.
  - The Counseling Center: <https://counseling.sa.ua.edu/> or 205-348-3863; Helps students achieve academic success and personal growth through quality brief counseling, psychological services, and outreach.
  - Student Health: <https://shc.ua.edu/> or 205- 348-6262 or walk-in.
  - Substance misuse and abuse services: <https://shc.ua.edu/substance-abuse-services/>
  - The Women and Gender Resource Center: <https://wgrc.sa.ua.edu/>; Free counseling and advocacy services to members of The University of Alabama community who are victims/survivors of interpersonal violence. WGRC also offers programming designed to promote social justice and address gender issues.
  - The Veteran and Military Affairs Office: <https://vets.sa.ua.edu/> or 205-348-0983; Support for students who are active military, veterans, dependents, or survivors.
  - Safe Zone: <http://safezone.ua.edu/> or 205-348-7297; Support for LGBTQA+ individuals.
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**Statement on Academic Misconduct:**

Students are expected to be familiar with and adhere to the official Academic Misconduct Policy

(<https://catalog.ua.edu/undergraduate/about/academic-regulations/student-expectations/academic-misconduct-policy/>) provided in the Online Catalog.

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**Statement On Disability Accommodations:**

Contact the Office of Disability Services (ODS)

(<https://catalog.ua.edu/undergraduate/about/supportprograms/disability-services/>) as detailed in the Online Catalog.

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**Severe Weather Protocol:**

Please see the latest Severe Weather Guidelines (<https://ready.ua.edu/severe-weather-guidelines/>) in the Online Catalog.

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**Pregnant Student Accommodations:**

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University's FAQs on the UAct website

(<https://www.ua.edu/campuslife/uact/information/pregnancy>).

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**Religious Observances:**

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at Religious Holiday Observances Guidelines (<https://provost.ua.edu/oaa-guidelines-for-religiousholidays-observance>).

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**UAct Statement:**

The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website ([www.ua.edu/uact](http://www.ua.edu/uact)) (<https://www.ua.edu/uact>) provides extensive information on how to report or obtain assistance with a variety of issues, including issues related to dating violence, domestic violence, stalking, sexual assault, sexual violence or other Title IX violations, illegal discrimination, harassment, hate or bias incidents, child abuse or neglect, hazing, threat assessment, retaliation, and ethical violations or fraud.

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