Seminar in the Clinical Psychology of Aging - Intervention (PY 687)
Syllabus subject to change
Fall 2013
Tuesday and Thursday 3:30 - 4:45; Gordon Palmer Room 259A

Professor:
Dr. Rebecca S. Allen
Office: 204 Osband Hall or 248A Gordon Palmer
Office Phone: 348-9891 Departmental Phone: 348-5083
Email: rsallen@ua.edu
Office Hours: By appointment

Texts:
Required:


3. Electronic and downloadable articles will be available in the class dropbox and on Blackboard before the scheduled dates. See also [http://gerocentral.org/](http://gerocentral.org/)

Optional:


Course Description:
This course provides theoretical and skills-based information and competencies about clinical geropsychology and the role of the clinical geropsychologist in interdisciplinary teams and interventions. Content focuses on the mental health problems of older adults as a public health issue and the implications of these problems for the individual, family and society. Students will learn about interventions to enhance well-being and ameliorate mental health concerns across the adult lifespan with a particular focus on those aged 50 and older. The course will consider a variety of treatment approaches and treatment settings (i.e., family caregiving and home-based care; civil capacity issues, long-term care including home health, assisted living facilities and nursing homes; end-of-life care in hospice and hospital settings) and ethical issues. A major focus will the role of geropsychology in integrative care.

A selection of journal articles will accompany the texts for this course. Students are expected to have completed assigned readings ahead of class in order 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 with individuals and families in this age group. This course fulfills the requirement of an advanced intervention course in clinical psychology, and is a required course for students pursuing the Geropsychology Concentration.
Course Objectives:

1) Students will gain an understanding of the normative and atypical developmental patterns associated with well-being and mental health in middle and late adulthood.

2) Students will develop an understanding of interdisciplinary treatment strategies used to identify and alleviate suffering associated with developmental transitions, stress, and physical and mental illness in late life. Integrative health care will be a major focus.

3) Students will develop an understanding of applied research strategies to evaluate interdisciplinary treatment techniques and the role of clinical geropsychologists in interprofessional treatment teams.

4) Students will develop an appreciation of and expertise in clinical issues arising from diverse populations, including racial/ethnic, geographic, spiritual, and economic minority older adults.

5) Students will be able to identify and address issues related to family caregiving and within the family systems of older adults.

6) Students will be able to identify major practice-related issues within clinical geropsychology and interdisciplinary treatment teams that require further research and study.

Academic Misconduct Policy:

All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.

The University of Alabama is committed to helping students to uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents.

HIPAA Guidelines and Confidentiality: Protected Health Information (from www.cdc.gov/mmwr/preview/mmwrhtml/m2e411al.htm).

New national health information privacy standards have been issued (Health Insurance Portability and Accountability Act of 1996; HIPAA). The new regulations provide protection for the privacy of certain individually identifiable health data, referred to as protected health information (PHI). The Privacy Rule protects certain information that covered entities use and disclose. This information is called protected health information (PHI), which is generally individually identifiable health information that is transmitted by, or maintained in, electronic media or any other form or medium. This information must relate to 1) the past, present, or future physical or mental health, or condition of an individual; 2) provision of health care to an individual; or 3) payment for the provision of health care to an individual. If the information identifies or provides a reasonable basis to believe it can be used to identify an individual, it is considered individually identifiable health information.
When using email do not include information that could be used by others to identify the client(s). Transport identifiable information in a sealed envelope or other sealed device.

**Attendance Policy:**

Attendance is required. You will be expected to submit questions for discussion before each class period and to incorporate lecture materials into your reaction papers. Please participate in class by asking questions and contributing to discussion. Ten percent of your grade will be based on class participation. Multiple absences will affect your class participation grade.

**Electronic Communication Policy:**

Please turn off your cell phones/iphones/blackberries/androids/etc. when you come into the classroom, and use your laptops/notebooks/etc. only for purposes immediately relevant to the class discussion (i.e., making notes, looking up information to assist in class discussion). Texting, social networking (i.e., facebooking, etc), checking email, web surfing, and similar activities that have and have not yet been invented are inappropriate.

**Emergency Policy:**

In the event of an emergency, the professor will use Blackboard to provide additional course information. The primary University communication tool for sending out information is the web site www.ua.edu. Students should consult this site as soon as they can in an emergency. In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

**Disability Accommodations:**

Students with disabilities are encouraged to register with the Office of Disability Services, 348-4285. After the initial arrangements are made with that office, contact me regarding services. The Disability Services Office is located at 133B Martha Parham East.

**Course Requirements (5):**

*Submission of Class Participation Questions:* By midnight the day before class, every student will submit at least one question regarding the readings for that class period. This will be tracked as part of your class participation grade. Prior students have requested this method to promote active class participation; an alternative would be for student teams to lead class discussions. This requirement will be revisited mid-semester and adjustments made to fit the needs of this student group.

*Practice Component and Clinical Log:* 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 (a) your current practicum placement or (b) a treatment setting arranged by the instructor. Students already working in clinical settings with older adults may complete this course
requirement in their setting. Additional voluntary placements include: (a) the Elder Law Clinic (attending a class in the School of Law on occasion and conducting civil capacity assessments); or (b) Hospice of West Alabama (observe monthly bereavement groups, volunteer on the inpatient unit, outpatient liaison), located on the TVAMC campus. As advanced graduate students and representatives of The University of Alabama, students are expected to maintain the highest ethical standards while performing the clinical component of this class, including maintenance of patient confidentiality.

Personal memos or written logs of experiences and reactions the student has in their placement are required to be submitted monthly. These 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 to be evaluated. Some of these observations are by nature subjective; however, when problems are noted, they will be discussed with you at the time of the observation.

**Reaction Papers:** Students must write short (2 to 3 pages, double spaced) papers that summarize and give impressions of the week's readings and class lectures. The purpose of these papers is to provide an opportunity for students to think critically about interdisciplinary treatment strategies, mental health interventions and/or the role of the clinical geropsychologist in treatment. Students should incorporate theoretical approaches or empirical research or treatment strategies into these papers (see scoring matrix). The paper can be a critique of one of the readings and discussions or it can suggest a novel approach (an alteration to a theory or an idea for a new treatment or study) to some problem discussed in the readings. The paper should demonstrate that you have done the readings AND thought about them. **THREE reaction papers will be required.** You may only turn in 1 paper each week. Papers must be submitted on the topics discussed during the current week and are due by 11 p.m. Fridays (email). Because you don’t have to turn in a paper every week I will not accept late papers.

**Case Conceptualization and Interprofessional Case Conference:** The last geropsychology student cohort requested more opportunities to practice case conceptualization and conference presentations prior to going on internship interviews. Therefore, this is a new course requirement. As part of this effort, 5.5 class periods will be allocated to case presentations. Five of these classes will be attended by a colleague from another discipline (e.g., social work, medicine, nursing, an attorney). Similar to Basic Practicum case conferences, the student will present a deidentified case and the clinical issues within along with their case conceptualization and approach to treatment. This case **must** be approved by the professor prior to the date of presentation, and must if possible involve an individual aged 50 or older or caregiving issues for an individual aged 50 or older. PowerPoint slides and some kind of handouts are encouraged to facilitate discussion. **Presentations should last no more than 30 minutes** in order to facilitate time for questions and discussion (5 minutes).

**Final Paper:** Students will work with the professor to identify a feasible applied research or treatment project addressing an interdisciplinary mental health service issue or need with older adults and / or their caregivers (family or “professional”). Graduate students will develop their own in-depth examination of this problem and propose an intervention
or applied research project to examine and address this problem. This course requirement can and should be used as a spring-board or update to the student’s thesis or (preferably) dissertation research. Students will prepare a final paper of no more than 15 pages that incorporates feedback from the professor based on prior individual discussions/meetings into their proposed intervention or applied research project. Students will be expected to meet with Dr. Allen to decide on a topic by October 1, 2013. Papers must be submitted to the instructor via email by 11 pm on Wednesday December 11, 2013.

**GRADING POLICY:**
Your final, overall grade will be based on the following breakdown:

- **Attendance & Class Questions/Participation:** 10%
  - Weekly participation will be graded on the √ system as follows:
    - Insightful, frequent, and informed participation will receive √+ (100%)
    - Satisfactory participation (sparse but displaying critical thinking) will receive √ (85%)
    - Unsatisfactory participation will receive a √- (70%)
  - Students who are absent without providing an excuse will receive 0% for that class.
- **Clinical Log / Service and Informal Notes:** 20%
- **Reaction Papers** 20%
- **Case Conference Presentation** 20%
- **Final Paper** 30%

**Questions/Complaints about Grades:**
Questions about grades should be brought to the professor. Before bringing questions/complaints to the professor, please wait 24 hours from the time the grade is made available.

**Specific Instructions for Completing Reaction Papers (4)**
A reaction paper is a short paper that summarizes and gives your impressions of the week’s readings. The purpose of the paper is to provide an opportunity to think critically about recent theoretical or empirical research in mental health and aging. The paper can be a critique of something in the readings or it can suggest a novel approach (an alteration to a theory or an idea for a new study) to some problem discussed in the readings. The paper should demonstrate that you have done the weeks readings and thought about them. Note that you do not have to discuss every reading assigned during a given week. Please see grading rubric for point values.

Examples of possible reaction papers include: link something in the weekly readings to developmental or stress process theory; compare and contrast the results of two articles that you have read for the course; critique a particular article’s methodology or interpretation of their data; link something in the weekly readings to your own clinical or research interests; suggest an alternative way of studying the same question; propose a new intervention or a twist on a tried-and-true intervention, or propose a study that could add additional information to the topic.

1. **Length.** Your paper should be between 2 and 3 pages in length.
2. **Format.** Your papers must be typed and double spaced. Please leave 1-inch margins on all sides of the paper.

3. **Title.** Give each essay a title chosen to communicate something relevant - to set the reader up for what follows.

4. **Essay.** Even though it is an incorrect assumption, assume that the audience for your paper is someone who has not done the week’s readings and who should be reading your essay for the purpose of learning about your topic. In other words, you should assume that you are writing for a graduate student who has the background that you had before doing the current week’s readings. However, don’t spend your entire paper summarizing the readings – instead, you should be discussing your ideas or thoughts that developed from the readings.

5. **Style.** Be careful with spelling, grammar, and form. By careful choosing your words, you will be able to convey your ideas in two to three pages. Give your essay an easily detectable organization. You can use paragraph headings if you feel this helps with your organization. Substance is the most important part of your papers, but form and style help in communicating substance.

6. **References.** Follow APA style in citing any non-original observations that are included in your essays. You can cite work from outside of this course if it is relevant to your discussion of the weekly readings, but you don’t need to do so. The main focus is on the readings assigned for this course. You should include a reference page attached to your papers if you cite anything that is outside of the course materials.
### CLASS SCHEDULE AND READINGS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Readings</th>
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<td><strong>August</strong></td>
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| 22      | **Course Overview and Selection of Clinical Sites; Overview of Clinical Psychology Training Models**  
| 27      | **Clinical Geropsychology Competencies Internationally**  
| 29      | **Integrated Health Care and Mental Health and Aging in America**  
| **September** |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3       | **CLINICAL LOG DUE FOR REVIEW**  
Introduction to Psychological Practice with Older Adults  
Lichtenberg Ch 3 (pp. 61-100)  
APA (2013). Guidelines for psychological practice with older adults. (DRAFT AVAILABLE-TO BE PUBLISHED SOON) |                                                                                     |
Psychotherapy Treatment Approaches with Older People Part I
Laidlaw & Knight Ch 4 (pp. 91-116)

Pachana, Laidlaw, & Knight Ch 1 (pp. 1-16)
- Hinrichsen. Sexual orientation issues in the context of interpersonal psychotherapy for late-life depression.

Psychotherapy Treatment Approaches with Older People Part II
Pachana, Laidlaw, & Knight Ch 4 and 6 (pp. 55-72; 91-106)
- Garner & Evans. Psychodynamic approaches to the challenges of aging.
- Benbow & Goodwillie. Think family: Systemic therapy in later life.

Psychotherapy Treatment Approaches and Caregiving
Laidlaw & Knight Ch 8 (pp. 183-212)
- Qualls. Caregiver family therapy.

Pachana, Laidlaw, & Knight Ch 3 (pp. 33-54)

Evidence Based Treatments of Depression and Suicidal Behavior
Laidlaw & Knight Ch 13 (pp. 311-344)
- Duberstein & Heisel. Assessment and treatment of suicidal behavior in later life.


Cognitive Impairments that Complicate the Treatment Picture
GUEST LECTURE: Dr. A. Lynn Snow
Lichtenberg Ch 6 and 7 (pp. 155-178; 179-210)
- Manning & Ducharme. Dementia syndromes in the older adult.

Treatment of Anxiety Disorders (see also Stanley Treatment Manual)
Laidlaw & Knight Ch 10 (pp. 233-256)
- Cully & Stanley. Assessment and treatment of anxiety in later life.

Pachana, Laidlaw, & Knight Ch 8 (pp. 119-134)
26 **Treatment of Post-traumatic Stress Disorder**


### October

1 **CLINICAL LOG DUE FOR REVIEW**

**Treatment Issues and Personality Disorders**
Pachana, Laidlaw, & Knight Ch 12 (pp.195-210)

- Rosowsky & Segal. *Personality disorders in later life.*


3 **Treatment of Insomnia in Late Life**
Pachana, Laidlaw, & Knight Ch 11 (pp. 179-194)


Scogin & Shah Ch 3 (pp. 47-86)

- Dillon, Wetzler, & Lichstein. *Evidence-based treatments for insomnia in older adults.*

8 **Rural Mental Health**

**GUEST LECTURE: Dr. Martha Crowther (RSA OOT)**

10 Aging, Alcoholism, and Treatment
(about now you should have the “It Can Happen to Anyone: Problems with Alcohol and Medications among Older Adults” viewing party)


15 Treatment of Serious Mental Illness


17 Treatment Issues in Bereavement (see also Shear Treatment Manual)
Laidlaw & Knight Ch 12 (pp. 287-310)
- Gallagher-Thompson, Dupart, Liu, Gray, Eto, & Thompson. *Assessment and treatment issues in bereavement in later life.*

Pachana, Laidlaw, & Knight Ch 13 (pp. 211-226)
- Byrne. *Bereavement issues in later life.*

22 Issues in Late Life Sexuality
(about now you should have the “Still Doing It” viewing party)


24 Elder Abuse and Neglect Priority Issues


29 Goal Setting and Transitions in Settings of Care
Aaltonen et al. (2012). Care transitions in the last 2 years of life. *Age and Ageing, 41*, 52-57.


31 NO CLASS – MID-SEMESTER BREAK

November

5 CLINICAL LOG DUE FOR REVIEW
Interventions to Facilitate Advance Care Planning
Dr. Graham McDougall, Professor of Nursing

STUDENT PRESENTATIONS (1) = Adriana Hyams
Need ONLY ONE student presenter


7 CLINICAL CASE CONFERENCE
Dr. Avani Shah, Assistant Professor of Social Work

STUDENT PRESENTATIONS (2) = Mike LaRocca & Karolina Zakoscielna

Need 2 student presenters
Dignity and Legacy Interventions near the End of Life
(about now you should have the Physician Assisted Suicide viewing party wherever you choose [Moyers disc])


**CLINICAL CASE CONFERENCE**
**Dr. JoAnn Oliver, Associate Professor of Nursing**
**STUDENT PRESENTATIONS (2) = Casey Azuero & Kristy Shoji**
Need 2 student presenters

Interdisciplinary Palliative Care Settings and Family Issues
(you could choose this rotation at several VAs on internship)


**NO CLASS – GO TO GSA IN NEW ORLEANS! 😎**

**CLINICAL CASE CONFERENCE**
**Dr. Anne Halli, Assistant Professor of Medicine**
**STUDENT PRESENTATIONS (2) = Morgan Eichorst & Katy-Lauren Ford**
Need 2 student presenters

**NO CLASS – HAPPY THANKSGIVING!**

December

**CLINICAL CASE CONFERENCE**
**Dr. Ellen Csikai, Professor of Social Work**
**STUDENT PRESENTATIONS (2) = Ami Bryant & Jordan Williams**

**CLINICAL CASE CONFERENCE**
**Hugh Lee, JD, Director, Elder Law Clinic**
**STUDENT PRESENTATIONS (2) = Lisa Mieskowski & Caitie Tighe**
**CLINICAL LOG DUE BY 5 PM FOR REVIEW**
FINAL EXAMS DECEMBER 9-13, 2013; FINAL PAPER DUE Wednesday DEC. 11 BY 11pm