PSYC8291 - Applied Gerontology

Semester: Sem 2 2020  |  Location: St Lucia  |  Mode: Flexible Delivery

Course Code: PSYC8291
Course Title: Applied Gerontology
Coordinating Unit: School of Psychology
Semester: Semester 2, 2020
Mode: Flexible Delivery
Level: Postgraduate Coursework
Location: St Lucia
Number of Units: 2
Contact Hours Per Week: 5W

Restrictions: MPsychClin, DPsych, MCouns or with permission of Director of Clinical programs
Incompatible: PSYC8131

Course Description: This course offers an opportunity to study applied theory and practice relating to ageing in terms of positive ageing, assisting those with age-related illnesses, and the successful negotiation of life transitions. It will be particularly useful for mental health workers hoping to improve their knowledge and skills in working with older persons.

Assumed Background: The School of Psychology strongly advises that only postgraduate students in Clinical Psychology, Psychiatry or the Master of Counselling program, or students with clinical experience in mental health settings, attempt this course.

1.2 Course Introduction

This course offers an opportunity to study applied theory and practice relating to ageing, in terms of positive ageing, assisting those with age-related illnesses, and the successful negotiation of life transitions. It will be particularly useful for mental health workers hoping to improve their knowledge and skills in working with older persons across a range of contexts.

Course Changes in Response to Previous Student Feedback

We have expanded on the assessment protocol to assist in creating hands-on, intensive learning of clinical skills particularly relevant in working with older adults. We have also broadened the topics covered to include special issues in relation to older adults, including the latest evidence-base on bereavement issues, as well as sexuality / LGBTI and cultural issues, using animals when working with older adults, as well as how to combine assessment and therapy approaches effectively. Further consideration is also given to positive and successful ageing, offering a balanced view of later life.

1.3 Course Staff

Course Coordinator: Dr Leander Mitchell
Phone: 3365 6451  |  Email: leander@psy.uq.edu.au
Campus: St Lucia  |  Room: 25 Upland Road
Consultation:
Consultation is by appointment only. Please email to arrange a time.

Lecturer: Dr Leander Mitchell
Phone: 3365 6451  |  Email: l.mitchell3@uq.edu.au
Campus: St Lucia  |  Room: 101
1.4 Timetable

Timetables are available on the UQ Public Timetable. (https://my.uq.edu.au/public-timetable)

Additional Course Administrator Information

Phone: 3365 6230
Email: pg.psychology@enquire.uq.edu.au

Meetings for Student Advisory Sessions can be made via appointment only.

Additional Timetable Information

2. Aims, Objectives & Graduate Attributes

2.1 Course Aims

This course gives students an opportunity to learn current, empirically-driven theory and practice relating to psychological aspects of ageing. Topics include positive ageing, diagnosis, case conceptualisation, assessment and treatment of older adults with age-related illnesses, and the successful negotiation of life transitions. The course will be particularly useful for mental health workers hoping to improve their knowledge and skills in working with older persons.

2.2 Learning Objectives

After successfully completing this course you should be able to:

1. Understand current major theories pertaining to older adult development, positive ageing and aetiologies of age-related disease processes such as late-life depression and Alzheimer's disease.

2. Understand and apply assessment, case conceptualisation, diagnostic and treatment strategies to an older population.

3. Formulate management plans for older adults in specialist situations (e.g. long-term care settings).

4. Have working knowledge of age-related issues such as competency and guardianship, end of life and hospice care, psychometric and research paradigms, and public policy.

2.3 Graduate Attributes

Successfully completing this course will contribute to the recognition of your attainment of the following UQ (Postgrad Coursework) graduate attributes:

<table>
<thead>
<tr>
<th>GRADUATE ATTRIBUTE</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. IN-DEPTH KNOWLEDGE OF THE FIELD OF STUDY</td>
<td></td>
</tr>
<tr>
<td>A2. A broad understanding of the field of study, including how other disciplines relate to the field of study.</td>
<td>1, 4</td>
</tr>
<tr>
<td>A3. A comprehensive and in-depth knowledge in the field of study.</td>
<td>N/A</td>
</tr>
<tr>
<td>A5. An international perspective on the field of study.</td>
<td>1, 2</td>
</tr>
<tr>
<td>A7. An appreciation of the link between theory and practice.</td>
<td>2, 3</td>
</tr>
<tr>
<td>B. EFFECTIVE COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>B1. The ability to collect, analyse and organise information and ideas and to convey those ideas clearly and fluently, in both written and spoken forms.</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>B2. The ability to interact effectively with others in order to work towards a common outcome.</td>
<td>2</td>
</tr>
</tbody>
</table>
### GRADUATE ATTRIBUTE LEARNING OBJECTIVES

| B3. The ability to select and use the appropriate level, style and means of communication | 2, 3, 4 |
| B4. The ability to engage effectively and appropriately with information and communication technologies | 2 |
| B5. The ability to practise as part of an interdisciplinary team | N/A |

### C. INDEPENDENCE AND CREATIVITY

| C2. The ability to work and learn independently and effectively | N/A |
| C3. The ability to generate ideas and adapt innovatively to changing environments | 2, 3 |
| C5. The ability to formulate and investigate problems, create solutions, innovate and improve current practices | N/A |
| C6. The abilities and skills that provide a foundation for future leadership roles | N/A |

### D. CRITICAL JUDGEMENT

| D2. The ability to apply critical reasoning to issues through independent thought and informed judgement | 1, 3 |
| D4. The ability to process material and to critically analyse and integrate information from a wide range of sources | 4 |
| D5. The ability to evaluate opinions, make decisions and to reflect critically on the justifications for decisions using an evidence-based approach | N/A |

### E. ETHICAL AND SOCIAL UNDERSTANDING

| E1. An understanding of social and civic responsibility | 3, 4 |
| E3. An appreciation of the philosophical and social contexts of a discipline | 1 |
| E4. A knowledge and respect of ethics and ethical standards in relation to a major area of study | 1, 2, 4 |
| E5. A knowledge of other cultures and times and an appreciation of cultural diversity | N/A |
| E7. The ability to work effectively and sensitively across all areas of society | 4 |
| E8. An understanding of and respect for the roles and expertise of associated disciplines | N/A |

### 3. Learning Resources

#### 3.1 Required Resources

Any required readings will be provided on-line in BLACKBOARD.

Students may find the following additional recommended resources particularly useful:


#### 3.2 Recommended Resources


3.3 University Learning Resources

Access to required and recommended resources, plus past central exam papers, is available at the UQ Library website (http://www.library.uq.edu.au/lr/PSYC8291). The University offers a range of resources and services to support student learning. Details are available on the myUQ website (https://my.uq.edu.au/ (https://student.my.uq.edu.au/)).

3.5 Other Learning Resources & Information

Attendance at lectures

Attendance at each scheduled session will help you get the most out of this course. It is also essential that students arrive on time to classes both as a courtesy to other students and lecturers, and also as an indication of professionalism.

Critical material pertaining to assessment pieces for this course is presented during scheduled classes. Therefore, students who miss course content will likely be disadvantaged in completing the assessment for this course to a satisfactory standard.

4. Teaching & Learning Activities

4.1 Learning Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 Aug 20 8:00 - 26 Aug 20 16:00</td>
<td>The Journey of a Lifespan (Lecture): This workshop will look at older adulthood in the context of lifespan theories, including both positive and negative aspects of ageing. Readings/Ref: Readings; Depp 2010, Pachana 2010</td>
<td>1</td>
</tr>
<tr>
<td>01 Sep 20 13:00 - 01 Sep 20 14:00</td>
<td>Case series discussion (Discussion): This is a one-hour face-to-face opportunity to discuss a case relevant to the workshop content presented the week before.</td>
<td>2</td>
</tr>
<tr>
<td>02 Sep 20 8:00 - 02 Sep 20 16:00</td>
<td>Mental Health in Older Adults (Lecture): This workshop will explore mental health issues such as anxiety and depression in an older adult context. Readings/Ref: Attt 2006; Readings; Pachana 2010, Spar 2002</td>
<td>1</td>
</tr>
<tr>
<td>08 Sep 20 13:00 - 08 Sep 20 14:00</td>
<td>Case series discussion (Discussion): This is a one-hour face-to-face opportunity to discuss a case relevant to the workshop content presented the week before.</td>
<td>2</td>
</tr>
<tr>
<td>09 Sep 20 8:00 - 09 Sep 20 16:00</td>
<td>Intervention &amp; Assessment with Older Adults (Lecture): This workshop will look at working with older adults in both a therapy and an assessment context. Readings/Ref: Readings; Knight Pachana; Laidlaw 2003; Qualls Knight; Rosowsky, 2009</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>15 Sep 20 13:00 - 15 Sep 20 14:00</td>
<td>Case series discussion (Discussion): This is a one-hour face-to-face opportunity to discuss a case relevant to the workshop content presented the week before.</td>
<td>2</td>
</tr>
<tr>
<td>16 Sep 20 8:00 - 16 Sep 20 16:00</td>
<td>Successful Negotiation of Life Transitions (Lecture): Older adulthood comprises a number of life transitions. The focus of today will be on what those transitions are and coping with those situations. Readings/Ref: Readings; Depp 2010, Pachana 2010, Qualls Zarit; Rosowsky, 2009</td>
<td>1, 4</td>
</tr>
<tr>
<td>22 Sep 20 13:00 - 22 Sep 20 14:00</td>
<td>Case series discussion (Discussion): This is a one-hour face-to-face opportunity to discuss a case relevant to the workshop content presented the week before.</td>
<td>2</td>
</tr>
<tr>
<td>23 Sep 20 8:00 - 23 Sep 20 16:00</td>
<td>Older Adulthood: Special Topics (Lecture): This workshop considers a range of special topics related to older adulthood including sex, gender, and the challenges of aged care contexts. Readings/Ref: Readings; Pachana 2010</td>
<td>1, 3</td>
</tr>
</tbody>
</table>

4.2 Other Teaching and Learning Activities Information

Attendance at lectures

It is an expectation that students attend all the scheduled classes during semester to achieve the specified competencies for the course. Critical material pertaining to assessment pieces for this course is presented during class sessions. Therefore, students who miss course content will likely be disadvantaged in completing the assessment for this course to a satisfactory standard. Absences will only be granted for medical or counselling certified reasons or for exceptional circumstances at the discretion of the Course Coordinator. If you cannot attend a schedule class, it is expected that you inform the Course Coordinator prior to class. It is also essential that students arrive on time to classes both as a courtesy to other students
and lecturers, and also as an indication of professionalism. This course is run as full-day lectures/workshops and it is an expectation that students attend for the full-day for the reasons noted above.

Please also note: As guest lecturers are still being finalised, there may be instances where the order of the workshops vary to that advertised. The Course Coordinator will keep you in the loop as to any such changes.

5. Assessment

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see 5.5 Assessment Detail below.

COVID-19 IMPACTS: UQ will make every effort to teach and assess as outlined in this course profile. However, the ongoing impacts of COVID-19, including changes to Government health restrictions that may be implemented during the Semester, could result in changes to this course, including assessment. We continue to strive to ensure the learning activities for this course remain accessible to students as far as is practicable, so that the learning objectives can be met. For further information and ongoing updates see https://about.uq.edu.au/coronavirus/students.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Due Date</th>
<th>Weighting</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Plan</td>
<td>07 Sep 20 17:00</td>
<td>10%</td>
<td>1, 4</td>
</tr>
<tr>
<td>Public Health Message Abstract</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Study</td>
<td>06 Oct 20 17:00</td>
<td>60%</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Conceptualising Older Adults: A Case Study</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Video</td>
<td>30 Oct 20 17:00</td>
<td>30%</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Public Health Message Video</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.2 Course Grading

Example criteria for each of the grades can be found in PPL 3.10.02 Assessment Procedures (https://ppl.app.uq.edu.au/content/3.10.02-assessment#Procedures) - section 7 Appendix.

Grade X: No assessable work received.

Grade 1, Low Fail: Absence of evidence of achievement of course learning outcomes:
0 - 24.99%

Grade 2, Fail: Minimal evidence of achievement of course learning outcomes:
25 - 46.99%

Grade 3, Marginal Fail: Demonstrated evidence of developing achievement of course learning outcomes:
47 - 49.99%

Grade 4, Pass: Demonstrated evidence of functional achievement of course learning outcomes:
50 - 64.49%

Grade 5, Credit: Demonstrated evidence of proficient achievement of course learning outcomes:
64.50 - 79.49%

Grade 6, Distinction: Demonstrated evidence of advanced achievement of course learning outcomes:
79.50 - 89.49%

Grade 7, High Distinction: Demonstrated evidence of exceptional achievement of course learning outcomes:
89.50% +

5.3 Late Submission

Extensions

Before applying for an extension please read the School of Psychology Assessment Guidelines in Section 6.1 of this Course Profile. Additional information on extensions can also be found via my.UQ.

The School of Psychology does not guarantee a trouble-free semester of study. The best preparation for unexpected illnesses and other disruptive events is to start your assignments early in the semester. Extensions are not a remedy for students experiencing more significant interruptions to study.

Late assignments will be penalised 10% penalty for each day late or part thereof, including weekends and public holidays, past the submission deadline.
## 5.4 Other Assessment Information

### Supplementary Assessment

Should you fail a course with a grade of 3, or a non-graded 'N', you may be eligible for supplementary assessment. Refer to my.UQ (https://my.uq.edu.au/information-and-services/manage-my-program/exams-and-assessment/supplementary-assessment) for information on supplementary assessment.

Supplementary assessment may not be available for all courses, or for some of the assessment items for a course. The highest grade you can receive following supplementary assessment is a 4 or P. Details of availability of supplementary assessment for this course are set out below.

**Supplementary Assessment is available for this Course.**


Supplementary assessment can take any form, for example, an oral or a written exam. Students who are eligible and approved for a supplementary assessment and the form of assessment is an examination, are expected to be available to sit the supplementary exam during the University's Deferred and Supplementary examination period. Once approved, supplementary assessment cannot be rescinded by the student.

### Other

#### 5.5 Assessment Detail

**COVID-19 IMPACTS:** UQ will make every effort to teach and assess as outlined in this course profile. However, the ongoing impacts of COVID-19, including changes to Government health restrictions that may be implemented during the Semester, could result in changes to this course, including assessment. We continue to strive to ensure the learning activities for this course remain accessible to students as far as is practicable, so that the learning objectives can be met. For further information and ongoing updates see https://about.uq.edu.au/coronavirus/students.

### Public Health Message Abstract

**Type:** Project Plan  
**Learning Objectives Assessed:** 1, 4  
**Due Date:** 07 Sep 20 17:00  
**Weight:** 10%  
**Task Description:** In order to help you choose a topic for the Public Health Video due in late October, a number of resources will be made available on Blackboard to help you to decide on the topic area you will cover. You are also free to use other resources, and so those available on Blackboard should be seen as just the starting point. Your goal is to write up a brief, no more than 350 word, summary as to your topic and why you are choosing that topic. This should include making reference to the evidence-base for your topic. References are not included in the word count and you should include no more than 10 references.

**Criteria & Marking:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Task Description</th>
<th>Weight</th>
<th>URL</th>
</tr>
</thead>
</table>
Marks will be allocated based on your ability to highlight the need for the public health message on your chosen topic, as well as indicating in brief the evidence-base behind the topic.

Submission:
Submit via Turn-it-In link on Blackboard. Please keep a copy of your submission receipt.

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Conceptualising Older Adults: A Case Study

**Type:** Case Study  
**Learning Objectives Assessed:** 1, 2, 3, 4  
**Due Date:** 06 Oct 20 17:00  
**Weight:** 60%

**Task Description:**
You will write a case study using the format stipulated by the Clinical Case Studies journal ([https://journals.sagepub.com/home/ccs](https://journals.sagepub.com/home/ccs)) and following their author instructions ([https://journals.sagepub.com/author-instructions/CCS](https://journals.sagepub.com/author-instructions/CCS)) except that the word limit will be a maximum of 5000 words (not including the Reference list). Your inspiration for the case is to come from an older adult character in your movie of choice. Your task will be made "easier" if the character is one of the main characters as this will reduce your need to fill in information for the case study based on assumptions. Note that there may be some need regardless of which character you choose to fill in some blanks. These should make sense in terms of the overall narrative. Movies you might like to consider include: As Good As It Gets; Gran Torino; The Lady in the Van; The Bucket List; Harry Brown; About Schmidt, etc… Please consult with the Course Coordinator on your choice if you want to ensure the feasibility of the character. More details will be given out during the first day of lectures.

**Criteria & Marking:**
Marking criteria is as follows:
- 10/60 for the theoretical and research basis for treatment section
- 15/60 for case introduction, presenting complaints, history, and assessment sections
- 10/60 for the case conceptualisation section
- 10/60 for the course of treatment and assessment of progress section
- 5/60 for the complicating factors, access and barriers to care, and follow up sections
- 10/60 for the treatment implications and recommendations to clinicians and students sections
- Note that 5 marks will be lost if the case study is over 5000 words. That is your maximum limit.

**Submission:**
Case study to be submitted via the Turn-It-In link provided on Blackboard.

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Public Health Message Video

**Type:** Video  
**Learning Objectives Assessed:** 1, 2, 3, 4  
**Due Date:** 30 Oct 20 17:00  
**Weight:** 30%

**Task Description:**
Potential topics dealing with older adults include: addressing agitation or pain relief in the nursing home; value of animal-assisted therapy for persons with dementia; how to keep your brain healthy; tips for improving mood or anxiety; how families can facilitate recovery from TBI in older adults; ageing with schizophrenia – what you need to know; exercise for longevity; the real story of vitamins, supplements and ageing; relating to grandchildren – a survival guide for grandparents; ageing with Autism – what now?; a user’s guide to retirement; help for bereavement; coping with caregiving; how hobbies assist with ageing; driving and ageing; cholesterol, blood pressure and ageing; living with the after effects of stroke; dangers of polypharmacy; substance use and abuse in later life; improve your sleeping habits with age. You will have already submitted your Public Health Message Abstract detailing your topic of choice by the 7th September 2020 (5pm).

**Requirements:**
- 2-3 minute video produced using whatever means of video recording tool you are comfortable with and then made available for viewing via the link provided on Blackboard.
- Accompanied by a separately uploadable 1-2 page summary report of your public health message (no more than 1000 words) plus reference sheet (10 most relevant references, that may include published material such as course readings, scientific papers, published chapters or books, and “grey” literature (e.g. government reports). Any on-line links of note will not count against reference total of 10.
- References / links do not count against word limit.
- The SUMMARY PLUS REFs document is uploaded to Turn-It-In.
- It is VERY unwise to think that you will be able to submit the video component on the due date given there are always at least one or two students who experience technological issues. No extension will be granted for such issues unless the UQ servers themselves have issues and a notification is posted by UQ I.T. staff.

**Criteria & Marking:**
Marking criteria is as follows:
6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit my.UQ (https://my.uq.edu.au/) and the Policy and Procedures Library (http://ppl.app.uq.edu.au/).

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

An overview of the University’s assessment-related procedures can be found on my.UQ. (https://my.uq.edu.au/services/exams-and-assessment)

Academic Integrity

It is the University’s task to encourage ethical scholarship and to inform students and staff about the institutional standards of academic behaviour expected of them in learning, teaching and research. Students have a responsibility to maintain the highest standards of academic integrity in their work. Students must not cheat in examinations or other forms of assessment and must ensure they do not plagiarise.

Academic Integrity Tutorial - Support for Students

It may seem simple – don’t cheat and do reference your work. However, there are many issues involved in understanding what is meant by academic integrity and how you could be misled into engaging in an action which may be academic misconduct. The Academic Integrity Tutorial (AIT) (https://www.uq.edu.au/integrity/) will enable you to uphold academic integrity throughout your studies at UQ and beyond. All students are strongly encouraged to complete the module. Some course coordinators may require you to complete the module as part of your assessment.

Plagiarism

The University has adopted the following definition of plagiarism:

Plagiarism is the act of misrepresenting as one’s own original work the ideas, interpretations, words or creative works of another. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and/or electronic media.

Students are encouraged to read the UQ Student Integrity and Misconduct policy (http://ppl.app.uq.edu.au/content/3.60.04-student-integrity-and-misconduct) which makes a comprehensive statement about the University’s approach to plagiarism, including the approved use of plagiarism detection software, the consequences of plagiarism and the principles associated with preventing plagiarism.

Applications for Extensions

An application for an Extension of Assessment Due Date for medical grounds and/or other exceptional circumstances shall be submitted by lodging the appropriate (online) form (https://portal.my.uq.edu.au/#/apps/my-requests/process/Extension%2520of%2520Assessment%2520Due%2520Date) with supporting documentation by the date specified in Section 5.3 of the Electronic Course Profile. Students will be notified of the outcome of their request via the myRequests section of my.UQ (and an email sent to their student account).

Additional details associated with extension requests, including acceptable and unacceptable reasons, may be found at my.UQ (https://my.uq.edu.au/information-and-services/manage-my-program/exams-and-assessment/applying-extension).

Request for Deferral of Exams

A request for deferral of an exam must be submitted by lodging the appropriate (online) form with supporting documentation via mySI-net > my Requests no later than five (5) calendar days after the date of the original exam. Students are encouraged to familiarise themselves with the information on deferring an exam available on my.UQ (https://my.uq.edu.au/information-and-services/manage-my-program/exams-and-assessment-deferring-exam).

Feedback on Assessment

There are certain steps you can take if you feel your result does not reflect your performance. Please refer to the my.UQ web site. (https://my.uq.edu.au/information-and-services/manage-my-program/academic-progress-and-final-results/querying-result)

As a student you have a responsibility to incorporate feedback into your learning; make use of the assessment criteria that you are given; be aware of the rules, policies and other documents related to assessment; and provide teachers with feedback on their assessment practices.
Supplementary assessment
A supplementary assessment is designed to give you a second chance at achieving a passing grade for a course, should you receive a final course grade of 3 (or N subject to the Supplementary Assessment Procedures [https://ppl.app.uq.edu.au/content/3.10.09-supplementary-assessment]). It isn’t a repeat of an exam, or a specific assignment – it’s designed to test the learning outcomes for the entire course, or specific learning outcomes tailored to you.

Supplementary assessment can take any form (e.g. oral, written, examination etc.), and the highest grade you can receive is a 4 (or P). Supplementary assessment isn’t available for every course and is only granted in accordance with the Supplementary Assessment Procedures [https://ppl.app.uq.edu.au/content/3.10.09-supplementary-assessment].

Please check the course profile to see if your course is fully or partially exempt from supplementary assessment. If you have any questions about supplementary assessment, or if you’re unsure whether you qualify, please contact staff in your school office or faculty office.

Course grade cut-offs
Any change to grade cut-offs will be in accordance with PPL 3.10.02 Assessment – Procedures [https://ppl.app.uq.edu.au/content/3.10.02-assessment#Procedures].

School of Psychology Assessment Guidelines
Individual assignments must consist of entirely original material that has been developed solely for the current course. Electronic checks will be conducted to identify instances of plagiarism and collusion.

Every student must complete the University’s Academic Integrity Module (which provides advice regarding plagiarism and ethical assignment behaviour) before completing any assessment. The module can be found at: https://www.uq.edu.au/integrity (https://www.uq.edu.au/integrity/)

Extension Guidelines
The School of Psychology does not guarantee a trouble-free semester of study. The best preparation for unexpected illnesses and other disruptive events is to start your assignments early in the semester. Extensions are not a remedy for students experiencing more significant interruptions to study. Please refer to Section 5.3 of your course profile for specific instructions on applying for extensions or deferred examinations/ quizzes. If applying through mynet for a deferred examination (either mid-semester or end of semester) you must meet the deferred examination eligibility criteria and timelines available at https://my.uq.edu.au/information-and-services/manage-my-program/exams-and-assessment/deferring-exam (https://my.uq.edu.au/information-and-services/manage-my-program/exams-and-assessment/deferring-exam)

Students with chronic conditions are advised to contact a Disability Advisor, UQ Student Services http://www.uq.edu.au/student-services/disability (http://www.uq.edu.au/student-services/disability)

We strongly encourage students experiencing significant interruptions or chronic illnesses of greater than two weeks to contact UQ Student Services to seek information and/or assistance: http://www.uq.edu.au/student-services/ (http://www.uq.edu.au/student-services/)

The School of Psychology uses the following guidelines in the consideration of extension requests. Course coordinators have discretion in deciding whether to grant an extension or not, and so if you are not sure whether you are eligible, please contact your course coordinator.

1. Applications must be lodged by the assignment due date unless there are extenuating circumstances.

2. If the basis of the application is a medical condition, applications should be accompanied by a medical certificate dated prior to the assignment due date, not a statutory declaration.

(a) The illness should be within the period two weeks prior to the advertised due date of the assignment, and
(b) If the illness occurs within less than two days before the due date, evidence of satisfactory progress must be submitted; and
(c) The extension granted should be in proportion to the period of the illness.

3. If the basis of the application is some other circumstance, it must be accompanied by a statutory declaration.

(a) The circumstances should have occurred within the period two weeks prior to the advertised due date of the assignment; and
(b) If the circumstances occur within less than two days before the due date, evidence of satisfactory progress must be submitted; and
(c) The extension granted should be in proportion to the period of disruption caused by the circumstances, and typically be no more than two weeks in duration.

4. Students may be asked to submit evidence of work completed to date. Lack of adequate progress on your assignment may result in an extension being refused.

5. Appeals against a refusal of an extension should be lodged through the grievance process outlined on my.UQ https://my.uq.edu.au/services/complaints-and-academic-appeals

Medical Certificates
It is the student’s responsibility to ensure that the provider of a medical certificate is a genuine medical practitioner. If you use an online medical service, please ensure this is a genuine service (many are not). Please note that submission of fake documentation of any kind, even if you are not aware it is fake, constitutes misconduct.

6.2 Other Policies and Guidelines
University Policies and Guidelines
Placement Courses
Students on a placement course – also known as a work placement, internship, industry study, industry experience, clinical practice, clinical placement, practical work, practicum, fieldwork, teaching practice – should refer to the University policy, Placement Courses (https://ppl.app.uq.edu.au/content/3.10.04-placement-courses) for detailed information.

Working with Children
Students whose studies include a professional/work placement, internship, clinical practice, teaching practice or other similar activity which involves them in regular contact with children should refer to the University policy, Working with Children Check - "blue card" (http://ppl.app.uq.edu.au/content/1.60.07-working-children) to find out how to apply for a "blue card".

Students with a Disability
Any student with a disability who may require alternative academic arrangements, including assessment, in the course/program is encouraged to seek advice at the commencement of the semester from a Disability Advisor at Student Services. Refer to the University policy, Students with a Disability (https://ppl.app.uq.edu.au/content/3.50.08-alternative-academic-arrangements-students-disability) and to the policy on Special Arrangements for Examinations for Students with a Disability (https://ppl.app.uq.edu.au/content/3.50.09-arrangements-reasonable-adjustments-examinations-students-disability#Procedures) for detailed information on issues of competence and on management of concerns relating to patient and public safety.

Occupational Health and Safety
Undergraduate and Postgraduate Students should be familiar with the University policies on occupational health and safety in the laboratory (https://ppl.app.uq.edu.au/content/2.30.14-occupational-health-and-safety-laboratory).

Fitness to Practise
Students enrolled in programs and courses that include a practical placement component (also known as work integrated learning, clinical immersion, clinical placement, clinical practice, externship, fieldwork, industry experience, industry study, internship, practicum, teaching practice, work placement) should refer to the University policy Fitness to Practise (https://ppl.app.uq.edu.au/content/3.30.14-fitness-practise) for detailed information on issues of competence and on management of concerns relating to patient and public safety.

Learning Summary
Below is a table showing the relationship between the learning objectives for this course and the broader graduate attributes developed, the learning activities used to develop each objective and the assessment task used to assess each objective.

Learning Objectives
After successfully completing this course you should be able to:

1. Understand current major theories pertaining to older adult development, positive ageing and aetiology of age-related disease processes such as late-life depression and Alzheimer’s disease
2. Understand and apply assessment, case conceptualisation, diagnostic and treatment strategies to an older population
3. Formulate management plans for older adults in specialist situations (e.g. long-term care settings)
4. Have working knowledge of age-related issues such as competency and guardianship, end of life and hospice care, psychometric and research paradigms, and public policy

Assessment & Learning Activities

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<thead>
<tr>
<th>Learning Objectives</th>
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<tbody>
<tr>
<td>Learning Activities</td>
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<tr>
<td>The Journey of a Lifespan (Lecture)</td>
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<tr>
<td>Case series discussion (Discussion)</td>
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<tr>
<td>Mental Health in Older Adults (Lecture)</td>
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<tr>
<td>Assessment Tasks</td>
<td>Learning Objectives</td>
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<tr>
<td>Public Health Message Abstract (Project Plan)</td>
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<tr>
<td>Conceptualising Older Adults: A Case Study (Case Study)</td>
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<td>Public Health Message Video (Video)</td>
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**Graduate Attributes**

Successfully completing this course will contribute to the recognition of your attainment of the following UQ (Postgrad Coursework) graduate attributes:

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td><strong>A. IN-DEPTH KNOWLEDGE OF THE FIELD OF STUDY</strong></td>
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<tr>
<td>A2. A broad understanding of the field of study, including how other disciplines relate to the field of study.</td>
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<td>A3. A comprehensive and in-depth knowledge in the field of study.</td>
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<td>A5. An international perspective on the field of study.</td>
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<td>A7. An appreciation of the link between theory and practice.</td>
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<td><strong>B. EFFECTIVE COMMUNICATION</strong></td>
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<tr>
<td>B1. The ability to collect, analyse and organise information and ideas and to convey those ideas clearly and fluently, in both written and spoken forms.</td>
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<td>B2. The ability to interact effectively with others in order to work towards a common outcome.</td>
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<tr>
<td>B3. The ability to select and use the appropriate level, style and means of communication</td>
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<td>B4. The ability to engage effectively and appropriately with information and communication technologies.</td>
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<td>B5. The ability to practise as part of an interdisciplinary team.</td>
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<td><strong>C. INDEPENDENCE AND CREATIVITY</strong></td>
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<td>C2. The ability to work and learn independently and effectively.</td>
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<td>C3. The ability to generate ideas and adapt innovatively to changing environments.</td>
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<td>C5. The ability to formulate and investigate problems, create solutions, innovate and improve current practices.</td>
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<td>C6. The abilities and skills that provide a foundation for future leadership roles.</td>
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<td><strong>D. CRITICAL JUDGEMENT</strong></td>
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<td>D2. The ability to apply critical reasoning to issues through independent thought and informed judgement.</td>
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<td>D4. The ability to process material and to critically analyse and integrate information from a wide range of sources.</td>
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<td>D5. The ability to evaluate opinions, make decisions and to reflect critically on the justifications for decisions using an evidence-based approach.</td>
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<td><strong>E. ETHICAL AND SOCIAL UNDERSTANDING</strong></td>
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<td>E1. An understanding of social and civic responsibility.</td>
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### Learning Objectives

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<thead>
<tr>
<th>Learning Objective</th>
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<tbody>
<tr>
<td>E3. An appreciation of the philosophical and social contexts of a discipline.</td>
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<tr>
<td>E4. A knowledge and respect of ethics and ethical standards in relation to a major area of study.</td>
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<td>E5. A knowledge of other cultures and times and an appreciation of cultural diversity</td>
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<td>E7. The ability to work effectively and sensitively across all areas of society</td>
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<tr>
<td>E8. An understanding of and respect for the roles and expertise of associated disciplines</td>
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