

Clinical Psychology of Aging – I (Assessment)
Psychology 587
Fall 2004

(updated 8/17/04)

Class Information

Tuesdays, 2:30 - 5:00

Room: Psychology 215A

Texts: *Handbook of Assessment in Clinical Gerontology*

P. Lichtenberg

Annual Review of Gerontology & Geriatrics (Vol. 14)

Lawton & Teresi (Eds.)

Readings: Available on e-reserve

Class web site: <http://artsci.wustl.edu/~bcarpent/assessment/home.html>

Instructor Information

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OBJECTIVES

I have four main goals in this course:

- 1) familiarize you with a broad range of assessment instruments used with older adults;
- 2) teach you how to evaluate the psychometric properties and utility of those assessment instruments;
- 3) help you understand other issues regarding the application of these instruments in both research and clinical endeavors; and
- 4) give you the skills to help you choose assessment instruments that are right for your purpose.

COURSE REQUIREMENTS

Reading assignments

Assigned texts will consist of textbook readings and others available on e-reserve. These will include empirical studies, review articles, or expository narratives that explore some issue in assessment or gerontology. Please complete all readings before the class to which they apply.

Each student will be responsible for leading a discussion on part of the reading assignment. Please be prepared to summarize the reading, relate it to other information we've learned, provide a critique when appropriate, and suggest additional questions left unanswered by the author(s).

Class participation and attendance

Because of the small size of this seminar we'll have ample opportunity to raise questions, pursue discussions, and be flexible with our time. I encourage active participation. Grades for class participation will be based on the degree of your preparation and your ability to discuss class readings and topics in an informed manner. Class attendance also is your responsibility and will be counted in your final grade, along with participation.

Writing assignment

We'll have one writing assignment, a critique of an assessment instrument or scale. The critique will include a review of the instrument's history, development, content, current use, psychometric properties, and limitations. More details to follow.

Class project

Together we're going to create a scale of our own, from scratch, focused on a construct that we decide on as a group. We'll review background in the area, write items, pilot test them, and draw conclusions about the utility of our instrument. Again, more details to follow.

<i>Grading</i>	Class contribution:	70%
	Assessment critique:	20%
	Attendance:	10%

TOPIC OUTLINE

Here's a tentative list of topics and associated dates.

Date	Topic
September 7	Introduction
September 14	Scale development
September 21	Variables that influence response & performance
September 28	Ethical issues and culturally-competent assessment
October 5	Competence & capacity
October 12	Intelligence, primary mental abilities, & discrete neuropsychological functions
October 19	Memory and metamemory
October 26	Mental health I
November 2	Mental health II
November 9	Personality
November 16	Physical health
November 23	GSA Meeting - No Class
November 30	Relationships
December 7	Environment
December 14	Clinical research outcomes assessment

Student Educational Services

Wash U. provides academic resources for students at Cornerstone: The Center for Advanced Learning. Located on the South 40 at Gregg Hall, the Center offers academic resources such as study groups, peer mentors, help desks, and course workshops, mostly geared toward undergraduates. Students seeking disability information should contact Disability Resources at 935-5970 or link to Disability Resources from the Cornerstone web site, <http://cornerstone.wustl.edu>. Also please speak to me if there are specific accommodations that would enhance your learning experience.