

**Intervention II - Aging
Psychology 5463
Spring 2008**

Class Information

Wednesdays, 3:30 - 6:00

Room: 215B

Texts: *Psychotherapy with older adults* (3rd ed.)

B. Knight

Handbook of counseling and psychotherapy with older adults

M. Duffy (optional)

Readings: Available on the library's ERes system

Instructor Information

Brian Carpenter, Ph.D.

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OBJECTIVES

This class focuses on therapeutic interventions with older adults. Its intent is to provide an overview of a variety of therapeutic modalities, some of which have been adapted for use with older adults, others that have been created specifically for that group of clients. The course also will include a discussion of broad issues related to interventions with older adults, such as access to service, reimbursement, and ethical considerations. Finally, we will examine pragmatic issues related to practice and the implementation of research to examine the effectiveness of interventions.

The course has three main goals:

- 1) to provide a comprehensive review of theories and research related to psychotherapeutic interventions with older adults;
- 2) to provide the scholarly background essential to administering competent clinical services to older adults; and
- 3) to provide the skills to pursue clinical research on topics related to interventions with older adults.

COURSE REQUIREMENTS

Reading assignments

Reading will come from two sources, the text by Knight (and occasionally Duffy), as well as articles that are available on-line at the library's ERes website. All readings should be completed before the class to which they apply. We have a web page for our class, and the reading assignments are listed there. The web site will be updated throughout the semester, so look there when you want to know what's due for class. I would advise you to check the schedule regularly. The address is:

<http://artsci.wustl.edu/~bcarpent/intervention/home.html>

Although you are responsible for completing all readings, at each class we will choose individuals to lead the discussion for particular readings. Part of this requirement will be for you to prepare at least three discussion questions, in writing, which you should bring to class (with sufficient copies to distribute to all of us). Questions might focus on theory, empirical methods, practice concepts, etc. These questions can be the basis for the questions or discussion you'd like to address in class regarding the reading.

Class participation and attendance

Because of the small size of this seminar we will have ample opportunity to raise questions, pursue discussions, and be somewhat flexible with our time. Your active participation is something I encourage. Class attendance is also your responsibility and will be counted in your final grade, along with participation.

Writing assignment and class presentation

You will be responsible for preparing a 12-15 page research paper on a topic relevant to psychotherapeutic interventions with older adults. I'll give you more details later in the semester. Each person will be responsible for making a class presentation that summarizes the research paper. You will be responsible for distributing 1-2 relevant readings the week before you present, and leading the class on a discussion of your topic.

Grading

Grades will be assigned based on your paper (30%), presentation (10%), and your preparation and contribution in class (60%).

ACADEMIC INTEGRITY

As a member of the Wash. U. academic community you are bound by honor regarding your academic work. Academic dishonesty includes, but is not limited to, cheating on tests, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used as your own, or tampering with the academic work of other students. Plagiarism is another unacceptable practice. Plagiarism occurs when an individual uses the thoughts or words of another person as if they were their own. In your written work, you must provide adequate citation of other people's work. Identify where your ideas have come from when they are not your own. Academic dishonesty on any assignment will result in written notification of the charge, a score of 0 on the assignment, and referral to the Dean.

If you have questions about what might constitute academic dishonesty, please talk with me or an administrator at the University. Additional information can be found in the University Student Judicial Code or from the Academic Integrity Committee:

(<http://artsci.wustl.edu/GSAS/Policies/ACINTEG03.pdf>)

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, academic mentoring, help desks, and course workshops. The Center also offers technological resources such as programs for web design and learning style assessments. Students seeking disability information should contact Disability Resources at 935-5970 or link to Disability Resources from the Cornerstone web site. Contact information for Cornerstone is 935-5970 or <http://cornerstone.wustl.edu> Please let me know in advance of any learning accommodations that have been suggested by the Disability Resources office.