

**Interventions II - Aging
Psychology 5463
Fall 2010**

Class Information

Tuesdays, 8:00 – 10:30am

Room: Psychology 215B

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

B. Knight

*Handbook of Behavioral and Cognitive
Therapies with Older Adults*

D. Gallagher-Thompson, A. Steffen, &

L.W. Thompson (Eds.)

Instructor Information

Brian Carpenter, Ph.D.

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Readings: Available on the library's Ares system

OBJECTIVES

This class focuses on therapeutic interventions with older adults. My intent is to provide you with a preliminary understanding of the knowledge and skills needed to conduct clinical work and clinically-focused research with older adults. The course includes a brief overview of the unique characteristics, needs, and context of older adults that can shape psychological interventions. Relevant knowledge regarding diversity, ethical considerations, and systems of care will be covered. We will also discuss 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. Throughout the course we will address pragmatic issues related to intervention as well as the design, implementation, and evaluation of evidence-based practice.

At the conclusion of the course you will be able to:

- 1) discuss the biopsychosocial context of later life and the unique psychological needs of older adults
- 2) describe the contexts and systems in which psychological services are provided to older adults;
- 3) describe key theories and research related to psychotherapeutic interventions with older adults;
- 4) understand important considerations in designing and conducting clinical research to examine the efficacy and effectiveness of interventions with older adults and their care providers.

COURSE REQUIREMENTS

Reading assignments

Reading will come from three sources, two texts and articles available on-line at the library's ARes website. All readings should be completed before the class to which they apply. We also have a web page for our class, where you will find the reading assignments for specific dates, as well as other information about the course. The web site will be updated throughout the semester, so look there for updates on the class schedule, readings, and assignments. 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 assignments. 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). 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.

I would encourage you to print out the schedule of readings at the end of the semester and save it for your records. The syllabus and reading schedule may be useful to you in the future in the state licensing process, and since this course evolves over time, in the future I may not have a record of this specific year's readings and assignments.

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, and it is a sizable portion of your grade. High quality engagement in the class means not just that you are an active participant, but that your questions, comments, and remarks in class reflect a critical reading of material and a serious effort to understand and apply what you are learning.

Writing assignment and class presentation

You will be responsible for preparing a 10-12 page research paper in which you design a clinical trial to evaluate a psychosocial intervention that addresses a need among older adults. This will take the format of a brief grant proposal, with specific aims, a literature review, research methods, timeline, and hypothetical budget. We will use a peer critiquing process to evaluate the papers, and you will have a chance to revise an initial draft of your proposal. Each person will be responsible for making a class presentation that summarizes their research proposal. You will be responsible for distributing 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 research proposal (40%), presentation (20%), and your preparation and contribution in class (40%).

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://graduateschool.wustl.edu/policies>

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.