

Syllabus for GER-6100

GEROPSYCHOLOGICAL ASSESSMENT

COURSE DESCRIPTION

This course prepares the student to engage in a variety of data collection methods (e.g., interviewing, observation, self-report, psychological testing, integration of interdisciplinary assessments) in order to assess mood, cognition, decision making, functional capacities, and level of risk, with consideration of the interaction between these factors and biosocial factors for older adults. Students will gain familiarity with screening instruments and will examine diagnosis and referral to other agencies.

COURSE TOPICS

- The CALTAP model
- Issues in geropsychological assessment
- Assessing:
 - Depression and anxiety
 - Dementia
 - Substance abuse
 - Psychosis
 - Bipolar disorder
 - Sleep disorders
 - Personality disorders
- Medical conditions and decision making capacity

COURSE OBJECTIVES

After completing this course, you should be able to:

- CO1** Apply the Contextual Adult Life Span Theory for Adapting Psychotherapy (CALTAP) model to the assessment of behavioral issues in older adults.
- CO2** Examine assessment tools commonly used to evaluate mood and behavior disorders in older adults.
- CO3** Evaluate cognitive strengths and weaknesses with screening tools.
- CO4** Assess how personal attitudes and beliefs about aging are relevant to the assessment of older adults.

- CO5** Analyze the assessment of decision-making capacity in older adults.
- CO6** Synthesize medical, psychological, functional, and social information to assess psychological status and develop effective treatments and/or recommend appropriate referrals.
- CO7** Critique diverse data collection methods, including interview, observation, self-report, and screening tools.
- CO8** Evaluate the roles of different medical professionals in assessment, diagnosis, and treatment of psychological disorders.

COURSE MATERIALS

You will need the following materials to complete your coursework. Some course materials may be free, open source, or available from other providers. You can access free or open-source materials by clicking the links provided below or in the module details documents. To purchase course materials, please visit the [University's textbook supplier](#).

Required Textbook

- Knight, B. G. & Pachana, N. A. (2015). *Psychological assessment and therapy with older adults*. Oxford, UK: Oxford University Press.
ISBN: 978-0199652532

COURSE STRUCTURE

Geropsychological Assessment is a three-credit online course, consisting of **six** modules. Modules include an overview, topics, learning objectives, study materials, and activities. Module titles are listed below.

- **Module 1: Geropsychological Assessment and the CALTAP Model**
Course objectives covered in this module: CO1, CO4, CO6, CO7, CO8
- **Module 2: Depression and Anxiety**
Course objectives covered in this module: CO1, CO2, CO4, CO6, CO7
- **Module 3: Dementia and Dementia Caregiving**
Course objectives covered in this module: CO1, CO2, CO3, CO4, CO5, CO6, CO7, CO8
- **Module 4: Substance Abuse, Psychosis, and Bipolar Disorder in Older Adults**
Course objectives covered in this module: CO1, CO2, CO4, CO6

- **Module 5: Sleep Disorders and Personality Disorders**
Course objectives covered in this module: CO1, CO2, CO6, CO7
- **Module 6: Medical Conditions and Decision-Making Capacity**
Course objectives covered in this module: CO1, CO4, CO5, CO6, CO7, CO8

ASSESSMENT METHODS

For your formal work in the course, you are required to participate in online discussion forums, complete written assignments and assessment assignments, and complete a final project. See below for details. Consult the Course Calendar for due dates.

Promoting Originality

One or more of your course activities may utilize a tool designed to promote original work and evaluate your submissions for plagiarism. More information about this tool is available in [this document](#).

Discussion Forums

In addition to an ungraded Introductions Forum, you are required to participate in **six** graded online class discussions.

Communication with your mentor and among fellow students is a critical component of online learning. Participation in online class discussions involves two distinct activities: an initial response to a discussion question and **at least** two subsequent comments on classmates' responses.

All of these responses must be substantial. Meaningful participation is relevant to the content, adds value, and advances the discussion. Comments such as "I agree" and "ditto" are not considered value-adding participation. Therefore, when you agree or disagree with a classmate or your mentor, state *and support* your position.

You will be evaluated on the quality and quantity of your participation, including your use of relevant course information to support your point of view, and your awareness of and responses to the postings of your classmates. Remember, these are discussions: responses and comments should be properly proofread and edited, mature, and respectful.

Written Assignments

You are required to complete **six** written assignments. Written assignment questions afford you an opportunity to demonstrate mastery of the information that you have studied within the module. Each written assignment includes guidelines for response length. In all cases, you should be sure to adequately address each part of the assignment.

Be sure to apply the material to real-world situations when appropriate. It is always desirable that you use scholarly sources in addition to the course textbook to support your arguments. All sources, when used, should be properly documented in APA format.

Note: For some of your assignments, you will be required to cite scholarly sources. Below are some guidelines for locating and citing sources in APA (this information is also available in the written assignment instructions, where applicable).

Guidelines

- Make use of the **Research Resources** available to you through the [myEdison Portal](#) and your Moodle course site.
- Use APA style to cite your sources. Refer to the following sites for guidance on APA format and citation style:
 - [OWL](#) (Online Writing Lab) at Purdue University
 - [Writer's Handbook](#), the Writing Center at the University of Wisconsin–Madison
 - [APA Guidelines](#)
 - [Information Literacy for TESU Students](#) (an online guide from the New Jersey State Library to assist you in starting your research, searching databases for scholarly, peer-reviewed journals and articles, citing sources, using ILLiad to request books or articles, etc.)



Assessment Assignments

You are required to complete **six** assessment assignments. These assignments afford you an opportunity to demonstrate your ability to select, administer, and evaluate various types of assessment tools. In all cases, you should be sure to adequately address each part of the assignment.



Final Project

Your final project will be a paper of between 2000 and 3000 words that integrates course content within the CALTAP framework to complete a psychological assessment of an older adult.

See the Final Project area of the course site for a full description of this assignment.

GRADING AND EVALUATION

Your grade in the course will be determined as follows:

- **Discussion forums (6)**—20 percent

- **Written assignments (6)**—30 percent
- **Assessment assignments (6)**—20 percent
- **Final project**—30 percent

All activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

A	=	93–100	B	=	83–87
A–	=	90–92	C	=	73–82
B+	=	88–89	F	=	Below 73

To receive credit for the course, you must earn a letter grade of C or higher on the weighted average of all assigned course work (e.g., assignments, discussion postings, projects). Graduate students must maintain a B average overall to remain in good academic standing.

STRATEGIES FOR SUCCESS

First Steps to Success

To succeed in this course, take the following first steps:

- Read carefully the entire Syllabus, making sure that all aspects of the course are clear to you and that you have all the materials required for the course.
- Take time to read the entire Online Student Handbook. The Handbook answers many questions about how to proceed through the course, and how to get the most from your educational experience at Thomas Edison State University.
- Familiarize yourself with the learning management systems environment—how to navigate it and what the various course areas contain. If you know what to expect as you navigate the course, you can better pace yourself and complete the work on time.
- If you are not familiar with Web-based learning be sure to review the processes for posting responses online and submitting assignments before class begins.

Study Tips

Consider the following study tips for success:

- To stay on track throughout the course, begin each week by consulting the Course Calendar. The Course Calendar provides an overview of the course and indicates due dates for submitting assignments, posting discussions, and scheduling and taking examinations.
- Check Announcements regularly for new course information.

Using AI Ethically: A Guide for TESU Students

TESU's [Academic Code of Conduct](#) permits student AI use in support of their writing and research process--not as a replacement for original writing. Document AI use with an acknowledgment statement at the end of each assignment, noting the tools and prompts used. Cite any AI-generated content on the References page. Please review [Using AI Ethically: A Guide for TESU Students](#) for more detailed information.

COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Thomas Edison State University recognizes, values, and relies upon the diversity of our community. We strive to provide equitable, inclusive learning experiences that embrace our students' backgrounds, identities, experiences, abilities, and expertise.

ACCESSIBILITY AND ACCOMMODATIONS

Thomas Edison State University adheres to the Americans with Disabilities Act (ADA, 1990; ADAAA, 2008) and Section 504 of the Rehabilitation Act of 1973. The Office of Student Accessibility Services (OSAS) oversees requests for academic accommodations related to disabilities; a student who is pregnant, postpartum, or a student parenting a newborn who is not the birth parent [as covered under NJSA18A]; and students requesting academic accommodation for a short-term/temporary illness and/or injury. Information can be found on the [Office of Student Accessibility Services](#) webpage and questions can be sent to ADA@tesu.edu.

ACADEMIC POLICIES

To ensure success in all your academic endeavors and coursework at Thomas Edison State University, familiarize yourself with all administrative and academic policies including those related to academic integrity, course late submissions, course extensions, and grading policies.

For more, see:

- [University-wide policies](#)
- [Undergraduate academic policies](#)
- [Undergraduate course policies](#)
- [Graduate academic policies](#)
- [Graduate course policies](#)
- [Nursing student policies](#)
- [Nursing graduate student policies](#)
- [International student policies](#)
- [Academic code of conduct](#)

