

**UNIVERSITY OF VICTORIA
DEPARTMENT OF PSYCHOLOGY**

**PSYC 567 (A01) – Fall 2016
DYSFUNCTIONAL DEVELOPMENT IN ADULTHOOD AND AGING
CRN: 12834**

Instructor: Dr. Holly Tuokko
Office: Cornett A275
Phone/E-mail: 853-3914 or 472-5269/ htuokko@uvic.ca
Office Hours: by appointment

Class time: Tuesday 1:30-2:20 Cornett A228
 Friday 1:30-2:20 Cornett A228

PURPOSE: This course reviews theory and research relevant to dysfunctional and pathological processes in later life. Specific topics include, but are not limited to, dementia, depression, personality disorders, and psychotic states arising in later life. Attention will be given to issues of etiology, diagnosis, management, and the impact of these disorders on daily living, including interactions with caregivers.

TEXT: No specific text will be required. Readings will be provided throughout the course. A maximum of 4 readings will be assigned for each PBL topic.

EVALUATION:

Students will be evaluated on participation in class activities, one seminar presentation, and one in-class test. Discussions in class of the assigned readings are an important part of the learning process for this course and the evaluation will reflect these readings and class discussions, accordingly. It is expected that students will read the assigned material prior to class, attend class regularly, and take part in discussions.

Problem-based learning (PBL): A PBL approach will be taken, using case scenarios to guide active learning. A case scenario is a story that is formulated so that the issues are alluded to and need to be determined or drawn out by the students. As a group, students discuss the case and generate ideas and learning issues relevant to the case. Students select issues from the generated list of ideas for further investigation and return to the next class ready to present and discuss this information. It is expected that students will demonstrate knowledge of information arising from the assigned readings as well as provide other relevant material (minimum of 2 other sources) to the class. Mid-way through the PBL process, feedback concerning the preparation, participation and professional behavior will be provided to each student. Overall PBL performance will be evaluated along these same dimensions (i.e., preparation, participation and professional behavior). Engagement in the PBL process comprises 50% of the grade.

Presentations: Each student will deliver a presentation focusing on theory and research related to a *specific topic area*. Handouts, including a list of suggested readings, are expected as part of the seminar presentation. On or before **September 23, 2016**, each student must have a specific topic (i.e., reasonably narrow topic within one of the general topics listed) approved by the instructor, and a date for the presentation selected. The seminar will be evaluated along four dimensions: deportment or presentation tone; organization of materials; use of supplementary materials (e.g., handouts, videos, etc.); and content and will be worth 35% of the course grade.

Test: Knowledge of the readings and information discussed in class (PBL content and class presentations) will be assessed through one test that will involve multiple choice, short answer and/or short essay questions. This test will be worth 15% of the course grade.

** Students who are affected by illness, accident or family affliction must comply with the procedures for Academic Concession as outlined in the UVic Graduate Calendar, Sept. 2016 (p. 44). Students who do not complete the test or the seminar presentation will receive an “N”.

Details about the PBL process, schedule of readings, and seminar presentations will be given in class.

Weighting: A final numerical grade will be computed using the weights specified below.

Presentation:	35 %
PBL participation:	50 %
Test:	15 %

This will be converted to a letter grade as follows, with marks rounded to the nearest whole number (e.g. 84.5 = A, whereas 84.4 = A-).

Conversion of numerical to letter grades: A+ = 90 – 100; A = 85 – 89; A- = 80 – 84; B+ = 77 – 79; B = 73 – 76; B- = 70 – 72; C+ = 65 – 69; C = 60 – 64; D = 50 – 59; F = 0 – 49.

COURSE ADD DEADLINE:

The deadline for registering in this course is September 23, 2016. Course registrants will not be added after this date. It is the student’s responsibility to check registration status by 20 September, 2016 (drop date).

COURSE EXPERIENCE SURVEY (CES)

We value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to us regarding the course and our teaching, as well as to help the departments and the university improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. We will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

GENERAL TOPICS TO BE ADDRESSED:

Assessment/Differential Diagnosis/Management

Mood Disorders

 Depression and Suicide

 Grief and Loss

Anxiety Disorders

Personality Disorders

Psychotic States arising in Late Life

Disorders of Cognition

 Dementia

 Alcohol and Substance Use Disorders

 Acute Confusion

Issues in Care

Facility Care

Community-based Home Care

Caregiver Issues and Concerns

 Informal

 Formal

Other Issues

Death and Dying

Ethics and Values

Competency and Decision-Making

Retirement

Other topics as approved by instructor

Proposed Schedule September-December 2016

Date	Topic
September 9	Introduction to course: Why study dysfunctional development (in Aging)?
September 13	Introduction to Problem Based Learning
September 16	PBL 1 –
September 20	PBL 1 – report
September 23	PBL 2
September 27	PBL 2 – report
September 30	PBL 3 -
October 4	PBL 3 – report
October 7	PBL 4
October 11	PBL 4 - report
October 14	PBL 5
October 18	PBL 5 – report
October 21	PBL 6
October 25	PBL 6 - report
October 28	PBL 7
November 1	PBL 7 - report
November 4	PBL 8
November 8	PBL 8 - report
November 11	Reading break
November 15	PBL 9
November 18	PBL 9 – report
November 22	Seminars; additional coverage
November 25	Seminars; additional coverage
November 29	Seminars; Wrap up and feedback
December 2	Test

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Winter 2016-2017

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html> , p. 55-58, UVic Calendar 2016-17). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
3. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
4. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
5. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 55-58 in 2016-17).

The definitive source for information on Academic Integrity is the University Calendar (p. 55-58 in 2016-17) (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html>)

Other useful resources on Plagiarism and Cheating include:

1. The Learning Skills program: <http://www.coun.uvic.ca/learning/index.html>
2. The Ombudsperson's office: <http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>