

The University of Western Ontario
School of Health Studies

Health Sciences: The Aging Mind

HS3702

Sept-Dec 2017

Instructor: Dr. Tara Mantler
Email: tara.mantler@uwo.ca
Office Hours: Friday 10:30-11:30 (appointment required)
Office Number: HSB 332
Date/Time: Wednesday 9:30-11:30 and Friday 9:30-10:30
Location: HSB 240

Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Information

The aging mind examines the complexities of aging from both a physiological and mental health perspective. This course will examine both normal and abnormal ageing, theories of ageing, changes in cognitive processes, and mental health. Using various learning activities students will gain first hand experiences to help shape their understanding of the ageing mind.

Course Objectives/Learning Objective

On completion of this course, students will be able to:

- Define and describe the nature of changes to the human mind throughout the ageing process
- Explore and appraise social theories of ageing
- Understand and apply how the ageing mind impacts emotion, language, memory, and information processing
- Compare and contrast normal and abnormal ageing minds
- Explain the impact the ageing mind has on activities of daily living

Method of Instruction

There is substantial evidence indicating passive learning is not the best approach for retention at the University level. To that end, students will work in pre-assigned learning teams to teach topics to their peers during class time. To supplement this learning, some didactic and case-based teachings will also be included. Additionally, this class will utilize many learning activities to enhance the course experience. Given the highly interactive nature of this course, students are expected to prepare for each class by having reviewed the course content provided and completed all readings.

Class Schedule

Class Dates	Content	Assigned Readings
Sept 8	Welcome- Nuts and Bolts	Course Outline
Sept 13	Basic Gerontology: Getting a Lay of the Land	Mulley, G. (2012). A history of geriatrics and gerontology. <i>European Geriatric Medicine</i> , 3(4), 225-227.
Sept 15	Ready, Set, Assemble!	Teamwork Toolbox (all documents)
Sept 20	Motivation, Personality, and Social Contexts: The Powerful Three	Perdue, C. W., & Gurtman, M. B. (1990). Evidence for the automaticity of ageism. <i>Journal of Experimental Social Psychology</i> , 26(3), 199-216.
Sept 22	Aging Mind Game	None
Sept 27	Learning Team 1: Cognitive Behavioural Model Learning Team 2: Stress and Coping Model	Hedden, T., & Gabrieli, J. D. (2004). Insights into the ageing mind: a view from cognitive neuroscience. <i>Nature reviews neuroscience</i> , 5(2), 87-96. Lazarus, R. S., & DeLongis, A. (1983). Psychological stress and coping in aging. <i>American psychologist</i> , 38(3), 245.
Sept 29	Quiz 1	
Oct 4	Learning Team 3: Family Systems Model Which is the model Model?	Crowther, M. R., Parker, M. W., Achenbaum, W. A., Larimore, W. L., & Koenig, H. G. (2002). Rowe and Kahn's model of successful aging revisited positive spirituality—the forgotten factor. <i>The Gerontologist</i> , 42(5), 613-620.
Oct 6	Eco Map	
Oct 18	What is Normal?	Christensen, H. (2001). What cognitive changes can be expected with normal ageing?. <i>Australian and New Zealand Journal of Psychiatry</i> , 35(6), 768-775.

Oct 20	Neuroplasticity Training Discussion*	Park, D. C., & Bischof, G. N. (2013). The aging mind: neuroplasticity in response to cognitive training. <i>Dialogues in clinical neuroscience</i> , 15(1), 109.
Oct 25	Learning Team 4: Emotional Regulation Learning Team 5: Memory	Urry, H. L., & Gross, J. J. (2010). Emotion regulation in older age. <i>Current Directions in Psychological Science</i> , 19(6), 352-357. Radvansky, G. A. (1999). Aging, memory, and comprehension. <i>Current Directions in Psychological Science</i> , 8(2), 49-53.
Oct 27	Quiz 2	
Nov 1	Learning Team 6: Language Processing Learning Team 7: Problem Solving	Stine-Morrow, E. A., Miller, L. M. S., & Hertzog, C. (2006). Aging and self-regulated language processing. <i>Psychological bulletin</i> , 132(4), 582. Blanchard-Fields, F. (2007). Everyday problem solving and emotion: An adult developmental perspective. <i>Current Directions in Psychological Science</i> , 16(1), 26-31.
Nov 3	Communicating with Family	
Nov 8	Learning Team 8: Dementia Learning Team 9: Alzheimer's	Kasl-Godley, J., & Gatz, M. (2000). Psychosocial interventions for individuals with dementia: an integration of theory, therapy, and a clinical understanding of dementia. <i>Clinical psychology review</i> , 20(6), 755-782. Bokde, A. L., Ewers, M., & Hampel, H. (2009). Assessing neuronal networks: understanding Alzheimer's disease. <i>Progress in neurobiology</i> , 89(2), 125-133.
Nov 10	Alzheimer's and Health Care	
Nov 15	Learning Team 10: The Positivity Effect and Reminiscence Learning Team 11: Stability and Change in Self-Concept	Wong, P. T., & Watt, L. M. (1991). What types of reminiscence are associated with successful aging. <i>Psychology and aging</i> , 6(2), 272-279. Diehl, M., Wahl, H. W., Barrett, A. E., Brothers, A. F., Miche, M., Montepare, J. M., ... & Wurm, S. (2014). Awareness of aging: Theoretical considerations on an emerging concept. <i>Developmental Review</i> , 34(2), 93-113.
Nov 17	Quiz 3	

Nov 22	Learning Team 12: Social Support Learning Team 13: The Aging Mind in the Canadian context	Chen, Y., & Feeley, T. H. (2014). Social support, social strain, loneliness, and well-being among older adults An analysis of the Health and Retirement Study. <i>Journal of Social and Personal Relationships</i> , 31(2), 141-161. Statistics Canada/Public Health Agency of Canada
Nov 24	Aging in Place Discussion	Wiles, J. L., Leibing, A., Guberman, N., Reeve, J., & Allen, R. E. (2012). The meaning of “aging in place” to older people. <i>The gerontologist</i> , 52(3), 357-366.
Nov 29	VIDEO No Class: Colonization Road	http://www.cbc.ca/firsthand/episodes/colonization-road
Dec 1	Discussion: Colonization Road	None.
Dec 6	Learning Team 14: The Aging Mind in diverse cultures	Sarkisian, C. A., Shunkwiler, S. M., Aguilar, I., & Moore, A. A. (2006). Ethnic differences in expectations for aging among older adults. <i>Journal of the American Geriatrics Society</i> , 54(8), 1277-1282.
Dec 8	Do Stages of Dying Exist?	
TBD		Final Exam

Textbook & Reading List

There is no required textbook to be purchased for the course as readings will largely focus on scholarly articles and related resources which will be provided on the course website. Required readings can be accessed electronically through Sakai and the Western library or through the web links provided (where applicable).

Evaluation

In this course there will be a number of opportunities for evaluation of your learning, engagement in your teams and quality of contribution to the projects. Sixty-six percent (66%) of the grade is based on individual performance and 34% on team performance.

Grade Component		Evaluator	Due Date
Individual Performance 66%			
6%	Ongoing Engagement	Professor	Sept 13, 20, 27, Oct 4, 18, 25, Nov 1, 8, 15, 22, 29, Dec 6 Due Friday at noon
30%	Quizzes	Professor	Sept 29, Oct 27, Nov 17
30%	Final Exam	Professor	TBD
Team Performance 34%			
4%	Team Participation	Peer evaluation	Due Dec 8 at noon
30%	Learning Team Presentation	Professor (70%)/Peer(30%)	Throughout the course

Note: Late assignments will be penalized at 10% per day for all assignments worth over 10% of your final grade. For assignments worth less than 10% of your final grade late assignments are worth 0%.

Ongoing Engagement

Percentage of Final Grade: 6%

Date Assigned: Sept 8, 2017

Due: Sept 13, 20, 27, Oct 4, 18, 25, Nov 1, 8, 15, 22, 29, and Dec 6 – the following Friday at noon (i.e for the Sept 13 class the submission is due September 15th at noon, and so on and so forth).

Ongoing engagement consists of submitting three well structured multiple-choice questions with five responses options (and the answer clearly marked) for each of the aforementioned dates. Each submission is worth 0.5% and is marked on an all or none-basis (i.e. 0 or 100%). This assignment will be uploaded through the assignments tab on the course website. If the submission is missing any component, has spelling or grammatical errors, or is late it is worth 0%.

Quizzes

Percentage of Final Grade: 30% (10% for each quiz)

Date Assigned: Sept 8, 2017

Due: Sept 29, Oct 27, and Nov 17(during class)

Quizzes will be utilized throughout this semester to test knowledge. Each quiz will consist of 15 multiple choice questions and you will have 20 minutes to complete the quiz. Quizzes will be completed online and must be completed during class time – starting at 9:30am time and ending at 9:50am. The quizzes will be only from 9:30 to 9:40am only – if you miss a quiz it is worth zero there is no make up. Specifically, Sept 29 quiz will cover material from September 8-27, the October 27th quiz will cover material from October 4-25, and the November 17th quiz will cover material from Nov 1-15.

Final Exam

Percentage of Final Grade: 30%

Due: TBD

The final exam will consist of 75 multiple choice covering all materials presented during the course (lectures, tutorials, readings). The final exam will be scheduled by the registrar's office. Further instructions will be provided during class.

Team Participation

Percentage of Final Grade: 4%

Date Assigned: Sept 8, 2017

Due: Dec 8, 2017 by Noon (however, you are encouraged to complete this assessment immediately following your learning team presentation)

Each group member will complete an assessment of peer participation within your learning team (see course website for more information). Along with selecting a box for each criterion and providing a summed total, you will write a justification for the grade awarded complete with examples to support the grade. These grades will **NOT** be released to your peers individually, but rather only an average grade will be released. This assignment will be uploaded on the assignments tab in the course website.

Note: If you do not submit your team participation evaluation for your peers by the due date (Dec 8, 2017 at noon) you will receive 0.

Learning Team Presentation

Percentage of Final Grade: 30%

Date Assigned: Sept 8, 2017

Due: Two days before you present (at noon)

Logistics: Each student will be assigned to a learning team, topic, and due date September 14th, 2017. You will be given further instructions on expectations for this assignment as well as a chance to meet your team in class on Sep 15th, 2017. On Sept 15th, 2017 (in class), you will be expected to start drawing up a group contract (see teamwork toolbox on the course website) and submit a finalized version to Dr. Mantler by Sept 20th, 2017 at noon via the assignments tab on the course website with all group members signatures. The reading assigned to your learning team presentation day (related to your topic) provides you with either a seminal or current emerging research article to provide the foundation for your engagement with the topic. This is only a starting place. It is expected the learning teams will engage with the literature (literature searches, reviews, and evaluations) to complete this assignment.

Presentation Expectations: The goal of this presentation is to create an engaging, evidence informed, relevant presentation designed to teach your peers about your assigned topic related to the ageing

mind. Each presentation will consist of three parts: 1) Content delivery (30 minutes); 2) recall/engagement exercise (10 minutes); and 3) questions, comments and curiosities time (10 minutes). For more information on the presentation including content requirements, presentation, etc please see the course website.

Statement on Use of Electronic Devices

Electronic devices in service of learning will be permitted in the classroom; however, cell-phone use is prohibited. Moreover, electronic devices will not be allowed during examinations.

ADDITIONAL STATEMENTS

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/board/code.pdf>.

English Proficiency for the Assignment of Grades

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

Accommodation for Medical Illness or Non-Medical Absences

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm>.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf .

Additionally,

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>