

The University of Western Ontario
School of Health Studies

Health Sciences: The Aging Mind

HS3702A

Sept-Dec 2018

Instructor: Dr. Tara Mantler
Email: tara.mantler@uwo.ca
Office Hours: Wednesday 1:30-2:30 (appointment required)
Office Number: HSB 332
Date/Time: Wednesday 9:30-11:30 and Friday 9:30-10:30
Location: TBD

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 aging, theories of aging, changes in cognitive processes, and mental health. Using various learning activities students will gain first hand experiences to help shape their understanding of the aging mind.

Learning Objectives

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

- Define and describe the nature of changes to the human mind throughout the aging process
- Explore and appraise social theories of aging
- Understand and apply how the aging mind impacts emotion, language, memory, and information processing
- Compare and contrast normal and abnormal aging minds
- Explain the impact the aging 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. 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 reviewing the course content and completing all readings.

Class Schedule (DRAFT)

Class Dates	Content	Assigned Readings
Sept 7	Welcome- Nuts and Bolts	Course Outline
Sept 12	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 14	Ready, Set, Assemble!	Teamwork Toolbox (all documents)
Sept 19	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 21	Aging Mind Game	None
Sept 26	Team Work	To be assigned.
Sept 28	Quiz 1	None.
Oct 3	Learning Team 1: Cognitive Behavioural Model Learning Team 2: Stress and Coping Model	Hedden, T., & Gabrieli, J. D. (2004). Insights into the aging 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.
Oct 5	Learning Team 3: Family Systems Model	To be assigned.
Oct 17	Which is the model model? What is Normal?	Christensen, H. (2001). What cognitive changes can be expected with normal aging?. <i>Australian and New Zealand Journal of Psychiatry</i> , 35(6), 768-775.
Oct 19	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 24	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 26	Quiz 2	None.
Oct 31	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 2	Communicating with Family	None.
Nov 7	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 9	Alzheimer's and Health Care	None.
Nov 14	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 16	Quiz 3	None.
Nov 21	Learning Team 12: Social Support	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.

	Learning Team 13: Self-Efficacy	
Nov 23	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 28	VIDEO No Class: Colonization Road	http://www.cbc.ca/firsthand/episodes/colonization-road
Nov 30	Discussion: Colonization Road	None.
Dec 5	Discussion: The Normal Aging Mind	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 7	Bringing it all together	None.
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 OWL 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	Weekly Due Friday at noon
30%	Quizzes	Professor	Sept 28, Oct 26, Nov 16
30%	Final Exam	Professor	TBD
Team Performance 34%			
4%	Team Participation	Peer evaluation	Due Dec 7 at noon

30%	Learning Team Presentation	Professor (70%)/Peer(30%)	Throughout the course
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Note: Late assignments will be penalized at 10% per day for all assignments worth over 10% of your final grade. Late assignments worth less than 10% of your final grade are worth 0%.

Statement on Use of Electronic Devices

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

ADDITIONAL STATEMENTS

Multiple Choice Exams

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

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.

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/>

Health and Wellness

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

If you are in emotional or mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: https://uwo.ca/health/mental_wellbeing/education/module.html

SHS Grading Policy

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

It is expected that the grades for this course will fall between 74 and 78. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.