

The University of Western Ontario
School of Health Studies

Health Sciences: The Aging Mind

HS3702A

Sept-Dec 2020

Instructor: Dr. Tara Mantler

Email: tara.mantler@uwo.ca

Office Hours: Online by appointment via zoom

Date/Time: Tuesday 130-230 (online for quizzes only) and asynchronous

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 learning teams to teach topics to their peers. 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 complete readings prior to participating in online modules.

Class Schedule

Class Dates	Content	Assigned Readings
Sept 8	Welcome- Nuts and Bolts	Course Outline
	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)
	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
	Team Work	To be assigned.
Sept 29	Quiz 1	None.
	Three Models: Cognitive Behavioural Model, Stress and Coping Model, and Systems 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 6	Which is the model model?	To be assigned.
	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 13	Train your Brain	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.
	Learning Team 1: Emotional Regulation	Urry, H. L., & Gross, J. J. (2010). Emotion regulation in older age. <i>Current Directions in Psychological Science</i> , 19(6), 352-357.

	Learning Team 2: Memory	Radvansky, G. A. (1999). Aging, memory, and comprehension. <i>Current Directions in Psychological Science</i> , 8(2), 49-53.
Oct 20	Quiz 2	None.
	Learning Team 3: Language Processing Learning Team 4: 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.
Oct 27	Communicating with Family	None.
	Learning Team 5: The Positivity Effect and Reminiscence Learning Team 6: 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 10	Quiz 3	None.
	Dementia and 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 17	Learning Team 7: Social Support Learning Team 8: Self-Efficacy	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.

	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 24	Colonization Road	http://www.cbc.ca/firsthand/episodes/colonization-road
Dec 1	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.
	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. Seventy percent (70%) of the grade is based on individual performance and 30% on team performance.

	Grade Component	Evaluator	Due Date
Individual Performance 70%			
10%	Ongoing Engagement with modules	Professor	Weekly Due Friday at noon
30%	Online Quizzes (There three options to write quizzes. You MUST complete two but can complete three . All quizzes written count toward your final grade)	Professor	Sept 29, Oct 10, Nov 10 (from 1.30-1.50 online in OWL)
30%	Final Exam	Professor	TBD
Team Performance 30%			
5%	Team Participation	Peer evaluation	Due Dec 1 at noon

25%	Learning Team Presentation	Professor (70%)/Peer(30%)	Throughout the course based on Learning Team Assignment- Due the Friday prior to the week your presentation is the assignment module at noon (i.e., if your assigned presentation is Nov 10 your assignment is the previous Friday at noon)
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Note: Assignments are submitted via OWL. 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%.

Quizzes- Quizzes are non-cumulative and will only cover new material presented since the last quiz. The make up for the quiz will be offered the week immediately following the quiz and will consist of open-ended instead of multiple-choice questions.

Statement on Use of Electronic Devices

Online Modules: 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

Grading

A grading rubric is provided for each assignment in the assignments tab on OWL. A grading rubric provides consistent categories and weighting to aid in grading and in producing more robust grades both within a set of papers and between graders. It cannot and is not meant to replace the judgment of the individual grader. This is therefore a guideline for grading and not a strict marking scheme. Graders can, and frequently do, depart from the prescribed rubric when they feel it is academically justified.

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.

Attendance/Participation

Regular participation is expected and essential for success in this course. Participation means not only attendance to virtual meetings, but active engagement in online modules, including (for example) contribution to small and large group discussions, and a demonstrated effort to prepare for modules by completing assigned readings prior to engaging in the discussion/activities. Students who miss modules, or parts of modules, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.

Accommodation for Medical Illness or Non-Medical Absences

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;

- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;
- The duration of the excused absence will terminate prior to the end of the 48-hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
- Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;

Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed

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: https://www.uwo.ca/univsec/pdf/academic_policies/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.