Course Description

This course examines the complexities of aging from a psychological perspective and provides students with learning opportunities to examine psychological theories of aging, the mind-body connection, strategies to optimize cognitive vitality with advancing age and common conditions associated with aging such as Alzheimer’s Disease and other related dementias.

Pre-requisite: Health Sciences 2700A/B and Health Sciences 2711A/B.

Unless you have either the prerequisites 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.

Anti-requisite(s): None

Instructor and Course Information

Instructor: Dr. Leena Shoemaker
Office: Arthur & Sonia Labatt Health Sciences Building, Rm 416
Email: lshoemak@uwo.ca
Office/Zoom hours: Wednesdays at 1:00 – 2:00 PM or by appointment

The best way to contact me is through email. You can expect a reply within 24hr, excluding weekends and holidays.

Teaching Assistant (TA): TBD

Lectures: Two lectures totalling 3 hours per week. Tues 12:30 -1:30PM (FNB-2240) and Wed 9:30 – 11:30 AM (TC-309). Bring a pencil or pen to each lecture!

Required Course Material


Note: This textbook is available on Amazon.ca for $69.87 plus shipping, or can be purchased at the Western bookstore (Note, there may be delays in the arrival of this textbook). You are strongly recommended to purchase this textbook (new or second hand), as a large portion of exam content will come from the required reading. The third edition is an acceptable alternative.

Note: This paperback book is available online, from Indigo for $23.73, or at the Western Bookstore. This material will be on the exam, and one of your assignments (worth 20%) is a book report based on this reading. Therefore, it is necessary that you borrow or purchase this novel. (Hint – this is a great book that most enjoy reading!)

Course Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of this course, students will be able to:</td>
<td>This learning outcome will be demonstrated through:</td>
</tr>
</tbody>
</table>
| Define and describe the nature of physical and psychological changes to the human brain throughout the aging process. | • Weekly Quiz  
  • Book Report  
  • Final Exam |
| Recognize and articulate how the aging mind impacts emotion, language, memory, and information processing. | • Weekly Quiz  
  • Book Report  
  • Final Exam |
| Explore and appraise psychological theories of aging                             | • Weekly Quiz  
  • Final Exam |
| Compare and contrast normal and abnormal neuropsychological aging, and articulate strategies to promote the former. | • Weekly Quiz  
  • Intervention Project  
  • Final Exam |
| Recognize and explain how external validity (generalizability) is a limitation of research on the aging mind. | • Weekly Quiz  
  • Final Exam |
| Demonstrate an ability to apply knowledge on the neuropsychology of aging and cognitive health to own and others’ life experiences. | • Intervention Project  
  • Final Exam |

Assessment Descriptions

Final Examination (40%) – The final exam (3hr) will be written in person on Western University campus (Student ID required). The test-able subject matter is cumulative for the course. The exam will consist of multiple-choice and short answer questions. We will practise how to appropriately respond to short-answer questions throughout the term. Date TBD by registrar.

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.

Internal assessment (60%):

Book report (15%) – Due October 13th, online before class (i.e., before 9:30AM via OWL) and hard copy beginning of class. You will be expected to read a novel titled “Aging with Grace” and produce a 500-word report in response to one of three pre-determined questions. Questions will be uploaded to OWL and you will have the opportunity to discuss your response with your peers during class time.
**Weekly engagement (20%)** – Throughout the course, you will be expected to complete a weekly (8 x 2.5% each) multiple-choice quiz on OWL. These quizzes are open-book and include questions directly related to your required reading for the upcoming lecture. The quiz must be completed each week by Monday evenings (i.e., before 11:59PM). The quiz will open on OWL each Thursday morning (8:00AM).

**Intervention project (25%)** – Due November 17th, online before class (i.e., before 9:30AM via OWL) and hard copy of relevant documents beginning of class. For this individual OR partnered assignment (your choice), you will create either a podcast, brochure, or web-page to provide information on an intervention for healthy neuropsychological aging. The intervention can focus on physical activity, mental activity, and/or social engagement. This media project will be a structured review of relevant scientific literature, but presented in a way that your own grandparents would understand. Details for the assessment of your specific media choice will be provided on OWL.

**Content Table**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Assigned Readings</th>
<th>Assessment Due</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Sept-8</td>
<td>Welcome!</td>
<td></td>
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<tr>
<td>2</td>
<td>2</td>
<td>Sept-14</td>
<td>Neuroscience &amp; cognitive health intro</td>
<td>Chapter 1</td>
<td></td>
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<td></td>
<td>3</td>
<td>Sept-15</td>
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<td>3</td>
<td>4</td>
<td>Sept-21</td>
<td>Aging mind research methods &amp; theory</td>
<td>Chapter 2 Aging with Grace</td>
<td>Weekly Quiz (OWL)</td>
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<tr>
<td></td>
<td>5</td>
<td>Sept-22</td>
<td></td>
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<td>4</td>
<td>6</td>
<td>Sept-28</td>
<td>Biological aging: What is normal?</td>
<td>Chapter 3 Aging with Grace</td>
<td>Weekly Quiz (OWL)</td>
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<tr>
<td></td>
<td>7</td>
<td>Sept-29</td>
<td></td>
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<tr>
<td>5</td>
<td>8</td>
<td>Oct-5</td>
<td>Psychological theories of aging</td>
<td>Articles on OWL(^1) Aging with Grace</td>
<td>Weekly Quiz (OWL)</td>
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<tr>
<td></td>
<td>9</td>
<td>Oct-6</td>
<td></td>
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<td>6</td>
<td>10</td>
<td>Oct-12</td>
<td>Neurocognitive aging: Sensation, perception, &amp; attention</td>
<td>Chapter 4</td>
<td>Weekly Quiz (OWL) Book Report (13th)</td>
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<tr>
<td></td>
<td>11</td>
<td>Oct-13</td>
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<td>7</td>
<td>12</td>
<td>Oct-19</td>
<td>Neurocognitive aging: Memory &amp; higher cognition</td>
<td>Chapter 5, 7</td>
<td>Weekly Quiz (OWL)</td>
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<td>13</td>
<td>Oct-20</td>
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<td>8</td>
<td>14</td>
<td>Oct-26</td>
<td>Cognitive Interventions: Social engagement</td>
<td>Article on OWL(^2)</td>
<td>Weekly Quiz (OWL)</td>
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<tr>
<td></td>
<td>15</td>
<td>Oct-27</td>
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**READING WEEK (November 1 – 7), NO CLASS**

<table>
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<tr>
<th>Week</th>
<th>Lecture</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Assigned Readings</th>
<th>Assessment Due</th>
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<tr>
<td>9</td>
<td>16</td>
<td>Nov-9</td>
<td>Cognitive Interventions: Mental activity</td>
<td>Article on OWL(^3)</td>
<td>Weekly Quiz (OWL)</td>
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<tr>
<td></td>
<td>17</td>
<td>Nov-10</td>
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<tr>
<td>10</td>
<td>18</td>
<td>Nov-16</td>
<td>Cognitive Interventions: Physical activity</td>
<td>Article on OWL(^4)</td>
<td>Weekly Quiz (OWL) Intervention Project (17th)</td>
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<tr>
<td></td>
<td>19</td>
<td>Nov-17</td>
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<tr>
<td>11</td>
<td>20</td>
<td>Nov-23</td>
<td>Social support for aging</td>
<td>Chapter 9 Article on OWL(^5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Nov-24</td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>22</td>
<td>Nov-30</td>
<td>Psychopathology of aging</td>
<td>Chapter 11</td>
<td></td>
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<tr>
<td></td>
<td>23</td>
<td>Dec-1</td>
<td></td>
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<tr>
<td>13</td>
<td>24</td>
<td>Dec-7</td>
<td>Review for Final Exam</td>
<td>No readings</td>
<td></td>
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</tbody>
</table>

**Final Exam – Date TBD by registrar**

*Please note that the lecture timetable is subject to change, as needed, throughout the course.*
Required Research Articles:


Personal Teaching Approach

I have designed this course to facilitate a productive learning environment. It is my goal that throughout the course you will gain a new understanding of concepts related to the aging mind, but also gain various new “academic” skills. As such, each lecture will focus on facilitating a better understanding of the content from your readings and provide an opportunity to critically analyze relevant literature. Broadly, by the end of the term I hope you gain an appreciation (and critical eye!) for experimental design and are able to encourage your “older adult” friends with specific ways to maintain healthy neurocognitive aging.

Research shows that students who participate have a deeper understanding of course content and are more likely to obtain a better grade in the course. Therefore, I have designed the course to facilitate your learning through multiple avenues of participation. For example, the second half of most Wednesday lectures will involve small group activities to facilitate “inquisitive interactions” with your peers, which ultimately builds a deeper understanding of the course content.

Lastly, my job is to educate you, which partly involves assisting you to learn academic content, and partly equipping you with skills to continue your own learning. Therefore, there are multiple avenues of learning assistance offered to you throughout this course. In sequential order of events please:

1. Utilise course resources. This includes your notes taken during lecture, information in OWL, your textbook, and required readings.

2. Attend every lecture prepared and ready to ask questions. You may contact your TA or myself at the email provided to you with additional questions if they are not available to be answered in your readings, this course outline, or in class.

3. Attend my office hours or request additional support by appointment or via email. I am happy to help, but it defeats the educational value if you have not done your own work first.
Course Policies and Expectations

Code of Conduct
1) I believe in creating a supportive learning environment for all students. This means that students have mutual respect for each other and can feel free to voice any questions or concerns either to myself directly or in the class environment, without judgment (provided these questions/concerns are phrased respectfully). Your role in creating this environment is to maintain proper conduct and act responsibly and respectfully towards each other. As such, you should expect that as your instructor, I will treat you and your peers with respect. I expect you to also treat others with respect in each interaction.

2) Participation in this course is highly encouraged in order for you to gain the best understanding possible about the complex topics covered. It is expected that each student treats everyone with respect and contributes to the discussion. Throughout the course, we will use multiple modalities of participation (e.g. small group discussions, paired projects, etc) to ensure that everyone feels comfortable to have their voice, questions, concerns, and ideas heard in a safe environment.

For more information, visit https://www.uwo.ca/univsec/pdf/board/code.pdf.

Communication
I will be using OWL to frequently update you on the progression of the course content and important announcements. OWL will also be the landing page for an online discussion forum, where you are able to ask your peers, and myself, any course-related questions. I will be reading all posts in these forums, to ensure respectful and professional communication is used in all circumstances. In addition, students will receive emails to their @uwo.ca address only. Please check OWL and your emails regularly to stay up-to-date with course information.

If you require help, please follow the steps listed above (Personal Teaching Approach). My office hours work on a first come, first served basis. If you require additional help and cannot attend office hours, please email me and we can set up an additional time to meet.

Attendance and Absences
1) Students are strongly encouraged to attend each lecture. I have designed my lectures to further expand topics first introduced in the text, as well as give “real world” examples to aid your understanding of the content. During lectures, you will have the opportunity to ask questions and participate in small and large group discussion and activities. If you cannot attend lectures, please ask one of your peers for a copy of their notes. Please note that lecture slides will be made available on OWL 24hr prior to each lecture. Course content discussed in lectures, and not written on the slides or in your readings, will be on the exam.

2) Absence from the final exam must be addressed through academic counselling. Please see your academic advisor if accommodation is required.

3) As a rule, no assignments will be accepted after the due date. However, I understand that there may be extenuating circumstances that require extensions. Please consider the following when this situation becomes applicable:

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:

a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
b. 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;
c. 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;
d. 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;
e. 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”);
f. 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;
g. 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

University Policies

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 electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

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.

Statement on Academic 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 Web site: Academic Calendar - Western University (uwo.ca)

Students are expected to use academic integrity. Academic integrity means being honest in your studying and assessments. It is the basis for ethical decision-making and behaviour in an academic context. Academic integrity is informed by the values of honesty, trust, responsibility, fairness, respect and courage. Some examples of academic offences or misconduct include plagiarism, copying, unauthorised collaboration, taking unauthorised material into a test or exam, impersonation, and assisting someone else’s misconduct. Students are expected to be aware of, and act in accordance with, the University’s Academic Integrity Policy (see Scholastic Offence Policy in the Western Academic Calendar).

In this regard, 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)

Support Services

There are various support services around campus, and these include, but are not limited to:
1. Student Development Centre --http://academicsupport.uwo.ca/
As part of a successful undergraduate experience at Western, I 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/.

Students who are in emotional/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: Health & Wellness - Western University (uwo.ca). It’s also advisable to have a wellness safety plan if you don’t want to reach out to formal services. Having the numbers of a few trusted individuals is another strategy.

Please log-in to OWL to see an interactive Campus Resource card for students.

**SHS Grading Policy**

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

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

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.