

The University of Western Ontario
School of Health Studies

Health Sciences HS4702B 001
The Aging Mind

Instructor: Dr. Marie Y. Savundranayagam, PhD

January 2012

Email: msavund@uwo.ca

Office Room Number: HSB219

Office Hours: Wednesday, 1-3pm

Course Meeting Times: **Wednesday, 12:30-2:30 p.m., Friday, 1:30-2:30 p.m.**

Location: SH 3315

Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enrol 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. Please refer to the Western's current Academic Calendar at www.westerncalendar.uwo.ca.

Course Information

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.

Learning Outcomes: Participation in this course will enable students to:

1. Describe the effects of aging processes on psychological functions (e.g., memory, intelligence, personality);
2. Compare patterns of normal aging with patterns of psychological dysfunction in later life;
3. Describe mental health changes that occur with normal and pathological aging.

Course Materials

Required Textbooks:

Segal, D., Qualls, S.H., & Smyer, M.A. (2011). *Aging and Mental Health* (2nd ed.).

11 m

Selected Readings: Cavanaugh, J. C. and Blanchard Fields, F. (2011). *Adult Development and Aging* (6th Edition). Belmont, CA.: Wadsworth.

Selected Readings: Schaie, K. W. & Willis, S. L. (2011). *Handbook of Psychology and Aging* (7th Edition). Boston, MA: Elsevier/Academic Press.

Session: Date	Readings/Assignments
1: Jan. 11	Mental Health and Aging; Working with Older Adults <ul style="list-style-type: none"> • Segal et al., 2011, Ch. 1 2
2: Jan. 13	Theories & Models of Adult Development and Aging: How does the study of aging proceed? Example of applying theory: Moving to a life care community: Socioemotional Selectivity Theory and Selective Optimization with Compensation <ul style="list-style-type: none"> • Cavanaugh et al., chapters 1 (Studying Adult Development and Aging), 5 (Person–Environment Interactions and Optimal Aging) • Baltes, P.B. (1997). On the Incomplete Architecture of Human Ontogeny. <i>American Psychologist</i>, 52(4), 366–380.
3: Jan. 18	Neuroscience and Structural Changes in Brain <ul style="list-style-type: none"> • Cavanaugh et al., Chapter 2 (Neuroscience as a Basis for Adult Development and Aging) • Schaie & Willis, Chapter 5 (The Cognitive Reserve Hypothesis)

	<ul style="list-style-type: none"> • Schaie & Willis, Ch. 9
11: Feb. 15	<ul style="list-style-type: none"> • Midterm Exam
12: Feb. 17	Cognitive Interventions <ul style="list-style-type: none"> • Schaie & Willis, Ch. 10
13: Feb. 22	Reading Week
14: Feb. 24	Reading Week
15: Feb. 29	Emotional Experience and Regulation in Later Life <ul style="list-style-type: none"> • Schaie & Willis, Ch. 10
16: March 2	Aging and the Intersection of Cognition, Motivation, and Emotion <ul style="list-style-type: none"> • Carstensen, L.L. & Mikels, J. A., & Mather, M. (2006). Aging and the Intersection of Cognition, Motivation, and Emotion. In K.W. Schaie & J.E. Birren (eds.), <i>Handbook of the Psychology of Aging</i>. (6th ed.). (pp. 343-362). New York: Academic Press. • Carstensen, L. L., Isaacowitz, D. M. & Charles, S. T. (1999). Taking time seriously: A theory of socioemotional selectivity. <i>American Psychologist</i> 54, (3): 165-181
17: March 7	Models of mental health & illness <ul style="list-style-type: none"> • Cavanaugh et al., chapter 4 (Clinical Assessment, Mental Health, and Mental Disorders) • Segal et al., chapter 3 (Psychodynamic Model) • Segal et al., chapter 4 (Cognitive Behavioral Model) Reaction Question: Is mental illness part of normal aging?
18: March 9	Models of mental health & illness (con't) <ul style="list-style-type: none"> • Segal et al., chapter 3 (Stress and Coping) • Segal et al., chapter 4 (Family Systems) and Summary/Commentary
19: March 14	Impairments How do we differentiate normal memory changes from Alzheimer's? <ul style="list-style-type: none"> • Segal et al., chapter 7 (Cognitive Impairment) Reaction Question: Will we all become demented if we live long enough?
20: March 16	Depression “If you were this old, wouldn't you be depressed?” <ul style="list-style-type: none"> • Segal et al., chapter 8 (Depression) • Blazer, D. (2003). Depression in later life. Review and commentary. <i>Journal of Gerontology: Medical Sciences</i>, 58A, 249-265. Reaction Question: What would you recommend for an older person who is depressed? Why?
21: March 21	Other Disorders and Difficulties Do anxiety disorders, personality disorders, or marital difficulties get better with age? <ul style="list-style-type: none"> • Segal et al., chapter 10 (Anxiety, Sexual, Sleep Disorders)
22: March 23	Serious Mental Illness Does chronic mental illness mellow with age?

	<p>And what should we do with the seriously mentally ill?</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Segal et al., chapter 9 (Severe Mental Disorders)
23: March 28	<p>Psychopathology, Bereavement, and Aging</p> <ul style="list-style-type: none"> • Schaie & Willis, Ch. 20
24: March 30	<p>Creativity and Aging</p> <ul style="list-style-type: none"> • Miller, W. & Cohen, G. D. (2010). On creativity, illness, and aging. <i>Journal of Aging, Humanity, & the Arts</i>, 4, 302–311.
25: April 4	<p>Decision Making and Competence</p> <ul style="list-style-type: none"> • Schaie & Willis, Ch. 24 (Decision Making Capacity)
26: April 6	No Class (Good Friday)
	Review

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

