

The University of Western Ontario
School of Health Studies

Health Sciences HS4702B-001
The Aging Mind

Instructor: Dr. Savundranayagam

Winter 2013

Email: msavund@uwo.ca

Office Room Number: HSB219

Office Hours: Wednesday, 2:30-4:30 p.m..

Course Meeting Times: Tuesday - 1:30-3:30 PM, and Thursday 2:30-3:30 PM

Location: P&AB-34

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

visit the www.westerncalendar.uwo.ca website for more information.

Course Information

This course examines the complexities of aging from a psychological perspective and provides

7: Jan. 28

Aging Mind: Out of the laboratory and into the social context of daily life
Cavanaugh et al., ch. 8 (Social Cognition)

	Segal et al., chapter 7 (Cognitive Impairment) Reaction Question: Will we all become demented if we live long enough?
24: March 27	Cognitive Impairment (con't) Assessment: How to distinguish depression and dementia? Assessment tools for dementia Documentary (The Memory Loss Tapes): Discussion
25: April 1	Depression and Suicide

an examination is missed without appropriate documentation as required, no make-up examination will be offered and the student will forfeit that portion of the exam weighting. All approvals for make-up exams must be processed through the School of Health Studies; once approved, they will notify the instructor as to whether a make-up exam is to be scheduled.

Student Inquiries: Students may contact the instructor after class or via email at msavund@uwo.ca. Please use "HS 4702B" in the email subject line. It is expected that email communication will be used respectfully and judiciously.

Statement on Use of Electronic Devices

No electronic devices will be allowed during tests and examinations, with the exception of a computer for online tests/exams. For final exams, use of communication equipment (e.g., cell phones) is prohibited.

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>

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 # \ ' 7 " =0 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

Appendix A

Class Project/Presentation (25% of grade)

You have been asked by the director of a local senior center to help her formulate and design a program to visit the center on a regular basis, but on any given day, there are usually about 60 or 70. Most come to take advantage of the lunch program at the center. Most will leave between 2:00 and 3:00 p.m.

The seniors are relatively healthy and can ambulate on their own to get to the center. Nevertheless, they have their share of chronic diseases and sensory impairments. They have a special day program for those members who have early stage dementia or who are in wheelchairs. The general membership on occasion has protested having to interact with their more confused, disabled peers.

The center director has shared with you that the well seniors are concerned about staying well and remaining independent for as long as possible. They worry about being a burden to their families and/or having to leave their homes.

With the members of your small group (2-3 students), create an educational session on healthy aging. In your session, address the following questions based on your understanding of relevant content in 4702 (e.g., learning, memory, intelligence, specific educational needs of older adults, etc.). Your participation during all presentations will be part of the project grade.

1. How will you assess the learning needs of this population in order to select topics that are meaningful to this group of seniors?
2. When and where would you hold the educational session if it was conducted outside of our classroom setting?
3. Identify a topic for your educational session that meets the criteria of helping seniors stay healthy and independent for as long as possible. Then identify the three most important concepts related to that topic.
4. What interactive learning activities would you use to engage seniors without lecturing at them?
5. What visuals would you use to support your presentation and enhance retention?
6. What would you do to make learning fun?

25% of grade; Due on Owl/Sakai 24 hours prior to presentation time.

Each group will prepare a 20-minute "educational session" on healthy aging.

Target audience: older adults in senior center. The goals of presentations are to show that you can integrate key course concepts, use the course concepts in a real-life application, and present the material concisely and creative manner. Options include video clips, case scenarios, handouts, etc. If you require audiovisual equipment, please let me know one week in advance so that I can make the arrangements. Peer evaluations are part of the grade.

