CLP 7934, Special Topics: Directed Reading-Neuropsychology of Aging
Summer A/C, 2013, Section # 7C77, 3 credit hours
Online class; new materials released/assignments due each Wednesday
No physical room/time
Materials in UF Sakai: http://lss.at.ufl.edu

Instructor Information

Course Coordinator:
Michael Marsiske, Ph.D.
Department of Clinical and Health Psychology
101 S. Newell Dr. (HPNP), Rm 3159
P.O. Box 100165
Gainesville, FL  32610-0165
Phone: (352) 273-5097
Fax: (801) 720-5897
email: marsiske@ufl.edu
Office Hours: Thursdays 10:30 am-11:30 am and by appointment

Instructors (alphabetical)
Russell Bauer, Ph.D., ABPP
Dawn Bowers, Ph.D.
Vonetta Dotson, Ph.D.
Michael Marsiske, Ph.D.
William Perlstein, Ph.D.
Catherine Price, Ph.D.
Ronald A. Cohen, Ph.D.
Contact
rbauer@phhp.ufl.edu
dawnbowers@phhp.ufl.edu
vonetta@phhp.ufl.edu
marsiske@phhp.ufl.edu
wmp@phhp.ufl.edu
cep23@phhp.ufl.edu
roncohen@ufl.edu

Course Overview or Purpose
This directed reading course introduces students to contemporary theory, method, and findings regarding normal cognitive aging, neuropsychology (based mainly on research with brain-damaged individuals) and cognitive neuroscience. The readings will consider normal and pathological cognitive changes, potential etiologies and comorbidities, as well as recent thinking on intervention approaches for late life cognition. The selection of topics and instructors also reflects the unique profile of expertise among University of Florida Division of Neuropsychology faculty.

Course Objectives and/or Goals
1. The student will be able to describe and synthesize major normal and pathological cognitive changes in later life
2. The student will have familiarity with the major behavioral and neuroscience approaches used in the study of neuropsychological aging
3. The student will explore major explanatory models and potential co-morbid factors in the prediction of late life cognitive change
4. The student will become familiarized with contemporary approaches to intervening with late life cognition, and will be able to summarize emerging data needs in this nascent area.

**Course format**

This is a directed reading course. Students will access personal-use electronic copies of all assigned readings in this course (online, in the UF Sakai system). Each week, students will be expected to summarize, synthesize and integrate readings (along with outside material they choose to bring in) so that they can explain readings to others. This will take the form of a weekly teaching PowerPoint presentation produced by the student (see “Assignments” below for details). Powerpoints must be uploaded by 4:05 pm (Eastern time) each week, as described below.

**Prerequisite:**

Students must be registered graduate students in good standing at the University of Florida. The course is open to students from all disciplines, although some of the material may be challenging for students without basic coursework in cognitive/developmental psychology or neuropsychology. Students are expected to seek out additional foundational reading and materials in areas that are challenging for them; students are invited to ask course instructors for recommendations.

**Course materials:**

Each week is associated with readings (empirical articles, meta-analyses, review chapters, theoretical papers, fact sheets, consensus statements). These are detailed below in the weekly calendar, and electronic copies will be provided at the class Sakai site.

**Course website:**

The course will be delivered entirely via the UF Sakai system at http://lss.at.ufl.edu. Weekly homework assignments (student-produced PowerPoint presentations) will be distributed via Sakai, and should be submitted by the student as an attachment to the class Sakai site (“Assignments” tab).
Course Requirements/Evaluation/Grading

Percentage grades in this class are earned on the basis of points (described below), and then converted to letter grades (as shown in this chart). Letter-grade GPA equivalents are shown in the second table below.

<table>
<thead>
<tr>
<th>Percentage or points earned in class</th>
<th>93%−100%</th>
<th>90%−92%</th>
<th>87%−89%</th>
<th>83%−86%</th>
<th>80%−82%</th>
<th>77%−79%</th>
<th>75%−77%</th>
<th>70%−72%</th>
<th>67%−69%</th>
<th>63%−66%</th>
<th>60%−62%</th>
<th>Below 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade equivalent</td>
<td>A</td>
<td>A−</td>
<td>B+</td>
<td>B</td>
<td>B−</td>
<td>C+</td>
<td>C</td>
<td>C−</td>
<td>D+</td>
<td>D</td>
<td>D−</td>
<td>E</td>
</tr>
<tr>
<td>Percentage or points earned in class</td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.67</td>
<td>1.33</td>
<td>1.0</td>
<td>0.67</td>
<td>0.0</td>
</tr>
</tbody>
</table>

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html

On the course schedule below is listed the date on which each assignment is distributed to the class. Assignments are always due, in e-learning, on the Wednesday designated below, by 4:05 pm.

The grade for the class will be based on the weekly Powerpoints. Each Powerpoint presentation will be weighted to count for the exact same proportion of your final grade, even if varying numbers of pages-to-read are given to each week.

1. Submitted Powerpoint presentations. (100% of grade) – Each week, a Powerpoint will be required (details below). Each powerpoint is worth 8.33% of the final grade. Submit via Sakai.

The Powerpoint should:

a. Start with OBJECTIVES and a list of key terms and their definitions. See the appendix of this document for more details on how to write objectives

b. The final slides should be labeled SUMMARY/WRAPUP or something like that, and should strive to constitute an INTEGRATIVE SUMMARY of the week, along with future directions.

c. Your approach to reviewing the articles to provide a summary/synthesis/integration/analysis of what you have read
   • the powerpoint should not be a point-by-point review of each article, but should provide the “big picture”
   • the powerpoint should take the form of lecture slides you would use if teaching an upper-division undergraduate or lower-division graduate course

d. Draw on good teaching practice
   • Good teaching powerpoints usually use informative headers that summarize key points
   • Are not text-dense
   • Supplement text with illustrative graphics, figures, tables, charts, video/sound clips
e. Draw on knowledge outside of the required readings
   • Sometimes complex ideas will need definitions/explanations/etc.
   • You may consult outside references, websites, textbooks etc (this is encouraged)
   • Any outside materials included should be properly references/cited on the slide itself
f. Have sufficient/adequate content
   • A typical class involves 3 hours of lecture per week; thus the number of slides must be sufficient to cover a class of this length
   • Consequently, there is a FIFTY SLIDE MINIMUM (50) for each week.
   • Students may use more than fifty slides, especially if it is useful for reducing the density of single slides
   • There is a ONE HUNDRED AND FIFTY SLIDE MAXIMUM (150) for each week.

The grading rubric for each powerpoint is as follows

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Illustrative breakdowns (these are examples only, and do not constitute hard-and-fast rules; there is always some instructor subjectivity in this kind of rating)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy/thoroughness of coverage</td>
<td>20</td>
<td>• 20 – all <em>major</em> concepts/ideas from the readings have been covered (with redundancies eliminated)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 18 – most major concepts covered; some concepts left uncovered or unclearly discussed or redundancies exist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 16 – several major concepts uncovered or left unclear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 14 – whole readings clearly given short schrift or left out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 12 – significant gaps in coverage or clarity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Point values below 12 would be assigned for absent or wholly inadequate presentations</td>
</tr>
<tr>
<td>Item</td>
<td>Points</td>
<td>Illustrative breakdowns</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Good pedagogical practice</strong></td>
<td>20</td>
<td>• 20 – key points are highlighted and summarized (main ideas, not details); text density is not overwhelming; good supplementation with figures/tables/graphs/charts, media, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 18 – key ideas are sometimes lost in too much detail; dense slides; excessive reliance on text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 16 – slides seem too much like summary of readings; not much evidence of reduce or “teach” content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 14 – simple summaries of articles; no major organizational framework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 12 – inaccurate, incomplete, disorganized material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Point values below 12 would be assigned for absent or wholly inadequate presentations</td>
</tr>
<tr>
<td><strong>Use of outside sources</strong></td>
<td>10</td>
<td>• 10 – extensive evidence of outside sources used to illustrate, amplify, define, add new ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 9 – substantial inclusions of outside sources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 8 – students clearly drew on materials outside of the assigned readings; clear areas where more work could have been done</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 7 – some attempt to illustrate at least some points with additional sources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 6 – limited (3 or fewer) uses of outside sources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Point values below 6 would be assigned for fewer than three outside references</td>
</tr>
<tr>
<td><strong>Evidence of effort in design/summary</strong></td>
<td>10</td>
<td>• 10 – outstanding attention to design/sensory appeal/interest value/systematic organization (without distraction)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 9 – clear attention to design/sensory appeal/interest value/systematic organization (possibly with some clutter/distraction)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 8 – evidence of attention to design, etc., but with substantial reliance on textual summaries of read materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 7 – limited attention to design/etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 6 – minimal (3 or fewer) attention to design/etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Point values below 6 would be assigned for less than minimal/absent attention to design etc, or substantial distractibility/clutter (e.g., cartoons characters on every page; blinking lights on every page)</td>
</tr>
<tr>
<td>Item</td>
<td>Points</td>
<td>Illustrative breakdowns</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-------------------------</td>
</tr>
</tbody>
</table>
| Evidence of synthesis/analysis/providing higher-order summaries | 10 | • 10 – outstanding attempt to teach the material (“main ideas”, “why is this important?”, “how do we pull this together?”, “what does this all mean?”, “what’s next for the field?”)  
• 9 – substantial/extensive attempt to teach material  
• 8 – significant teach attempts, but with frequent lapses into summary only  
• 7 – limited attention to teaching; preponderance of summary  
• 6 – minimal attention to teaching  
• Point values below 6 would be assigned for less than minimal/absent attention to teaching |

When you submit your assignments to Sakai, it is essential that the first word of your assignment Powerpoint title be your LAST NAME (e.g., Marsiske_Week01_NormalAging.ppt). After 2 reminders about this, a 2-point deduction will be made on each homework for which these naming conventions are forgotten. See below for additional policy on late submissions.

Note that after your PowerPoint has been graded, it may be submitted to other class members for review and mutual learning.

**Incomplete grades:**

An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has 1) completed a major portion of the course with a passing grade, 2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and 3) obtained agreement from the instructor and arranged for resolution (contract) of the incomplete grade. Instructors assign incomplete grades following consultation with Department Chairs.

**For extra help:**

For technical/administrative questions, please always contact Course Coordinator Michael Marsiske, using any of the modalities indicated on the first page of this syllabus.

For substantive issues/clarifications regarding content, please contact the instructor-of-record for each given week (week-by-week instructors are shown below; contact information is above).

**Software/computing resources:**
All students must be able to access the UF Sakai portal (http://lss.at.ufl.edu). All students must have access to PowerPoint 2007 or earlier. All students must have an official University of Florida e-mail address (@ufl.edu) and must use that address for correspondence regarding the class.

**University’s Honesty Policy (cheating and use of copyrighted materials)**

_Academic Integrity_ – Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this web site for more details: [www.dso.ufl.edu/judicial/procedures/academicguide.php](http://www.dso.ufl.edu/judicial/procedures/academicguide.php)).

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

> “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*"

It is desirable and expected that take home assignments will stimulate conversation among classmates, and that classmates may actually mentor one another in the work. Students are also likely to discuss elements of the assignment with the instructor. **It is expected that submitted work will solely reflect the student’s own efforts. Students are expected not to collaborate in running analyses, writing answers, or interpreting results. The TA and instructor will regularly check for “unusual congruence” in answers, and will discuss concerning instances with students involved. Where collaboration has been found, a zero grade will be assigned.** For further clarification, please see the “Acceptable Collaboration” appendix to this syllabus! Rules will be strictly enforced.

**Copyright policy** - The University of Florida policy on copyright states: "Copyright permission should not be required of instructors in the following circumstances:

1) A single copy of an article, chapter, or poem is on reserve for only _one semester._

2) A reasonable number of copies of an article, chapter, or poem are placed on reserve for only _one semester._ "Reasonable" is determined by an assessment of the number of students assigned the reading, the difficulty of the reading, and the time frame allowed for completion of the reading. This should normally not exceed 6 copies, although up to one copy for every 15 students may be accepted if space is available in the reserve area and the above criteria are met."
Single-use copies, for exclusive use in class, which are not to be further duplicated or distributed, will be made available in Sakai. All articles are also available via the University of Florida library system, and may be accessed by the student using that portal as well.

**Class Attendance**

Students are expected to read all articles, and to submit all Powerpoints. If students have planned absences (e.g., conference attendance), they are expected to submit materials in advance of departure, or no-later-than the expected due date via remote login.

Students who have unexpected/extraordinary circumstances preventing timely submission should explain these circumstances to the course coordinator prior to the scheduled class, or as soon as possible thereafter. The coordinator will then make an effort to accommodate reasonable requests. Late submissions follow the penalty schedule documented below.

**Make-up Exams or Other Work**

*Extra credit* - No planned opportunities for extra credit exist in this course.

*General policy on missed work* - It is expected that no students will miss any assignments or in-class tests/exams. **No make-ups will be possible.**

With regard to missing or incomplete assignments, the following policies apply:

- Coordinator/instructors will not contact you about missing or incomplete assignments. **It is your responsibility** to check that the correct PowerPoint has been submitted to Sakai on time.

- **It may be possible to avoid a late penalty IF YOU CONTACT THE INSTRUCTOR AT LEAST 24 HOURS IN ADVANCE.** You should email the course coordinator and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments. **Note**, conference attendance or doctoral qualifying examinations or thesis/dissertation defenses do not constitute valid lateness excuses.

- If your assignment is late, you will lose 10% each day. Each assignment is graded up to a total of 70 points (see above). Thus, if an assignment is worth a maximum of 70 points, you will lose 7 points for each late day. “Late” begins one minute after the due time (e.g., an assignment due at 4:05 pm is considered late at 4:06 pm). Penalties are as follows:

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Percentage Deduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 minute to 24 hours late</td>
<td>10% of maximum deducted from achieved grade</td>
</tr>
<tr>
<td>1 day + 1 minute late to 48 hours late</td>
<td>20% of maximum deducted from achieved grade</td>
</tr>
<tr>
<td>2 days + 1 minute late to 72 hours late</td>
<td>30% of maximum deducted from achieved grade</td>
</tr>
<tr>
<td>3 days + 1 minute late to 96 hours late</td>
<td>40% of maximum deducted from achieved grade</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>4 days + 1 minute late to 120 hours late</td>
<td>50% of maximum deducted from achieved grade</td>
</tr>
<tr>
<td>5 days + 1 minute late 144 hours late</td>
<td>60% of maximum deducted from achieved grade</td>
</tr>
<tr>
<td>6 days + 1 minute late 168 hours late</td>
<td>70% of maximum deducted from achieved grade</td>
</tr>
<tr>
<td>7 days + 1 minute late 192 hours late</td>
<td>80% of maximum deducted from achieved grade</td>
</tr>
<tr>
<td>8 days + 1 minute late 216 hours</td>
<td>90% of maximum deducted from achieved grade</td>
</tr>
<tr>
<td>9 days + 1 minute late or later</td>
<td>100% of maximum deducted from achieved grade</td>
</tr>
</tbody>
</table>

**NOTE:** UPLOADING THE WRONG POWERPOINT IS SAME-AS-LATE, even if you have documentation that you completed the document on time. **It is your responsibility to verify that you have uploaded the correct document.** (You should open or download your uploaded homeworks and double- or triple-check that you have uploaded the right one).

- There will be no exceptions to this policy.
- If you have uploaded the wrong document, and Sakai does not allow you to correct this, you should IMMEDIATELY send the correct document to Dr. Marsiske via email.
- If you cannot upload a document due to technical problems (e.g., if Sakai is down), you may e-mail Dr. Marsiske. The timestamp on your e-mail will serve as the time submitting. In such cases, please upload your assignment to Sakai as well, once the technical issue is resolved. UF “best practice” also suggests that you contact the UF Helpdesk and obtain a “problem ticket number” to further document your good-faith attempts to resolve the technical problem. Official text:
  - Don’t wait until the last minute. Know when the [assignment] is due and leave yourself plenty of time.
  - [Finish your assignment] during Help Desk hours (http://helpdesk.ufl.edu) so that if you encounter problems, there will be someone available to help you.
  - Make sure you have a dependable internet connection.
  - Use Firefox or Internet Explorer browser with the latest updates. NOTE: If your instructor has created your [assignment] using the “Assessments” tool and you’re on a Windows 7 machine, use Firefox only.
  - Make sure you read your instructions carefully before beginning the [assignment].
  - If you encounter any unexpected behavior (error messages, inability to log in, etc.,) take a screen shot of the problem (Print Scrn) and paste (CTRL+V) into a program like Word or Paint. Save this file. This is important so that your instructor knows your problem is legitimate, and to assist the UF Computing Help Desk in helping you fix the problem.
  - If you encounter problems that prevent you from [completing the assignment], immediately call the UF Computing Help Desk at 352-392-4357. Keep the ticket number for future reference.
  - When you are done with your [assignment], be sure you submit it! If you do not see a successful submission message, your test is still in progress. You will not get a grade until you submit.
Accommodations for Students with Disabilities

If you require accommodation because of a disability, you must first register with the Dean of Students Office (http://oss.ufl.edu/). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: http://www.counsel.ufl.edu/ or http://www.health.ufl.edu/shcc/smhs/index.htm#urgent

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from:
Alachua County Crisis Center: (352) 264-6789.

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
## Topical Outline

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due Date</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module One: Cognitive aging: Theory, methodology and findings</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>5/15</td>
<td>Normal cognitive changes</td>
<td>5/22</td>
<td>Marsiske</td>
</tr>
<tr>
<td>2</td>
<td>5/22</td>
<td>Neuroimaging/neuroscience methods and aging</td>
<td>5/29</td>
<td>Perlstein</td>
</tr>
<tr>
<td>3</td>
<td>5/29</td>
<td>Memory aging</td>
<td>6/5</td>
<td>Bauer</td>
</tr>
<tr>
<td>4</td>
<td>6/5</td>
<td>Visuospatial aging</td>
<td>6/12</td>
<td>Bauer</td>
</tr>
<tr>
<td>5</td>
<td>6/12</td>
<td>The Dementias</td>
<td>6/19</td>
<td>Bauer</td>
</tr>
<tr>
<td><strong>Module Two: Explanatory models and comorbid conditions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6/19</td>
<td>Possible explanations: White matter and network accounts</td>
<td>6/26</td>
<td>Price</td>
</tr>
<tr>
<td>7</td>
<td>6/26</td>
<td>The cognitive neuropsychology of depression in the elderly</td>
<td>7/3</td>
<td>Dotson</td>
</tr>
<tr>
<td>8</td>
<td>7/3</td>
<td>Stress-diathesis models of cognitive aging: Sample case of post-operative cognitive dysfunction</td>
<td>7/10</td>
<td>Price</td>
</tr>
<tr>
<td>9</td>
<td>7/10</td>
<td>Cardiovascular function and its role in cognitive aging: Sample case from the laboratory of Ronald Cohen</td>
<td>7/17</td>
<td>Cohen</td>
</tr>
<tr>
<td>10</td>
<td>7/17</td>
<td>Stroke: Cognitive sequelae</td>
<td>7/24</td>
<td>Conway</td>
</tr>
<tr>
<td>11</td>
<td>7/24</td>
<td>Parkinson’s disease: Cognitive sequelae</td>
<td>7/31</td>
<td>Bowers</td>
</tr>
<tr>
<td><strong>Module Three: Toward interventional neuropsychology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>7/31</td>
<td>Mechanisms of Age-Related Cognitive Change and Targets for Intervention</td>
<td>8/7</td>
<td>Marsiske</td>
</tr>
</tbody>
</table>
### Readings

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Normal cognitive changes</strong></td>
</tr>
</tbody>
</table>
|      | 01. On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory.  
By Baltes, Paul B.  
doi: 10.1037/0003-066X.52.4.366 |
|      | 02. Intellectual Development Across Adulthood.  
By Schaie, K. Warner; Zanjani, Faika A. K.  
|      | 03. Contemporary review 2009: Cognitive aging.  
By Drag, Lauren L.; Bieliauskas, Linas A.  
doi: 10.1177/0891988709358590 |
By Reuter-Lorenz, Patricia; Park, Denise C.  
doi: 10.1093/geronb/gbq035 |
|      | 05. The fate of cognition in very old age: Six-year longitudinal findings in the Berlin Aging Study (BASE).  
By Singer, Tania; Verhaeghen, Paul; Ghisletta, Paolo; Lindenberger, Ulman; Baltes, Paul B.  
doi: 10.1037/0882-7974.18.2.318 |
|      | 06. Patterns of Cognitive Performance in Middle-Aged and Older Adults: A Cluster Analytic Examination.  
Gunstad, John; Paul, Robert H.; Brickman, Adam M.; Cohen, Ronald A.; Arns, Martijn; Roe, Donald; Lawrence, Jeffery J.; Gordon, Evian  
<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 2    | **Neuroimaging/neuroscience methods and aging**  
07. Neuroimaging of healthy cognitive aging.  
By Dennis, Nancy A.; Cabeza, Roberto  
08. Alterations in the BOLD fMRI signal with ageing and disease: a challenge for neuroimaging.  
D'Esposito M, Deouell LY, Gazzaley A.  
09. Cognition and aging: A highly selective overview of event-related potential (ERP) data.  
By Friedman, David  
doi: 10.1076/jcen.25.5.702.14578  
By Hayes, Scott M.; Cabeza, Roberto  
11. Scanning patients with tasks they can perform.  
By Price, Cathy J.; Friston, Karl J.  
### Week 3: Memory aging

   Duarte A, Graham KS, Henson RN.

13. Neural plasticity in the ageing brain.
   Burke SN, Barnes CA.

   By Henry, Julie D.; MacLeod, Mairi S.; Phillips, Louise H.; Crawford, John R.
   doi: 10.1037/0882-7974.19.1.27

15. Aging reduces veridical remembering but increases false remembering: Neuropsychological test correlates of remember-know judgments.
   By McCabe, David P.; Roediger, Henry L., III; McDaniel, Mark A.; Balota, David A.
   Neuropsychologia, Vol 47(11), Sep 2009, 2164-2173.
   doi: 10.1016/j.neuropsychologia.2008.11.025

### Week 4: Visuospatial aging

   By Salthouse, Timothy A.; Siedlecki, Karen L.

17. Aging and spatial navigation: What do we know and where do we go?
   By Moffat, Scott D.
   doi: 10.1007/s11065-009-9120-3

18. Path integration and the neural basis of the 'cognitive map.'
   By McNaughton, Bruce L.; Battaglia, Francesco P.; Jensen, Ole; Moser, Edvard I.; Moser, May-Britt
   doi: 10.1038/nrn1932

   By Jackson, Gregory R.; Owsley, Cynthia
   doi: 10.1016/S0733-8619(02)00107-X
Week | Readings
--- | ---
5 | **The Dementias**

By Kertesz, Andrew  
doi: 10.1097/WNN.0b013e31818a8c66

Cardarelli R, Kertesz A, Knebl JA.  
PMID: 21121521

Frisoni GB, Fox NC, Jack CR Jr, Scheltens P, Thompson PM.  
Nat Rev Neurol. 2010 Feb;6(2):67-77. Review. PMID: 20139996

23. Neuropsychological and neuroimaging changes in preclinical Alzheimer's disease.  
By Twamley, Elizabeth W.; Ropacki, Susan A. Legendre; Bondi, Mark W.  
doi: 10.1017/S1355617706060863

By Salmon, David P.; Bondi, Mark W.  
doi: 10.1146/annurev.psych.57.102904.190024

Hodges JR, Patterson K.  

26. Subcortical vascular dementia: Integrating neuropsychological and neuroradiologic data.  
doi: 10.1212/01.WNL.0000168877.06011.15

27. Alzheimer's "Other Dementia"  
By Libon, David J.; Price, Catherine C.; Heilman, Kenneth M.; Grossman, Murray  
doi: 10.1097/01.wnn.0000209870.69522.a3

28. Guidelines for the Evaluation of Dementia and Age-Related Cognitive Change  
By Task Force to Update the Guidelines for the Evaluation of Dementia and Age-Related Cognitive Decline  
Adopted by the APA Council of Representatives on February 18, 2011, no doi.
<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 6    | **Possible explanations: White matter and network accounts**  
29. Neuropsychology of vascular dementia.  
By Price, C. C., Nguyen, P., Lamar, M., Libon, D.  
In Neuropsychology of Cardiovascular Diseases (in press) Psychology Press.  
30. Selective effects of aging on brain white matter microstructure: a diffusion tensor imaging tractography study.  
PMID: 20483378  
Cabeza R, Anderson ND, Locantore JK, McIntosh AR.  
Neuroimage. 2002 Nov;17(3):1394-402.PMID: 12414279  
32. Structure-Function Correlates of Cognitive Decline in Aging.  
By Persson, Jonas; Nyberg, Lars; Lind, Johanna; Larsson, Anne; Nilsson, Lars-Göran; Ingvar, Martin; Buckner, Randy L.  
Cerebral Cortex, Vol 16(7), Jul 2006, 907-915.  
doi: 10.1093/cercor/bhj036 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 7    | **The cognitive neuropsychology of depression in the elderly**  
33. The cognitive neuropsychology of depression in the elderly  
LUCIE L. HERRMANN, GUY M. GOODWIN and KLAUS P. EBMEIER  
Psychological Medicine / Volume 37 / Issue 12, pp 1693 -1702  
DOI:10.1017/S0033291707001134 |
|      | 34. Geriatric depression and cognitive impairment.  
By Steffens, D. C.; Potter, G. G.  
Psychological Medicine: A Journal of Research in Psychiatry and the Allied Sciences,  
Vol 38(2), Feb 2008, 163-175.  
doi: 10.1017/S003329170700102X |
|      | 35. Pathways linking late-life depression to persistent cognitive impairment and dementia.  
Butters MA, Young JB, Lopez O, Aizenstein HJ, Mulsant BH, Reynolds CF 3rd, DeKosky ST, Becker JT.  
|      | 36. Depression and risk for Alzheimer disease: systematic review, meta-analysis, and metaregression analysis.  
Ownby RL, Crocco E, Acevedo A, John V, Loewenstein D.  
Arch Gen Psychiatry. 2006 May;63(5):530-8.PMID: 16651510 |
Crocco EA, Castro K, Loewenstein DA.  
<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 8    | **Stress-diathesis models of cognitive aging: Sample case of post-operative cognitive dysfunction**  
38. Post operative cognitive disorders.  
Price, C. C., Tanner, J., Monk, T. G.  
In G. Mashour (Ed), Neuroscientific Foundations of Anesthesiology, Oxford University Press.(in press).  
39. Defining postoperative cognitive dysfunction.  
Rasmussen LS.  
PMID: 9884870  
406. Detection of postoperative cognitive decline after coronary artery bypass graft surgery is affected by the number of neuropsychological tests in the assessment battery.  
Lewis MS, Maruff P, Silbert BS, Evered LA, Scott DA.  
PMID: 16731137  
41. Predictors of cognitive dysfunction after major noncardiac surgery.  
Monk TG, Weldon BC, Garvan CW, Dede DE, van der Aa MT, Heilman KM, Gravenstein JS.  
PMID: 18156878  
42. Interactive effects of stress and aging on structural plasticity in the prefrontal cortex.  
Bloss EB, Janssen WG, McEwen BS, Morrison JH.  
PMID: 20463234  
43. Cognitive reserve.  
Stern Y.  
PMID: 19467352 |
<table>
<thead>
<tr>
<th>9</th>
<th><strong>Cardiovascular function and its role in cognitive aging: Sample case from the laboratory of Ronald Cohen</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Readings</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>10</td>
<td><strong>Stroke: Cognitive sequelae</strong></td>
</tr>
</tbody>
</table>


52. Domain-specific cognitive recovery after first-ever stroke: A follow-up study of 111 cases Nys, GMS; Van Zandvoort, MJE; De Kort, PLM; et al. JOURNAL OF THE INTERNATIONAL NEUROPSYCHOLOGICAL SOCIETY, 11 (7): 795-806 NOV 2005

53. Evolution of Cognitive Impairment After Stroke and Risk Factors for Delayed Progression BY del Ser, Teodoro MD, PhD; Barba, Raquel MD, PhD; Morin, Maria M. MD; Domingo, Julio MD; Cemillan, Carlos MD; Pondal, Margarita MD; Vivancos, Jose MD Stroke, Volume 36(12), December 2005, pp 2670-2675
<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td><strong>Parkinson’s disease: Cognitive sequelae</strong></td>
</tr>
</tbody>
</table>

Owen AM. 

55. The progression of Parkinson disease: a hypothesis. 
Lang AE. 
Neurology. 2007 Mar 20;68(12):948-52. PMID: 17372132

56. The distinct cognitive syndromes of Parkinson's disease: 5 year follow-up of the CamPaIGN cohort. 
Williams-Gray CH, Evans JR, Goris A, Foltynie T, Ban M, Robbins TW, Brayne C, Kolachana BS, Weinberger DR, Sawcer SJ, Barker RA. 

57. Neurotransmitter changes in dementia with Lewy bodies and Parkinson disease dementia in vivo. 

58. DLB and PDD boundary issues: diagnosis, treatment, molecular pathology, and biomarkers. 

59. Deep Brain Stimulation and the Role of the Neuropsychologist. 
By Okun, Michael S.; Rodriguez, Ramon L.; Mikos, Ania; Miller, Kimberly; Kellison, Ida; Kirsch-Darrow, Lindsey; Wint, Dylan P.; Springer, Utaka; Fernandez, Hubert H.; Foote, Kelly D.; Crucian, Gregory; Bowers, Dawn 
<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td><strong>Mechanisms of Age-Related Cognitive Change and Targets for Intervention</strong></td>
</tr>
</tbody>
</table>

**Caveat:**

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced *in class*, and the student is personally responsible for obtaining updated information regarding those changes.
Appendix A: Objectives

The APA has specific requirements regarding how those objectives should be written, shown below:

Writing Behavioral Learning Objectives and Assessments

- Learning objectives, or learning outcomes, are statements that clearly describe what the learner will know or be able to do as a result of having attended an educational program or activity.
- Learning objectives must be observable and measurable.
- Learning objectives should (1) focus on the learner, and (2) contain action verbs that describe measurable behaviors.

Verbs to use when writing learning objectives:
- list, describe, recite, write
- compute, discuss, explain, predict
- apply, demonstrate, prepare, use
- analyze, design, select, utilize
- compile, create, plan, revise
- assess, compare, rate, critique

Verbs to avoid when writing learning objectives:
- know, understand
- learn, appreciate
- become aware of, become familiar with

Example of well-written learning objectives:

This workshop is designed to help you:
1. Summarize basic hypnosis theory and technique;
2. Observe demonstrations of hypnotic technique and phenomena;
3. Recognize differences between acute and chronic pain;
4. Utilize hypnosis in controlling acute pain;
5. Apply post-hypnotic suggestions to chronic pain; and
6. Practice hypnotic technique in dyads.

Illustrative Learning Objectives
Title: Succeeding in an Academic Career
At the conclusion of this program, participants will be able to:

Insufficient Learning Objectives
1. identify the advantages in advancing one’s career of having a systematic research program
2. manage the complexities of scheduling research assistants, supervisees and other helpers
3. negotiate the ins and outs of getting publications and grants
4. discharge advising obligations while still having time to write
5. increase chances for retention, tenure, and promotion through understanding academic policies and the administrative structure

Acceptable learning objectives
1. identify the practical applications for teaching effectiveness of building a systematic research program
2. identify relevant ethical codes associated with research, clinical, or academic supervision with students
3. negotiate the regulatory and ethical information regarding publication and grant writing with colleagues or students
4. apply appropriate mentoring skills for maximal student growth
5. use an understanding of academic policies and the administrative structure to create more efficient classrooms and labs

Note: Insufficient learning objectives identify the advantages that might accrue to the individual faculty member, but fail to link these to improved services and the broader regulatory, ethical or professional issues that might also serve broader constituents within this context. By contrast, the acceptable learning objectives effectively tie the knowledge gains associated with this program to the effective functioning of the students and the administrative units associated with the faculty’s functioning, and highlight the professional and scientific gains that would be expected to accrue as a result of the program.
Appendix B: Acceptable Collaboration

On Collaboration

What constitutes acceptable levels of collaboration in this class? Please just treat this as "continuing education". It is here for your reference, but if (after reading this) you feel like you may have gone beyond acceptable and want to discuss it, please get in touch with me or one of the teaching assistants at your convenience.

The short answer about how much collaboration is acceptable is "As specified in the syllabus, and in the UF Honor Code". Let's review those items quickly, and then go a little deeper.

==========
1. UF Honor Code:

A key phrase in this honor code relates to "ambiguity": "It is the responsibility of the student to seek clarification on whether or not use of materials or collaboration or consultation with another person is authorized prior to engaging in any act of such use, collaboration or consultation. If a faculty member has authorized a student to use materials or to collaborate or consult with another person in limited circumstances, the student shall not exceed that authority. If the student wishes to use any materials or collaborate or consult with another person in circumstances to which the authority does not plainly extend, the student shall first ascertain with the faculty member whether the use of materials, collaboration or consultation is authorized."


Key phrasing with regard to collaboration:

(a) Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.

2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

(b) Unauthorized Use of Materials or Resources ("Cheating"). A student shall not use unauthorized materials or resources in an academic activity. Unauthorized materials or resources shall include:

1. Any paper or project authored by the student and presented by the student for the satisfaction of any academic requirement if the student previously submitted substantially the same paper or project to satisfy an academic requirement and did not receive express authorization to resubmit the paper or project.
2. Any materials or resources prepared by another student and used without the other student's express consent or without proper attribution to the other student.

3. Any materials or resources which the faculty member has notified the student or the class are prohibited.

4. Use of a cheat sheet when not authorized to do so or use of any other resources or materials during an examination, quiz, or other academic activity without the express permission of the faculty member, whether access to such resource or materials is through a cell phone, PDA, other electronic device, or any other means.

(c) Prohibited Collaboration or Consultation. A student shall not collaborate or consult with another person on any academic activity unless the student has the express authorization from the faculty member.

1. Prohibited collaboration or consultation shall include but is not limited to:

a. Collaborating when not authorized to do so on an examination, take-home test, writing project, assignment, or course work.

b. Collaborating or consulting in any other academic or co-curricular activity after receiving notice that such conduct is prohibited.

c. Looking at another student's examination or quiz during the time an examination or quiz is given. Communication by any means during that time, including but not limited to communication through text messaging, telephone, e-mail, other writing or verbally, is prohibited unless expressly authorized.

2. It is the responsibility of the student to seek clarification on whether or not use of materials or collaboration or consultation with another person is authorized prior to engaging in any act of such use, collaboration or consultation. If a faculty member has authorized a student to use materials or to collaborate or consult with another person in limited circumstances, the student shall not exceed that authority. If the student wishes to use any materials or collaborate or consult with another person in circumstances to which the authority does not plainly extend, the student shall first ascertain with the faculty member whether the use of materials, collaboration or consultation is authorized.

--------------

2. Syllabus:

The syllabus says:

"On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment".

5/14/2012
It is desirable and expected that take home assignments will stimulate conversation among classmates, and that classmates may actually mentor one another in the work. Students are also likely to discuss elements of the assignment with the instructor. It is expected, however, that submitted work will solely reflect the student's own efforts. Students are expected not to collaborate in thinking through slides, outlining slides, sharing slides, or preparing slides. The instructors will regularly check for "unusual congruence" in answers, and will discuss concerning instances with students involved. Where collaboration has been found, a zero grade will be assigned."

=========

If you feel, based on the foregoing, that you are engaging in excessive levels of collaboration, and you believe this is because what you REALLY need is more instructional support, please let us know.

Please be aware that excessive collaboration can trigger a process that none of us wants to trigger! I'm copying a link below. In the interests of self-protection, we urge each of you to draw a clear firewall between YOUR work, and the work of other students in the class.

http://www.dso.ufl.edu/sccr/faculty/