University of Florida
College of Public Health & Health Professions Syllabus

CLP 7934, Special Topics: Directed Reading-Neuropsychology of Aging
Section Number: 154G, Spring: 2015 (3 credit hours)

Meeting time/place: n/a (online class)
Delivery Format: Online
Course Website or E-Learning: http://lss.at.ufl.edu

Instructor Name: Michael Marsiske
Office: HPNP 3179
Phone Number: (352) 273-5097
Email Address: marsiske@phhp.ufl.edu
Office Hours: By appointment
Preferred Course Communications: Email

Prerequisites Admitted, in good standing, to the Graduate School at the University of Florida. No other pre-requisites apply. 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.

PURPOSE AND OUTCOME

Course Overview. 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.

Relation to Program Outcomes. This course counts as a “Neuropsychology elective” for doctoral students in Clinical and Health Psychology. It also satisfies one of the elective requirements of the Graduate Certificate in Gerontology.

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.

**Instructional Methods**

This online course 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 executive summary produced by the student (see “Assignments” below for details).

### DESCRIPTION OF COURSE CONTENT

#### Topical Outline/Course Schedule

Specific weekly readings are listed in the appendix to this syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignment due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/4</td>
<td>Normal cognitive changes</td>
<td>1/11</td>
</tr>
<tr>
<td>2</td>
<td>1/11</td>
<td>Neuroimaging/neuroscience methods and aging</td>
<td>1/18</td>
</tr>
<tr>
<td>3</td>
<td>1/18</td>
<td>Memory aging</td>
<td>1/25</td>
</tr>
<tr>
<td>4</td>
<td>1/25</td>
<td>Visuospatial aging</td>
<td>2/4</td>
</tr>
<tr>
<td>5-6</td>
<td>2/4</td>
<td>The Dementias, 1 &amp; 2</td>
<td>2/18</td>
</tr>
<tr>
<td>7</td>
<td>2/18</td>
<td>Possible explanations: White matter and network accounts</td>
<td>2/25</td>
</tr>
<tr>
<td>8</td>
<td>2/25</td>
<td>The cognitive neuropsychology of depression in the elderly</td>
<td>3/11</td>
</tr>
<tr>
<td>9</td>
<td>3/11</td>
<td>Stress-diathesis models of cognitive aging: Sample case of post-operative cognitive dysfunction</td>
<td>3/18</td>
</tr>
<tr>
<td>10</td>
<td>3/18</td>
<td>Cardiovascular function and its role in cognitive aging: Sample case from the laboratory of Ronald Cohen</td>
<td>3/25</td>
</tr>
<tr>
<td>11</td>
<td>3/25</td>
<td>Stroke: Cognitive sequelae</td>
<td>4/1</td>
</tr>
<tr>
<td>12</td>
<td>4/1</td>
<td>Parkinson’s disease: Cognitive sequelae</td>
<td>4/8</td>
</tr>
<tr>
<td>13</td>
<td>4/8</td>
<td>Physical exercise interventions</td>
<td>4/15</td>
</tr>
<tr>
<td>14</td>
<td>4/15</td>
<td>Cognitive interventions</td>
<td>4/22</td>
</tr>
<tr>
<td>15</td>
<td>4/22</td>
<td>Mechanisms of Age-Related Cognitive Change and Targets for Intervention</td>
<td>4/29</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.

**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 elearning site. The specific weekly reading list is given in the bibliography in the appendix of this syllabus.

**Technology**

Students are required to access all materials in E-learning, and to submit all materials in Microsoft format (Office, Powerpoint) in Elearning. Software can be obtained at https://software.ufl.edu/agreements/microsoft/student/downloads/. Readings are provided in Adobe pdf format, and can be accessed via the free Adobe Acrobat reader http://www.adobe.com/products/reader.html.

For issues with technical difficulties for E-learning please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

**Managing e-learning technical issues**

- If you cannot upload a document due to technical problems (e.g., if elearning 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. We also require you to 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 a current, updated browser and operating system
  - 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.
ACADEMIC REQUIREMENTS AND GRADING

Assignments

The grade for the class will be based on the weekly Executive Summaries. Each Executive Summary 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 Executive Summaries. Submit via Sakai.

The Executive Summary should:

a. Be between 2 and 6 pages (this will vary on how dense your presentation is) (For the Dementias combined weeks 5 and 6, this should be doubled!)

b. The goal is for it to be an INTEGRATIVE SUMMARY of themes and ideas in the readings of the week, and should also include critiques (‘unanswered questions’, ‘methodological issues’) that emerge from your critical reading of the material.

c. Your approach to reviewing the articles to to provide a summary/synthesis/integration/analysis of what you have read
   - the executive summary should not be a point-by-point review of each article, but should provide the “big picture”
   - the summary should be at the level of “what you would tell an educated layperson about this week’s materials”

d. Use as few words as possible. Images (graphs, tables, figures from the readings, as well as your own summary charts, bulleted lists, or images from the internet—properly credited) should be the centerpiece of these summaries. Your general goal should be to summarize the material in the style of an infographic (see below).

e. You are encouraged to draw on materials outside of the required readings (e.g., Wikipedia definitions, illustrative images, background info not contained in the readings). However, this must not come at the expense of materials in the readings. The key point of these assignments is to show that you have read, understood, and synthesized the week’s materials. So that should always be your main goal.

Executive summary resources

The resources that follow are not specific to the in-class exercises, because we haven’t found good models for these. Please be assured that in the early weeks, as we figure out the optimal format, grading will be lenient and comments will help shape the product. A major intent of this assignment is also to allow you to be creative and flexible in how you approach your summaries.

• [http://massdmg.com/2012/02/5-steps-to-an-awesome-executive-summary/](http://massdmg.com/2012/02/5-steps-to-an-awesome-executive-summary/) (I think this one might be pretty good)
• Completely not research, but nicely segmented thematically in a way I could imagine for articles: [https://www.herndon-va.gov/Content/FY2013ARExecSummaryFINAL.pdf?cnlid=5682](https://www.herndon-va.gov/Content/FY2013ARExecSummaryFINAL.pdf?cnlid=5682)
• Later pages of this (too long) one are research … [https://credo.stanford.edu/documents/NCSS%202013%20Executive%20Summary.pdf](https://credo.stanford.edu/documents/NCSS%202013%20Executive%20Summary.pdf)

### Grading

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>% of final grade (must sum to 100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Assignment</td>
<td>1/11</td>
<td>6.67%</td>
</tr>
<tr>
<td>Week 2 Assignment</td>
<td>1/18</td>
<td>6.67%</td>
</tr>
<tr>
<td>Week 3 Assignment</td>
<td>1/25</td>
<td>6.67%</td>
</tr>
<tr>
<td>Week 4 Assignment</td>
<td>2/4</td>
<td>6.67%</td>
</tr>
<tr>
<td>Week 5-6 Assignment</td>
<td>2/18</td>
<td>13.33%</td>
</tr>
<tr>
<td>Week 7 Assignment</td>
<td>2/25</td>
<td>6.67%</td>
</tr>
<tr>
<td>Week 8 Assignment</td>
<td>3/11</td>
<td>6.67%</td>
</tr>
<tr>
<td>Week 9 Assignment</td>
<td>3/18</td>
<td>6.67%</td>
</tr>
<tr>
<td>Week 10 Assignment</td>
<td>3/25</td>
<td>6.67%</td>
</tr>
<tr>
<td>Week 11 Assignment</td>
<td>4/1</td>
<td>6.67%</td>
</tr>
<tr>
<td>Week 12 Assignment</td>
<td>4/8</td>
<td>6.67%</td>
</tr>
<tr>
<td>Week 13 Assignment</td>
<td>4/15</td>
<td>6.67%</td>
</tr>
<tr>
<td>Week 14 Assignment</td>
<td>4/22</td>
<td>6.67%</td>
</tr>
<tr>
<td>Week 15 Assignment</td>
<td>4/29</td>
<td>6.67%</td>
</tr>
</tbody>
</table>

The grading rubric for each executive summary is as follows, and comments upon grading will help explain the points assigned.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>not attempted</td>
</tr>
<tr>
<td>7</td>
<td>“mercy point” (e.g., you submitted something, but there is evidence of minimal effort, many of the major items of the week were not included in the executive summary)</td>
</tr>
</tbody>
</table>
When you submit your assignments to Sakai, it is essential that the first word of your executive summary be your LAST NAME (e.g., Marsiske_Week01_NormalAging.docx). 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.

Point system used (i.e., how do course points translate into letter grades).

<table>
<thead>
<tr>
<th>Points earned</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>73-76</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</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>
</tbody>
</table>

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
<th>WF</th>
<th>I</th>
<th>NG</th>
<th>S-U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Points</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>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td></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://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Exam Policy.

No exams for this class

Policy Related to Make up Exams or Other Work
For homework, late submissions are not encouraged. Late submissions will be accepted for up to 7 days, but with the following penalty schedule:

**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* Summary 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 up to the seventh day, after which a zero grade will be assigned. Each assignment is initially graded up to a total of 10 points according to the rubric (before it is converted to 6.67% or 13.33% of your grade, depending on assignment). Thus, if an assignment is worth a maximum of 10 points, you will lose 1 point 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 Range</th>
<th>Penalty</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>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 to 144 hours late</td>
<td>60% of maximum deducted from achieved grade</td>
</tr>
<tr>
<td>6 days + 1 minute late to 168 hours late</td>
<td>70% of maximum deducted from achieved grade</td>
</tr>
<tr>
<td>7 days + 1 minute late or longer</td>
<td>100% of maximum deducted from achieved grade</td>
</tr>
</tbody>
</table>

**NOTE:** **UPLOADING THE WRONG DOCUMENT 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.
Any requests for waiving of late penalties due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. The Appendix to this syllabus includes additional details for managing technical issues.

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.

Policy Related to Required Class Attendance

There is no specific attendance requirement for this online class, but all weekly assignments must be submitted, without exception. All classes are bound by the UF Attendance Policy.

For information regarding the UF Attendance Policy see the Registrar website for additional details: [http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic_regulations/academic_regulations_013_.htm](http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic_regulations/academic_regulations_013_.htm)

---

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students are expected to complete all work by the deadline stated, and to contact the instructor in advance with any problems related to completing course assignments.

Communication Guidelines

A discussion board exists in Elearning for any open questions about course materials and assignments. You are welcome to post any questions. Please be respectful, and follow UF Netiquette guidelines. [http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf](http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf). Please do not use the open forums for complaints or criticisms. Please do not post your suspected “answers” for any questions, so as not to interfere with the independent problem solving of other students.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:
“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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 your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu so make sure you include a statement regarding the value and expectation for student participation in course evaluations. We suggest you include a comment regarding how you will use the evaluations (e.g. to make specific improvements to the course and teaching style, assignments, etc.). It is also important to make some statement regarding the direct influence they have on faculty tenure and promotion, so your input is valuable. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/

SUPPORT SERVICES

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.

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. 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 sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: [http://www.counseling.ufl.edu](http://www.counseling.ufl.edu). On line and in person assistance is available.
- You Matter We Care website: [http://www.umatter.ufl.edu/](http://www.umatter.ufl.edu/). If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- 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. 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: [https://shcc.ufl.edu/](https://shcc.ufl.edu/)
- Crisis intervention is always available 24/7 from:
  - Alachua County Crisis Center: (352) 264-6789
  - [http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx](http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx)

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.
## 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>
<tbody>
<tr>
<td>2</td>
<td><strong>Neuroimaging/neuroscience methods and aging</strong></td>
</tr>
</tbody>
</table>
|      | 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.  
<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>Memory aging</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>Visuospatial aging</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Readings</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>5-6</td>
<td><strong>The Dementias, 1 &amp; 2</strong></td>
</tr>
</tbody>
</table>
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>
<tbody>
<tr>
<td>7</td>
<td><strong>Possible explanations: White matter and network accounts</strong></td>
</tr>
</tbody>
</table>

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>
| 8    | **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.  
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>
| 9    | **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>Week</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 10   | **Cardiovascular function and its role in cognitive aging: Sample case from the laboratory of Ronald Cohen**  
<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td><strong>Stroke: Cognitive sequelae</strong></td>
</tr>
</tbody>
</table>


49. Worldwide stroke incidence and early case fatality reported in 56 population-based studies: a systematic review.
Feigin VL, Lawes CM, Bennett DA, Barker-Collo SL, Parag V.
PMID: 19233729

50. Review of longer-term problems after disabling stroke
John Young, Jenni Murray and Anne Forster
Reviews in Clinical Gerontology / Volume 13 / Issue 01, pp 55 -65
DOI:10.1017/S0959259803013157 (About DOI)

51. Screening patients with stroke for rehabilitation needs: validation of the post-stroke rehabilitation guidelines.
Edwards DF, Hahn MG, Baum CM, Perlmutter MS, Sheedy C, Dromerick AW.
PMID: 16467277

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.

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>12</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>
</table>
| 13   | **Physical exercise interventions**  
60. Neurocognitive aging and cardiovascular fitness: recent findings and future directions.  
62. The effects of physical exercise on depressive symptoms among the aged: a systematic review.  
63. Fitness Effects on the Cognitive Function of Older Adults: A Meta-Analytic Study  
By Stanley Colcombe and Arthur F. Kramer  
Psychological Science 2003 14: 125, DOI: 10.1111/1467-9280.t01-1-01430 |
| 14   | **Cognitive interventions**  
64. Enrichment effects on adult cognitive development: Can the functional capacity of older adults be preserved and enhanced?  
By Hertzog, Christopher; Kramer, Arthur F.; Wilson, Robert S.; Lindenberger, Ulman  
65. Intervening with Late-Life Cognition: Lessons from the ACTIVE Study.  
Marsiske, M.  
66. Can training in a real-time strategy video game attenuate cognitive decline in older adults?  
Basak, Chandramallika; Boot, Walter R.; Voss, Michelle W.; Kramer, Arthur F.  
<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td><strong>Mechanisms of Age-Related Cognitive Change and Targets for Intervention</strong></td>
</tr>
</tbody>
</table>


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".
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/