

The University of Western Ontario
School of Health Studies
Health Sciences 4730G
Disease, Disability and Function in Advanced Old Age

Instructor: Dr. Marie Y. Savundranayagam

January 2012

Email: msavund@uwo.ca

Office Room Number: HSB219

Office Hours: Wednesday, 1-3pm

Course Meeting Times: Tuesday, 10:30-12:30p.m., Thursday, 11:30-12:30p.m.

Location: HSB1

Prerequisite(s): Health Sciences 4701A/B.

Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. Please refer to the Western's current Academic Calendar at www.westerncalendar.uwo.ca.

Course Information

Advanced old age brings many unique challenges. This course examines the alteration in physiological function associated with advancing age and the complex interaction of disease, disability and function in advanced old age. Students will examine complexities associated with aging such as

CourseMaterials

Lustbader,W. (1991).*Counting on Kindness: The Dilemmas of*

improve the predictive validity of the phenotype of frailty for adverse health outcomes: the three city study. *Journal of the American Geriatrics Society*, 57, 453–61.

Kuh, D. et al. (2007). A life course approach to healthy aging, frailty, and capability. *Journals of Gerontology*, 62A: 717–21.

Freedman, V.A., Martin, L.G., Schoeni R.F.,

Molloy, D. W., & Standish, T. I. M. (1997). A Guide to the Standardized Mini Mental State Examination. *International Psychogeriatrics*, 9, 87-94. doi:10.1017/S041610297004754

Mini Cog

Borson, S., Scanlan, J. M., Brush, M., Vitaliano, P., & Dokmak, A. (2000). The Mini Cog: A cognitive 'vital signs' measure for dementia screening in multi lingual elderly. *International Journal of Geriatric Psychiatry*, 15, 1021-1027.

17:

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|--------------|--|
| 22: March 22 | Presentation(3 individual presentations) |
| 23: March 27 | Presentation(7 individual presentations) |
| 24: March 29 | Presentation(3 individual presentations) |
| 25: April 3 | Presentation(7 individual presentations) |
| 26: April 5 | Presentation(3 individual presentations) |
| 27: April 10 | Presentation(7 individual presentations)and Review |

Evaluation

Class attendance is mandatory. There will be one midterm quiz and one final examination. These exams will be comprised of multiple choice, true/false, and short answer questions. The content of examinations will be facilitated through lecture material and assigned readings. In addition, students will write a literature review and present findings. Instructions are provided in the appendix (see page 8).

Paper= 25%(due March 20, 2012)

Presentation= 15%(scheduled between March 20 and April 10)

Participation/Attendance= Participation during class, especially regarding readings and presentations, will be worth 5% of your final grade. In addition to presenting, you will be expected to ask questions related to presentations by your colleagues in class.

Midterm Quiz= 15%

Final Cumulative Examination= 40%(to be scheduled between April 14 & 29)

Guidelines for Remarking Assignments and Exams:

1. If there are concerns regarding grading, the entire assignment or exam will be remarked to ensure fairness.
2. Grades could either increase or decrease depending on remarking.
3. Remarking can only be requested one week after grades are posted.
4. Students must submit a detailed explanation (1 page) of why their assignment warrants a reexamination.

Late Submissions Late assignments and/or exams will be "down graded" by 10% per 24 hours past due date/time. Assignments more than one week late will not be accepted without prior approval for emergency situations. Missing exams without prior approval or notification of emergency situations will result in an automatic zero.

Note: Examinations must be taken on the day and time they are scheduled unless other arrangements are made due to health reasons that can be fully documented according to the requirement of the School of Health Sciences program and the University of Western Ontario. If 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.

Statement on Use of Electronic Devices

Electronic devices will not be allowed during tests and examinations with the exception of a computer for

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 referenced 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 support services around campus and these include, but are not limited to:

1. Student Development Centre <http://www.sdc.uwo.ca/ssd/>
2. Student Health <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office <http://www.registrar.uwo.ca/>
4. Ombuds Office <http://www.uwo.ca/ombuds/>

Appendix I: Paper: Evidence-Based Interventions

Due Dates:

Jan. 30, 2012: Topic (150 words)

March 20, 2012: Final Paper

Where: All portions of this assignment are due on WebCT at 11:00 a.m.

Length: 2500 words (excluding references)

25% of grade (45 points)

Choose a health profession that you would like to pursue (e.g., researcher, medical doctor, physiotherapist, occupational therapist, speech language pathologist, nurse, social worker, nursing home administrator, etc.). In your future health profession, you are responsible for ensuring that your peers in your agency/hospital/clinic are aware of recent (from 2001) research affecting frail older adults. You decide to focus on intervention research. Choose a specific condition and its associated comorbid conditions and conduct a literature review on existing interventions that address frailty (directly or indirectly).

Note: The instructor will encourage you to submit your assignment for publication if your work is original and of high quality.

A literature review must:

Be organized around and related directly to a guiding concept which can include the following: 5 points

- Research objective (be specific)
- Problem you are discussing (be specific)

Include relevant theoretical perspectives discussed in class or discussed in the gerontological literature. 5 points

- Be sure to clearly explain how theoretical perspectives apply to your topic.
- Outline key concepts, factors, or variables that apply to your topic.

Synthesize research results into what is and is not known: 10 points

- Convey what knowledge and ideas have been established on a topic.
- Discuss the relationships between these key concepts, factors or variables.
- Discuss strengths and weaknesses of the established body of knowledge

Identify areas of controversy in the literature: 10 points

- Are there inconsistencies or limitations in the current literature?
- What views need to be (further) tested?
- What evidence is lacking, inconclusive, contradictory or too limited?

Formulate questions that need further research pertaining to your health profession of choice: 10 points

- Explain why the problem or issue requires further study.
- How will further research on your topic influence practice, policy, and/or benefit older adults?

APA format, appropriate references (empirical studies, peer reviewed) 5 points

Inappropriate references include textbooks, non empirical articles (e.g.,

commentary or opinion

| Category | A: Exemplary | B: Solid | C: Competent | F: Insufficient |
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| | punctuation errors. | spelling or punctuation errors. | spelling or punctuation errors. | spelling or punctuation errors. |
| Sources/APA | Information comes from empirical studies and critical readings | | | |