

Required Textbooks:

1. Segal, D., Qualls, S.H., & Smyer, M.A. (2011). (2nd Edition).
Cambridge, MA: Blackwell Publishers.
2. Selected Readings: Cavanaugh, J. C. and Blanchard-Fields, F. (2011). A
(6th Edition). Belmont, CA.: Wadsworth.
3. Selected Readings: Schaie, K. W. & Willis, S. L. (2011).
(7th Edition). Boston, MA: Elsevier/Academic Press.

1: Jan. 8	Segal et al., 2011, Ch. 1-2
2: Jan. 10	Example of applying theory: Moving to a life care community: Selective Optimization with Compensation Cavanaugh et al., chapters 1 (Studying Adult Development and Aging), 5 (Person Environment Interactions and Optimal Aging) Baltes, P.B. (1997). On the Incomplete Architecture of Human Ontogeny. , (4), 366-380.
3: Jan. 15	Cavanaugh et al., Chapter 2 (Neuroscience as a Basis for Adult Development and Aging)
4: Jan. 17	How does memory decline with age? Cavanaugh <div style="background-color: #cccccc; height: 40px; width: 100%;"></div>

23: March 26	<p>@</p> <p>Segal et al., chapter 8 (Depression) Blazer, D. (2010). The origins of late-life depression. (1), 13-18.</p> <p>: What would you recommend for an older person who is depressed? Why?</p>
24: March 28	<p>Bereavement Suicide among older adults</p>
25: April 2	<p>Do anxiety disorders and personality disorders get better with age? Bipolar Disorder Segal et al., chapter 10 Anxiety, p 178-187) Segal et al., chapter 11 (Personality disorders, p 207-215)</p>
26: April 4	<p>Does chronic mental illness mellow with age? And what should we do with the seriously mentally ill? Segal et al., chapter 9 (Severe Mental Disorders)</p>
27: April 9	<p>Miller, W. & Cohen, G. D. (2010). On creativity, illness, and aging. , , 302-311.</p> <p>Schaie & Willis, Ch. 24 (Decision Making Capacity) Review</p>

Class attendance is mandatory. The midterm and final exams will be comprised of multiple choice, true/false, and/or short answer questions. The content of examinations will be facilitated through lecture material and assigned readings.

Midterm examination = 35% (Feb. 7, 2013; content up to session 8 will be on the exam)
Class Project/Presentation = 25% (scheduled b/t Feb. 28 to March 7, 2013)
Final Examination = 40% (to be scheduled between April 13-30, 2013; content from sessions 15-27 will be on the exam)

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

with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website:
<https://studentservices.uwo.ca/secure/index.cfm>.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to

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

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

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

With the members of your small group (3-4 students), create an educational session on aging. In your session, address the following questions based on your understanding of relevant content in 4702 (e.g., learning, memory, intelligence, specific educational needs of older adults, etc.). Your participation during all presentations will be part of the project grade.

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- _____ 1.)
 - _____ 2.)
 - _____ 3. Have you adapted your materials and approach to address the memory, visual and hearing changes, information processing changes,
 - _____ 4. Is your design problem-centered rather than subject-centered?
 - _____ 5. Does your design allow for and expect learners to take an active role in their own learning?
 - _____ 6. Have you addressed all three domains of learning (cognitive, affective, and practical) as they apply to your topic? Integrated course content into presentation.
 - _____ 7. Does your design employ a variety of educational techniques besides lecture?
 - _____ 8. Are your materials at the 5th to 8th grade reading level?
 - _____ 9. Have you made it easier for learners to learn by providing handouts that summarize your learning points or guide note taking?
 - _____ 10. Are all your visuals visible and readable by an older adult population?
 - _____ 11. Have you considered how to make the learning climate informal, respectful, and collaborative?
 - _____ 12. Have you considered the need to involve family/informal/formal caregivers in the learning process?
 - _____ 13. Have you made learning fun?
 - _____ 14. Presented information in logical, interesting sequence which audience could follow.
 - _____ 15. Answered class questions with explanations and elaboration.
 - _____ 16. Overall delivery (maintained eye contact with audience, used clear voice, did not rely heavily on notes, stuck to the time limit)