| Required Readings (on WebCT) are listed within the table of readings and assignments. |  |  |  |
|---|--|--|--|
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |

|            | Freedman, V.A., Martin, L.G., Schoeni, R.F., & Cornman, J.C. (2008). Declines in late-life disability: the role of early- and mid-life factors. Social Science and Medicine, 66(7), 1588-1602.   |
|------------|--|
|            | Measurement/Assessment   |
|            | Studenski, S., Hayes, R.P., Leibowitz, R.Q., Bode, R., Lavery, L., Walston, J., et al. (2004). Clinical global impression of change in physical frailty: development of a measure based on clinical judgment. <i>Journal of the American Geriatrics Society, 52</i> , 1560 1566. |
|            | Rockwood, K., Song, X., MacKnight, C., et al. (2005). A global dinical measure of fitness and frailty in elderly people. Canadian Medical Association Journal, 173(5), 489-495.  |
|            | Raji, M.A. "Geriatric Assessment." Encyclopedia of Health & Aging. 2007. SAGE Publications.  |
| 4: Jan. 28 | Literature Review: Discussion and Approval of Topics   |
|            | Literature Review: Discussion and Approval of Topics   |
|            | Measurement/Assessment: Pain   |
|            | Tabloski, P. A (2010). Pain Management. In Tabloski, P. A (Ed.)  |
| 5: Feb. 4  | Gerontological nursing (262-286). Upper Saddle River, N.J.: Pearson  |
| J. 1 CD. 4 | Prentice Hall.   |
|            | Herr, K. (2011) Pain Assessment Strategies in Older Patients, Journal of Pain, 12(3), S3 - S13.  |

Measurement/Assessment: Functional Ability

Quinn, T. J., McArthur, K., Elis, G., Stott, D. J. (2011). Functional assessment in older people. *British Medical Journal*, *343*(7821), 4681-4688.

Katz Index of Independence in Activities of Daily Living Katz, S, Downs, T.D., Cash, H.R., Grotz, R.C. (1970). Progress in development of the index of ADL *Gerontologist*, *10*(1), 20-30.

Lawton Instrumental Activities of Daily Living (IADL) Scale Lawton, M. P., & Brody, E. M. (1969). Assessment of older people: Self-maintaining and instrumental activities of daily living. *Gerontologist*, 9, 179–186.

Measurement/Assessment: Cognitive Ability
Standardized Mini-mental Status Examinatio 2007. 2007./Lang (e E

Dependence (2<sup>nd</sup> Ed.) New York: The Free Press.

NOTE: All students must be present to discuss this reading; the entire session will be based on student discussion.

Frailty in Context: Communication in Nursing Homes

Ryan, E. B., Hummert, M. L., & Boich, L. (1995). Communication predicaments of aging: Patronizing behavior toward older adults. *Journal of Language Social Psychology*, *14*, 144–166.

Baltes, M. & Wahl, H-W. (1996). Patterns of communication in old age: The dependency-support and independence-ignore script. *Health Communication*, *8*, **217 232**.

Savundranayagam, M. Y., Ryan, E. B., Anas, A., & Orange, J. B.

## **Evaluation**

Class attendance is mandatory. There will 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 = 30% (due March 18, 2013)
Presentation = 20% (scheduled between March 18-April 8, 2013)
Participation/ Attendance = Participation during dass, especially regarding readings and presentations,

## Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit http://www.uwo.ca/univsec/board/code.pdf.

**English Proficiency for the Assignment of Grades** 

Visit the website <a href="http://www.uwo.ca/univsec/handbook/exam/english.pdf">http://www.uwo.ca/univsec/handbook/exam/english.pdf</a>.

Accommodation for Medical Illness or Non-Medical Absences

http://www.uwo.ca/univsec/handbook/appeals/accommodation\_medical.pdf

responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are de-4(ic)-4(es)5(t)-4(c6-4(e)8/)-2(ars(ro))3(ro)I(b)-4

## Additionally,

- 1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).
- 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 -- <a href="http://www.sdc.uwo.ca/ssd/">http://www.sdc.uwo.ca/ssd/</a>
- 2. Student Health -- http://www.shs.uwo.ca/student/studenthealthservices.html
- 3. -- http://www.registrar.uwo.ca/
- 4. Ombuds Office -- http://www.uwo.ca/ombuds/

Inappropriate references include textbooks, non-empirical articles (e.g., commentary or opinion articles), online non-peer reviewed publications, self-published sources, and popular books/articles (such as TIME magazine). Peer-reviewed research articles must make up at least 80% of the total references in your paper. Review articles can be useful and appropriate to include, as long as they are not the majority of your references. All sources must be cited using American Psychological Association (APA) format. Please access the following link for more information on properly citing sources:

http://www.wisc.edu/writing/Handbook/American\_Psychological\_Association\_(APA)\_Documentation\_M.pdf

Evidence-Based Interventions Paper Scoring Rubric

Category A: Exemplary B: Solid C: Competent

| Category    | A: Exemplary         | B: Solid        | C: Competent     | F: Insufficient |
|-------------|----------------------|-----------------|------------------|-----------------|
|             | body, and            | structure is    | structure is     | information     |
|             | condusion are        | strong enough   | predictable      | appears to be   |
|             | organized and        | to move the     | without flair in | disorganized.   |
|             | presented in such a  | reader through  | either the       |                 |
|             | dear and creative    | the text        | introduction or  |                 |
|             | way that the reader  | without undue   | condusion.       |                 |
|             | moves easily         | confusion.      |                  |                 |
|             | through the text.    |                 |                  |                 |
| Mechanics   | No grammatical,      | Almost no       | Afew             | Many            |
|             | spelling or          | grammatical,    | grammatical,     | grammatical,    |
|             | punctuation errors.  | spelling or     | spelling or      | spelling or     |
|             |                      | punctuation     | punctuation      | punctuation     |
|             |                      | errors.         | errors.          | errors.         |
| Sources/APA | Information comes    | Some sources    | Student          | Sources are     |
|             | from empirical       | are of          | displays         | not             |
|             | studies and critical | questionable    | minimal effort   | compelling in   |
|             | readings related to  | value (e.g.,    | in selecting     | quality.        |
|             | the problem.         | website info).  | quality sources. | Many errors     |
|             |                      | Almost no       | A few errors     | with APA        |
|             | APA format is error  | errors with APA | with APA         | format.         |
|             | free.                | format.         | format.          |                 |

Grading Scheme & Criteria: Conference Presentation

Total Points: 20; Due on WebCT 24 hours prior to presentation time.

Each student will prepare a 10-minute conference presentation based on the results of your intervention review paper. The goals of conference presentations are to show that you can integrate key course concepts, assess key findings and share them in a concise and creative manner. Options include video clips, case scenarios, handouts, etc. If you require audiovisual equipment, please let me know one week in advance so that I can make the necessary arrangements. Powerpoint slides of the presentation must be submitted on WebCT 24 hours prior to presenting.

The grading scheme for the presentation includes the process (preparation) and actual presentation delivery.

| 2. Subject  Answered dass questions with explanations and elaboration. | 1. Organizati | on (0-3)                     | Presented information in logical, interesting sequence which audience could follow.  Notified instructor about special arrangements. |
|--|---------------|------------------------------|--|
| Knowledge (0-7) course concepts.                                       |               | . Subject<br>Knowledge (0-7) | Integrated presentation content and additional readings into   |

|    |                     | Appropriately used creative formats to engage the class and  |
|----|---------------------|--|
|    |                     | encourage discussion.  |
| 3. | 3. Creativity (0-7) | * Note: the use of formats such as video dips just for the sake of creativity will not necessarily earn you points. Each component of the presentation must serve a purpose. |
| II | 4. Delivery (0-3)   | Maintained eye contact with audience   |
| 1  |                     | Used clear voice   |
| 4. |                     | Did not rely heavily on notes  |
|    |                     | Stuck to the time limit  |