

Faculty of Health
Department of Psychology
PSYC 3495 3.0 A: NEUROSCIENCE OF AGING AND COGNITIVE HEALTH
Thursday, 2:30-5:30 [See schedule below]
Fall/2020

This course will be primarily delivered through asynchronous, online recorded lectures posted on the course Moodle site. In person Zoom-based mini-lectures and discussion sessions will be held throughout the term [Please see schedule below]. Class evaluations will consist of 4 brief assignments and a take-home final exam [see details below].

Instructor and T.A. Information

Instructor: Dr. Gary Turner
Office Hours: By appointment only
Email: grturner@yorku.ca

T.A.	Naail Khan	
Email	naailk@yorku.ca	
Office Hours	By appointment	

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2240 3.00 (Biological Basis of Behaviour)
- Completed at least 54 earned credits

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [Moodle](#)

All course materials will be available on the course moodle site, unless otherwise indicated by the instructor. The site will be your central access point for course.

Course Description

This course investigates the neural basis of cognitive changes across the adult lifespan. Students will learn how the brain is altered in structure and function as people age and how these changes impact cognition. The course will examine the border between normal and abnormal aging and how neuroscience research is informing strategies to sustain cognitive health into older adulthood.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in the neuroscience of aging and cognitive health.

2. Articulate trends in the neuroscience of aging and cognitive health .
3. Express knowledge of the neuroscience of aging and cognitive health in written form.
4. Describe and explain limits to generalizability of research findings on the neuroscience of aging and cognitive health.
5. Demonstrate ability to relate information on the neuroscience of aging and cognitive health to own and others' life experiences.

Specific Learning Objectives

Required Text

1. Erber, Joan T. (2013). Aging and Older Adulthood, 3rd edition. Wiley Blackwell Publishing. United Kingdom [Available in the bookstore or as an e-version]
2. Snowdon, D. (2002). Aging with Grace. Bantum Books. New York, USA. [Available on Amazon or other book sellers]

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Intervention review (part 1)	October 08, 2020	15%
Intervention review (part 2)	November 05, 2020	15%
Book report (Aging with Grace)	November 19, 2020	15%
Intervention review (part 3)	December 03, 2020	15%
Take-home Final Exam	Assigned Dec 09; Due Dec 16	40%
Total		100%

Description of Assignments

All written assignments will be 500 words and will be submitted by email to the TA BEFORE MIDNIGHT on the due date. The 'Intervention Reviews' will be structured reviews of a training intervention research paper. The book report will also be 500 words and will answer specific questions on the Aging with Grace book. The final exam will be emailed on Dec 09 and due one week later (Dec 16) BEFORE MIDNIGHT. This will be a long-answer format exam incorporating concepts from throughout the course.

Class Format and Attendance Policy

This class will consist of both asynchronous (recorded) lectures and synchronous (Zoom) meetings. The Zoom meetings (see class schedule below – dates in red font) will be divided into 3 separate blocks (2:30-3:30; 3:30-4:30; 4:30-5:30). You will be assigned one of these blocks for attendance, but all blocks will be recorded so you will be able to review all sessions on these days. There are no marks assigned for attendance.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and

tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2020-21](#)

Missed Tests/Midterm Exams/Late Assignment:

For any missed quiz or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7- Dec. 8	Feb. 6 – April 12	March 13- April 12

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Information on Plagiarism Detection

Description of software used to detect plagiarism.

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with ***Student Accessibility Services (SAS)*** to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.**

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the HH/PSYC 3495.03 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

[SEE SYLLABUS BELOW!]

COURSE OUTLINE

***** PLEASE ALWAYS CHECK MOODLE FOR UPDATES *****

DATE	TOPIC	READINGS
September 10, 2020	INTRODUCTION TO AGING, NEUROSCIENCE & COGNITIVE HEALTH	Readings: - Ch.1: pp. 3-13; 23-32 (Study of Aging & Older Adulthood; Development Issues; Theoretical models)
September 17, 2020	VIDEO / ARTICLE INTERVENTION EVALUATION	http://www.cbc.ca/news/health/lumosity-ftc-1.3390544
September 24, 2020	INTERVENTION I: IN PERSON ZOOM	PAPERS TO BE ASSIGNED
October 01, 2020	NEUROANATOMY, AGING RESEARCH METHODS & THEORY	Readings: - Spreng & Turner, Aging Brain - Chapter 2: Full Chapter - Chapter 3: Full Chapter
October 08, 2020 (INTERVENTION REPORT I DUE BEFORE MIDNIGHT!)	SENSATION, PERCEPTION & ATTENTION	Readings: - Chapter 4: Full Chapter
October 15, 2020	FALL BREAK WEEK	NO ASSIGNED READINGS
October 22, 2020	INTERVENTION II: IN PERSON ZOOM	PAPERS TO BE ASSIGNED
October 29, 2020	MEMORY	Readings: - Chapter 5: Full Chapter
November 05, 2020 (INTERVENTION REPORT II DUE BEFORE MIDNIGHT!)	HIGHER COGNITON	Readings: - Chapter 7: Full Chapter
November 12, 2020	INTERVENTION III: IN PERSON ZOOM	PAPERS TO BE ASSIGNED

DATE	TOPIC	READINGS
<p>November 19, 2020 (BOOK REPORT DUE BEFORE MIDNIGHT!)</p>	<p>NEURODEGENERATIVE DISEASES OF AGING</p>	<p><u>Readings:</u> - Chapter 11: Full Chapter - Readings to be assigned</p>
<p>November 26, 2020</p>	<p>AGING GRACEFULLY BOOK CLUB IN-PERSON ZOOM</p>	<p><u>Readings:</u> - Aging Gracefully</p>
<p>December 03, 2020 (INTERVENTION REPORT III DUE BEFORE MIDNIGHT!)</p>	<p>INTERVENTIONS OVERVIEW, COURSE REVIEW & EXAM PREVIEW IN-PERSON ZOOM</p>	<p>NO READINGS</p>