

APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health Date 1/22/07

Department/Division offering course Gerontology

2. Proposed designation and Bulletin description of this course

a. Prefix and Number GRN 705 b. Title* Cognitive Aging

*NOTE: If the title is longer than 24 characters (including spaces), write
A sensible title (not exceeding 24 characters) for use on transcripts _____

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week 0

e. Studio hours per week 0 f. Credits 3

g. Course description

This is a graduate level seminar on cognitive aging. Topics to be addressed include theories of aging, memory, sensation, and perception, attention, language, social cognition, intelligence, decision-making, and dementia.

h. Prerequisites (if any)

None

i. May be repeated to a maximum of 1 (if applicable)

4. To be cross-listed as

Prefix and Number

Signature, Chairman, cross-listing department

5. Effective Date Spring, 2008 (semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes No
(Explain if not annually)

Faculty resources prohibit offering each year. Alternate year offering will maximize enrollment.

8. Why is this course needed?

Most gerontology doctoral programs have a similar course. Many students are interested in the various aspects of cognitive aging, and this course will allow them to gain knowledge in the area.

9. a. By whom will the course be taught? Joy Jacobs-Lawson

b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?

APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 12

11. Will this course serve students in the Department primarily? Yes No

Will it be of service to a significant number of students outside the Department? Yes No
If so, explain.

Students in psychology, social work, nursing, public health, the gerontology certificate program, counselling, and other programs may be interested in taking the course.

Will the course serve as a University Studies Program course? Yes No

If yes, under what Area? _____

12. Check the category most applicable to this course

traditional; offered in corresponding departments elsewhere;

relatively new, now being widely established

not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No

14. Is this course part of a proposed new program: Yes No
If yes, which?

15. Will adding this course change the degree requirements in one or more programs? * Yes No
If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

Name Joy Jacobs-Lawson Phone Extension 7-1450, x80194

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

20. Signatures to report approvals:

2-20-08
DATE of Approval by Department Faculty

GRAHAM D. ROWLES / Graham D Rowles
printed name Reported by Department Chair signature

2-20-08
DATE of Approval by College Faculty

Linda A. Alexander / Linda A Alexander
printed name Reported by College Dean signature
Assoc Dean for Academic Affairs

* DATE of Approval by Undergraduate Council

printed name Reported by Undergraduate Council Chair signature

* DATE of Approval by Graduate Council

printed name Reported by Graduate Council Chair signature

2/21/08
* DATE of Approval by Health Care Colleges Council (HCCC)

Heidi Anderson / Heidi Anderson
printed name Reported by Health Care Colleges Council Chair signature

* DATE of Approval by Senate Council

Reported by Office of the Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

Cognitive Aging
GRN705
Tuesday 10:00 – 12:45 pm

Joy M. Jacobs-Lawson, Ph.D.

OFFICE 306A Health Sciences Building
OFFICE HOURS Office Hours: by appointment or you can stop in when the door is open
EMAIL ADDRESS jjaco4@email.uky.edu

REQUIRED TEXT & READINGS

Park, D. & Schwarz, D. P. (2000). *Cognitive aging: A primer*. Philadelphia: Psychology Press.

Additional readings will be assigned each week. The readings will be made available no later than 1 week prior to the date they are scheduled to be discussed.

Recommended:

Publication manual of the American Psychological Association (5th Ed.). Washington, DC: American Psychological Association.

PREREQUISITES There are no prerequisites for this course.

COURSE DESCRIPTION

This is a graduate level seminar on cognitive aging. The course will focus on many of the major topics and theories relevant to understanding cognition and aging. We will investigate **research methods used to examine cognitive aging, theories of cognitive aging, and the effects aging has on attention, memory, language, intelligence, and decision making, and dementia**. The course will look at the topics above from a normal aging perspective, atypical aging, and successful aging. The course will also focus on the methods used to conduct psychological research with an aging population.

COURSE GOALS AND OBJECTIVES

1. Explore theories of cognitive aging.
2. Describe the effects of aging on cognitive functioning.
3. Explore the relationship between the various topics discussed (i.e., how memory and language are interrelated).
4. Compare normal aging and successful aging with patterns of dysfunction in late life.
5. Promote critical thinking skills.
6. Student will have the opportunity to explore a topic of interest in depth.

COURSE METHODS

Discussion, Lecture, Presentations, Visual, and Audio Aids

ATTENDANCE

As this is a graduate level course, you are expected to attend class and be prepared to discuss the required readings. If you have a university excused absence you should notify the instructor prior to the class. Unexcused absences will result in reduction in the final grade for the course.

EVALUATION OF PERFORMANCE

1. Exams (2 total)..... 60 points
2. Term paper.....60 points
3. Seminar leader..... 40 points
4. Article Critique..... 20 points
5. Participation..... 20 points

Total points possible..... 200 Points

Grading Scale: A = 200 – 180; B = 179 – 160; C = 159 – 140; E = 139 and below, or academic dishonesty.

Students that perform within these ranges will receive the grades above.

EXAMS

There will be two take home exams in the course. Exams may include multiple choice questions, short answers, and/or essays.

Midterm Exam Due: March 4 at noon

Final Exam Due: May 2 at noon

RESEARCH PAPER AND PRESENTATION

The major writing assignment for this course will be a literature review paper over a topic of your choice. The topic must address some aspect of cognitive aging. At a minimum, the paper should include the following: (a) introduction and rationale for the review, (b) integration and synthesis of previous research and theory, (c) a critique of the methodologies used to study the topic (d) summary and conclusions (including strengths as well as limitations in the research), and (e) recommendations for future research and practice.

A one page typed summary of your paper is due **on February 14th**. This summary should include (a) the topic and purpose of the paper and (b) a short outline. You will be given feedback about your topic the following week. If you change the topic of your paper, you will need to notify the instructor.

I will be happy to look at drafts of the paper and provide feedback. However, I will need at least one week to do so.

Each student will give a 15 minute presentation (followed by 5 minutes of question and answer) over his/her paper. 10% of the grade on the term paper will be determined by the presentation.

The final paper is due by 4:00 pm April 18. The paper must be submitted in person to the instructor. Presentations will be on April 18th.

SEMINAR LEADER

Students will each be the seminar leader for one full class session. Students can pick which sessions they would like to lead. However, this will be on a first come first serve basis. Students that do not self select a topic will be assigned a topic. You will need to seek out materials other than those assigned to supplement your discussion. You will also be asked to provide the class with an empirical article that will be discussed in detail (see the section on Research Critique below).

As leader of the seminar, you will lead the class on the day that that topic is discussed. You may use

mini-lectures, examples, videos clips (no more than 5 minutes), overheads, etc. as aids. You should employ whatever learning exercises or activities that you feel would be useful in aiding in the comprehension and discussion of the material.

It is expected that you will meet with the instructor no later than the week before you are assigned to be leader to discuss the seminar and provide the instructor with an outline of class.

RESEARCH CRITIQUE

This assignment will give you some experience critiquing cognitive aging research articles. For the assignment you will select an article that is relevant to the topic of the session that you will be leading and carefully critique all aspects of it. One way to think of this assignment is to treat it as if you were reviewing a manuscript for a journal editor. You will need to find one empirical research article, not a review paper, which addresses the cognitive aging topic you selected. The article must come from a gerontological or psychological peer-reviewed journal (not a popular magazine, book chapter, or Internet source). You are responsible for giving the class a copy of the article no later than the week that you will be presenting. Approximately 20 minutes of the seminar should be spent discussing the article and the critique of the article.

Once you have selected an article, you will need to have it approved by the instructor no later than **2 weeks before you are scheduled to present**. You will need to provide the class with the full reference to the article so that they may access it.

The critique is due the day you lead the seminar.

PARTICIPATION

As this is a seminar course, it is important that you actively participate in class. In order to help stimulate class discuss, you will need to bring 2 questions based on the readings to each class that you are not the leader. Each student should ask at least one of their questions each week. The questions should not simply require recall of material but should focus on understanding the implications of the readings, compare or contrast the readings, or require synthesis of the readings. These questions will be collected randomly throughout the semester and may appear on the exam in some form. Participation will be based on your level of involvement in the class.

OTHER COURSE REQUIREMENTS

In this course, you will be expected to turn in all papers and assignments on time. Late assignments will be penalized 5% for every day late. You are expected to submit all materials in APA style as published in Publication Manual of the Psychological Association 5th Ed. Although APA requires margins to be at least 1 inch, font size from 10 -12 point, and several font styles, for this course, you are expected to use **1 inch margins, and 12 point Times New Roman Font**. Assignments that do not following these guidelines will be penalized through a reduction in grade.

ACCOMMODATIONS

Enabling Accommodations: If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (www.uky.edu/TLC/grants/uk_ed/services/drc.html). If you have not already done so, please register with the Disability Resource Center (Room 2 Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities.

UNIVERSITY POLICY ON PLAGIARISM AND CHEATING

PLAGIARISM and CHEATING are serious academic offenses. The minimum penalty for those academic offenses is failure in the assignment in which the infraction occurs.

The University regulations pertaining to this matter can be found at <http://www.uky.edu/StudentAffairs/Code/>

Of particular relevance is Part II, SELECTED RULES OF THE UNIVERSITY SENATE GOVERNING ACADEMIC RELATIONSHIPS, Section 6.3 that can be found at <http://www.uky.edu/StudentAffairs/Code/part2.html>

These rules in particular say:

PLAGIARISM All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

6.3.2 CHEATING Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.

Date	Topics	Leader
Jan 17	Syllabus; Prime of Life; 60 Years from Now; What is the study of Cognitive Aging?	Jacobs-Lawson
Jan 24	RESEARCH METHODS	Jacobs-Lawson
Jan 31	THEORIES OF COGNITIVE AGING AND INTRODUCTION	Jacobs-Lawson
Feb 7	ATTENTION AND CONSCIOUSNESS	Jacobs-Lawson
Feb 14	MEMORY	
Feb 21	NEUROSCIENCE OF COGNITIVE AGING	Lawson
Feb 28	METAMEMORY AND SOCIAL COGNITION	
Mar 4	LANGUAGE AND SPEECH	
Mar 14	Spring Break	
Mar 21	INTELLIGENCE, WISDOM, & CREATIVITY	
Mar 28	DECISION MAKING AND PROBLEM SOLVING	
Apr 4	ALZHEIMER'S DISEASE	
Apr 11	OTHER DEMENTIAS ASSOCIATED WITH AGING	
Apr 18	Paper presentations	
Apr 25	APPLICATIONS AND IMPLICATIONS & COURSE WRAP UP	Jacobs-Lawson
May 2	Final Exam Due	

Note: The materials contained in this syllabus are subject to change at the professor's discretion.

MORE ON SEMINAR LEADER

As leader of the seminar, you will lead the class on the day that that topic is discussed. You may use mini-lectures, examples, videos clips (no more than 5 minutes), overheads, etc. as aids. You should employ whatever learning exercises or activities that you feel would be useful in aiding in the comprehension and discussion of the material.

You should seek out materials other than those assigned to supplement your knowledge of the topic discussion. These readings will allow you to explore an aspect of the topic in detail, add to the classes knowledge of the topic, or introduce the class to an aspect of the topic that was not covered (in the assigned readings. In the readings you may find a topic that you really find interesting that was not covered well. This will allow you to explore the topic in detail and then provide the class with a mini-lecture on the topic. For example, if you are responsible for the language and speech and you are very interested in how older adults adapt to hearing loss you can read more about this and present the class with the materials.

If you find a reading that you feel would be better for the class than one that is listed in the syllabus, we can make those adjustments. However, you will need to see the instructor and the readings will have to be made available to all students at least one week before the class is scheduled.

You should prepare a series of discussion questions on the readings that highlight the issues. However, questions should not simply require recall of material. Rather they should focus on aspects such as (but not limited to) understanding the implications of the readings, compare or contrast the readings, address a controversy, methodological issues, theory, challenges for future research, or require synthesis of the readings as these types of questions lead to the best discussions. You will turn in your discussion questions and they will be used as part of the evaluation. You will need to be sure that your questions are numerous and engaging enough to fill the class period. This does not mean that you expected to address each of your questions in the class but you should be sure to have enough to fill the session.

Part of the class time will be spent discussing the empirical articles that you will assign to the class. It is expected that this will take about 15 -20 minutes. You will want to be sure to get the class involved.

As leader you are responsible for keeping the discussion focused on the topic and ensuring that a single student does not dominate the discussion.

Your grade will be determined by how well you present the materials, how prepared you are, your discussion questions, and how well you are able to engage the class. You will also be asked to do a self-evaluation of seminar you lead.

It is expected that you will meet with the instructor no later than the week before you are assigned to be leader to discuss the seminar and provide the instructor with an outline of class.

MORE ON THE TERM PAPER

The topic of your paper must address an issue relevant to cognitive aging. At a minimum, the paper should include the following: (a) introduction and rationale for the review, (b) integration and synthesis of previous research and theory, (c) a critique of the methodologies used to study the topic, (d) strengths as well as limitations in the research, (e) summary and conclusions, and (f) recommendations for future research and practice.

In selecting your topic, you do not have to focus on one aspect of cognition and aging such as the effects of aging on long-term memory (this topic would actually be too broad for this assignment). You may find it more informative to combine several topics such as how social support networks influence the effects of Alzheimer's Disease (AD) on older adults' autobiographical memories. With this topic, you are no longer simply focusing on aging and long-term memory but working to explore the connection between AD and autobiographical memories, and social support. This does not mean that you have to take this route, but if you select a general area, you will have to be sure that you remain focused in your paper. Also, when developing the idea and focus of your paper, you may find it beneficial to think about your interests and how a thorough understanding of some aspect of cognitive aging could add a dimension to your research or future goals.

Some helpful hints: (A) In your paper, you should refrain from using direct quotes. The goal of the paper is to give you experience synthesizing materials. (B) One of the important keys to being a good writer is being able to clearly portray the findings from others' research and integrate the findings from several studies. One trap that you will want to avoid is writing your paper as a series of summaries of previous research. (C) Always go to the primary source unless absolutely necessary. This means do not cite someone and then say as cited. The problem with this is that you don't know that the author interpreted the material correctly. (D) Never rely solely on the abstract, always read the article.

The final paper should contain 20-22 pages (Double spaced, the title page, abstract, and reference list are included in the page requirements). You can include as many references as you feel are needed. However, at a minimum you need 15 references and at least 12 references must be articles obtained from scientific journals. You may use book chapters but with a few exceptions, such as the US Census Bureau, internet sources are not allowed as they frequently lack scientific objectivity. The final paper is due by 4:00pm April 19th.

The presentation should cover all aspects of your paper. You can present your paper in the format that you are most comfortable with (an overhead, computer and projector will be provided). Presentations should last 15 – 20 minutes, followed by 5 minutes of question and answer.

MORE ON THE RESEARCH CRITIQUE

For the assignment you will need to prepare a 2-3 page single spaced critique of a cognitive aging article on the topic of your seminar (Yes, I know that APA style is double spaced but humor me with this one. The reason for asking for single space is because when reviewers review manuscripts they submit their review in single space.). You should be critical in your evaluation but also positive.

You will also present the article and your review of the article to the class on the day that the topic is covered. The class will have also read the article but it is your responsibility to be sure that everyone understands the article (I will be able to help you). In discussing the critique you will want to be sure to get the class involved and have them also share their thoughts on the article.

At a minimum, you will want to address the following issues:

- What is the research topic of the article and why do the authors think it is important to study?
- Is the question significant and the work original?
- Was the literature review appropriate?
- What theory or theories does the research rely on? Are these theories appropriate?
- What are the hypotheses?
- What type of study was it? Was this the best way to conduct the study?
 - For example was it an experiment, quasi-experiment, correlational, or naturalistic observation? Was it a cross-sectional, longitudinal, or sequential design?
- What variables were investigated? You will want to identify the independent (or subject variables, subject variables are grouping variables that you can not manipulate like age, sex...) and dependent variables.
- Who were the participants? What does this say about the generalizability of the study? Are there details about the sample that are not included that would be important to understanding the study?
- How did the experimenters collect their data? Was this the best way? Are there issues/concerns with how the data were collected? Are there concerns about the measures they used? Did they given enough information that the study could be replicated?
- Was the treatment of the participants ethical? Can you see any problems?
- What were the results of the study and were the statistics appropriate?
- Was the discussion of the findings appropriate? Did they support their hypotheses? Did the study add anything to what we already know?
- What, if any, are some potential confounds in the study? Did the authors address these?
- Your thoughts on the strengths and weaknesses of the study? Did the authors adequately address the limitations?
- Are there sections in the manuscript that could have been shortened or lengthened?
- Are the sections of the manuscript well connected?
- Based on your critique, if you were the reviewer, would you recommend that the paper be published, revised and resubmitted, or rejected.

*Note: You do not have to answer these questions in this order. In fact, it may be best to reorganize them.

You will want to support your critique. For instance, simply stating that the methods were appropriate, or not, is not sufficient, you will need to say why you think they were good or bad. Your task is to ask what the authors did correct and meaningful? This information would be used by the editor to determine if the article should be published, and give the authors details as to how the manuscript could be improved. **The critique and presentation is due in class the day the topic is covered.**

Assigned Reading List

Readings from chapters in books will be made available for students to check out. Readings that are highlighted are available as either full text through the library or the journals can be found in the library.

Jan 24 RESEARCH METHODS

- Cavanaugh, J. C. & Whitbourne, S. K. (1999). Research methods. In J. C. Cavanaugh & S. K. Whitbourne (Eds.), *Gerontology: An interdisciplinary perspective* (pp. 33 – 64). New York: Oxford University Press.
- Hertzog, C. (1996). Research design in studies of aging and cognition. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of psychology of aging* (4th ed., pp. 3 – 23). San Diego: Academic Press.
- Salthouse, T. A. (2000). Methodological assumptions in cognitive aging research. In F. I. M. Craik & T. A. Salthouse (Eds.), *The handbook of aging and cognition* (2nd ed, pp 467 – 498). Mahwah, NJ: Erlbaum.

Jan 31 INTRODUCTION AND THEORIES OF COGNITIVE AGING

- Dixon, R. (2000). Concepts and mechanisms of gains in cognitive aging. In D. Park & N. Schwarz (Eds), *Cognitive aging: A primer* (pp. 23 – 41). Philadelphia: Psychology Press.
- Park, D. (2000). The basic mechanisms accounting for age-related decline in cognitive functioning. In D. Park & N. Schwarz (Eds), *Cognitive aging: A primer* (pp. 3 – 21). Philadelphia: Psychology Press.
- Salthouse, T. A. (2000). Pressing issues in cognitive aging. In D. Park & N. Schwarz (Eds), *Cognitive aging: A primer* (pp. 43 – 54). Philadelphia: Psychology Press.
- Salthouse, T. A. (1999). Theories of cognitive aging. In V. L. Bengtson, V. L. & K. W. Schaie (Eds.), *Handbook of theories of aging* (pp. 196 – 208). New York: Springer Publishing.

Feb 7 ATTENTION AND CONSCIOUSNESS

- Rogers, W. (2000). Attention and aging. In D. Park & N. Schwarz (Eds), *Cognitive aging: A primer* (pp. 57 – 73). Philadelphia: Psychology Press.
- Parks, D. C. & Hedden, T. (2001). Working memory and aging. In M. Naveh-Benjamin, & M. Moscovitch, H. L. Roediger (Eds.), *Perspectives on human memory and cognitive aging: Essays in honour of Fergus Craik* (pp. 148 – 160). New York: Psychology Press.
- O'Connell. R. & Abeles, N. (2001). Attentional processes in mildly depressed and non-depressed able elderly. *Clinical Gerontologist*, 24 – 62.

Recommended

Edwards, J. D., Wadley, V. G., Vance, D. E., Wood, K., Roenker, D. L., & Ball, K. K. (2005). The impact of speed of processing training on cognitive and everyday performance. *Aging & Mental Health, 9*, 262-271.

Feb 14 MEMORY

Craik, F. I. M. (2000). Age-related changes in human memory. In D. Park & N. Schwarz (Eds), *Cognitive aging: A primer* (pp. 75 – 92). Philadelphia: Psychology Press.

Rubin, D. C. (2000). Autobiographical memory and aging. In D. Park & N. Schwarz (Eds), *Cognitive aging: A primer* (pp. 131 – 149). Philadelphia: Psychology Press.

Henry, J. D., MacLeod, M. S., Phillips, L. H., & Crawford, J. R. (2004). A meta-analytic review of prospective memory and aging. *Psychology and Aging, 19*, 27 – 39.

Feb 21 NEUROSCIENCE OF COGNITIVE AGING

Reuter-Lorenz. (2000). Cognitive neuropsychology of the aging brain. In D. Park & N. Schwarz (Eds), *Cognitive aging: A primer* (pp. 93 – 114). Philadelphia: Psychology Press.

Feb 28 METAMEMORY AND SOCIAL COGNITION

Cavanaugh, J. C. (2000). Metamemory from social-cognitive perspective. In D. Park & N. Schwarz (Eds), *Cognitive aging: A primer* (pp. 115 – 130). Philadelphia: Psychology Press.

Blanchard-Fields, F. & Abeles, R. P. (1996). Social cognition and aging. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of psychology of aging* (4th ed., pp. 150 – 177). San Diego: Academic Press.

Connor, L. T., Dunlosky, J. & Hertzog, C. (1997). Age related difference in absolute but not relative metamemory accuracy. *Psychology and Aging, 12*, 50 – 71.

Mar 4 LANGUAGE AND SPEECH

Kemper, S. & Kemtes, K. (2000). Aging and message production and comprehension. In D. Park & N. Schwarz (Eds), *Cognitive aging: A primer* (pp. 197 – 213). Philadelphia: Psychology Press.

McGinnis, D. & Zelinski, E. M. (2000). Understanding unfamiliar words: The influence of processing resources, vocabulary knowledge, and age. *Psychology and Aging, 15*, 497 – 509.

Wingfield, A. (2000). Speech perception and the comprehension of spoken language in adult aging. In D. Park & N. Schwarz (Eds), *Cognitive aging: A primer* (pp. 175 – 195). Philadelphia: Psychology Press.

Mar 14 Spring Break

Mar 21 INTELLIGENCE, WISDOM, and CREATIVITY

Dixon, R. A., & Hultsch, D. F. (1999). Intelligence and cognitive potential in late life. In J. C. Cavanaugh & S. K. Whitbourne (Eds.), *Gerontology: An interdisciplinary perspective* (pp. 213-237). New York: Oxford University Press.

Horn, J. L. & Masunaga, H. (2000). New directions for research into aging and intelligence: The development of expertise. In T. J. Perfect & E. A. Maylor (Eds.), *Models of cognitive aging*. New York: Oxford.

Sternberg, R. J. & Lubart, T. I. (2001). Wisdom and creativity. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of psychology of aging* (5th ed., pp. 500 – 522). San Diego: Academic Press.

Recommended

Ackerman, P. L. & Rolfhus, E. L. (1999). The locus of adults intelligence: Knowledge, abilities, and nonability traits. *Psychology and Aging*, 14, 314 – 330.

Singer, T., Verhaeghen, P. Ghisletta, P., Linedberger, U. & Baltes, P. B. (2003). The fate of cognition in very old age: Six-year longitudinal findings in the Berlin Aging Study (BASE). *Psychology and Aging*, 18, 318-331.

Mar 28 DECISION MAKING AND PROBLEM SOLVING

Blanchard-Fields, F. & Norris, L. (1997). Everyday problem solving across the adult life-span: Influence of domain specificity and cognitive appraisal. *Psychology and Aging*, 12, 684-693.

Sanfrey, A. G. & Hastie, R. (2000). Judgment and decision making across the adult life span: A tutorial review of psychological research. In D. Park & N. Schwarz (Eds), *Cognitive aging: A primer* (pp. 253 – 273). Philadelphia: Psychology Press.

Wendy, T. & Heike, D. (2005). Age differences in everyday problem-solving and decision-making effectiveness: A meta-analytic review. *Psychology and Aging*, 20, 85 – 99.

Apr 4 ALZHEIMER'S DISEASE

Cummings, J. L., Vinters, H. V., Cole, G. M., & Khachaturian, Z. S. (1998). Alzheimer's disease: Etiologies, pathophysiology, cognitive reserve, and treatment opportunities. *Neurology*, 51, Supp 1, S2 – S17.

Gruetzner, H. (2001). *Alzheimer's: A caregiver's guide and sourcebook* (3rd ed, pp. 13 - 32.). New York: John Wiley & Sons.

Whitbourne, S. (2002). Dementia and normal age changes in the brain. *The aging individual: Physical and psychological perspectives* (2nd ed, pp. 185 – 213). New York: Springer Publishing.

Apr 11 OTHER DEMENTIAS ASSOCIATED WITH AGING

Bowler, J. V. (2005). Vascular cognitive impairment. *Journal of Neurology, Neurosurgery, and Psychiatry*, 76, 35 – 44.

Camicioli, R., & Fisher, N. (2004). Progress in clinical neurosciences: Parkinson's disease with dementia and dementia with lewy bodies. *Canadian Journal of Neurological Sciences*, 31, 7 – 21.

Rampello, L., et al. (2004). Dementia with Lewy bodies: A review. *Archives of Gerontology and Geriatrics*, 39, 1 – 14.

Whitebourne, S. (2002). Dementia and normal age changes in the brain. *The aging individual: Physical and psychological perspectives* (2nd ed, pp. 185 – 213). New York: Springer Publishing.

April 18 Paper presentations

April 25 APPLICATIONS AND IMPLICATIONS & COURSE WRAP UP

Park, D. C. & Gutchess, A. H. (2000). Cognitive aging and everyday life. In D. Park & N. Schwarz (Eds), *Cognitive aging: A primer* (pp. 75 – 92). Philadelphia: Psychology Press.

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