

**University of Florida
College of Public Health & Health Professions Syllabus**

**CLP 7934, Special Topics: Directed Reading-Neuropsychology of Aging
Section Number: 73AG(10691), Summer A/C: 2022 (3 credit hours)**

Meeting time/place: n/a (online class)
Delivery Format: Online
Course Website or E-Learning: <http://elearning.ufl.edu>

Instructor Name: Michael Marsiske
Office: HPNP 3159
Phone Number: (352) 273-5097
Email Address: marsiske@phhp.ufl.edu
Office Hours: By appointment
Preferred Course Communications: Email

Prerequisites Admitted, in good standing, to the Graduate School at the University of Florida. No other pre-requisites apply. Students are expected to seek out additional foundational reading and materials in areas that are challenging for them; students are invited to ask course instructors for recommendations.

PURPOSE AND OUTCOME

Course Overview. This directed reading course introduces students to contemporary theory, method, and findings regarding normal cognitive aging, neuropsychology (based mainly on research with brain-damaged individuals) and cognitive neuroscience. The readings will consider normal and pathological cognitive changes, potential etiologies and comorbidities, as well as recent thinking on intervention approaches for late life cognition.

Relation to Program Outcomes. This course counts as a “Neuropsychology elective” for doctoral students in Clinical and Health Psychology. It also satisfies one of the elective requirements of the Graduate Certificate in Gerontology.

Instructional Methods. This online course is a directed reading course. Students will access personal-use electronic copies of all assigned readings in this course (online, in the UF Canvas system). Each week, students will be expected to summarize, synthesize and integrate readings in a reaction paper (see “Assignments” below for details).

Course Objectives and/or Goals

This is a directed reading class, without a formal didactic component. That means there are **no lectures or prepared materials**. The overarching goal of the class is to see what you can extract and explain from primary source readings.

By the end of this course, students will be able to:

1. Develop models of individual differences in cognitive aging.
 - a. Cognitive outcomes will be framed in terms of the diversity of diagnostic approaches for characterizing late life cognition.
 - b. Predictors will include biological (genetic, health, environmental), psychological (attitudinal and emotional) and social determinant (health and health care, neighborhood, economic security) factors. Factors accounting for racial and ethnic variation in late life cognition will be considered
2. Critique current literature on cognitive aging by considering methodological strengths and weaknesses of the current literature in weekly reaction papers.

The philosophical underpinning of the learning approach is the Feynman method (<http://lifehacker.com/the-feynman-technique-helps-you-study-faster-and-retain-1790501936>), which emphasizes active learning over passive learning. And the hallmark of active learning is that you can EXPLAIN the topic simply to someone else. You will do this in the form of your weekly reaction paper.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Specific weekly readings are listed in the appendix to this syllabus

Week(s)	Due Date*	Topic
1	5/17	Understanding cognitive aging
2	5/24	Individual differences in cognitive aging
3	5/31	Cognitive and neural reserve in aging
4	6/7	Neuroimaging/neuroscience methods and aging I
5	6/14	Neuroimaging/neuroscience methods and aging II
6	6/21	Memory aging
7	6/28	Epidemiology and neuropathology of dementia
8	7/5	Clinical assessment of the dementias
9	7/12	Clinical and environmental risk factors
10	7/19	Cardiovascular aging
11	7/26	Everyday functioning
12	8/2	Interventions

***Due dates are Tuesdays at 11:59 pm**

Caveat:

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced in class, and the student is personally responsible for obtaining updated information regarding those changes.

Course Materials

Each week is associated with readings (empirical articles, meta-analyses, review chapters, theoretical papers, fact sheets, consensus statements). These are detailed below in the weekly calendar, and electronic copies will be provided at the class elearning site. The specific weekly reading list is given in the bibliography in the appendix of this syllabus.

Technology

Students are required to access all materials in Canvas, and to submit all materials in Microsoft format (Office, Powerpoint) in Canvas. Software can be obtained at <https://software.ufl.edu/agreements/microsoft/student/downloads/>. Readings are provided in Adobe pdf format, and can be accessed via the free AdobeAcrobat reader <http://www.adobe.com/products/reader.html>.

For issues with technical difficulties for E-learning please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Technology access provided by the University of Florida

Although the University of Florida requires students to have continuous access to a computer, resources are available to students to help students who may not have hardware and software access. As noted by the UF Computing Policy, "[t]he university provides both physical and virtual computer labs that include access to numerous software packages. While the university provides these services to all students, they are not intended as the sole means for students to meet this requirement. The university has also negotiated free or discounted student options for many software packages which are available through Software Licensing Services." Student computer labs are available at all UF libraries, including Smathers, Marston Science, Education Library, and the Health Science library in Communicore. Most software and personal storage space can be accessed without charge at the university virtual server <https://apps.ufl.edu>. Secure, encrypted University of Florida file storage is available via UF-branded Dropbox, Google Drive and Microsoft OneDrive services.

Managing e-learning technical issues

- If you cannot upload a document due to technical problems (e.g., if Canvas is down), you may e-mail Dr. Marsiske. The timestamp on your e-mail will serve as the time submitting. In such cases, please upload your assignment to Canvas as well, once the technical issue is resolved. We also require you to contact the UF Helpdesk and obtain a "problem ticket number" to further document your good-faith attempts to resolve the technical problem. Official text:
 - *Don't wait until the last minute. Know when the [assignment] is due and leave yourself plenty of time.*
 - *[Finish your assignment] during Help Desk hours (<http://helpdesk.ufl.edu>) so that if you encounter problems, there will be someone available to help you.*
 - *Make sure you have a dependable internet connection.*
 - *Use a current, updated browser and operating system*

- *Make sure you read your instructions carefully before beginning the assignment.*
 - *If you encounter any unexpected behavior (error messages, inability to log in, etc.) take a screen shot of the problem (Print Scrn) and paste (CTRL+V) into a program like Word or Paint. Save this file. This is important so that your instructor knows your problem is legitimate, and to assist the UF Computing Help Desk in helping you fix the problem.*
 - *If you encounter problems that prevent you from [completing the assignment], immediately call the UF Computing Help Desk at 352-392-4357. Keep the ticket number for future reference.*
 - *When you are done with your [assignment], be sure you submit it! If you do not see a successful submission message, your test is still in progress. You will not get a grade until you submit.*
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ACADEMIC REQUIREMENTS AND GRADING

Assignments

The grade for the class will be based on the weekly reaction paper. ***Each reaction paper will be weighted to count for the exact same proportion of your final grade, even if varying numbers of pages-to-read are given to each week.***

1. *Submitted reaction papers. **Submit via Canvas.***

The reaction paper should:

- a. Be about 500 words (approximately two double spaced pages if you use Times New Roman 12 or Arial 11, with 1-inch margins)
- b. Each reaction paper should consider the following items.
 1. Identify the two most important findings or conclusions from each paper. Justify why you believe these are important.
 2. What are the two or three major themes that emerged across the papers? How do the papers agree or disagree around these themes?
 3. Across the papers of this week, what did you identify as major methodological shortcomings that need to be addressed to advance this area of research? Alternatively, what do you believe is the next important kind of evidence needed to advance this area of research – what kinds of data do we need to collect next?
 4. What surprised you most in reading these papers? What finding or conclusions most challenged your pre-existing beliefs? (If you were not surprised, provide detail on the source of your pre-existing knowledge, and why you were not surprised).

Grading

Requirement	Due date	% of final grade (must sum to 100%)
Week 1 Assignment	5/17	8.33%
Week 2 Assignment	5/24	8.33%
Week 3 Assignment	5/31	8.33%
Week 4 Assignment	6/7	8.33%
Week 5 Assignment	6/14	8.33%
Week 6 Assignment	6/21	8.33%
Week 7 Assignment	6/28	8.33%
Week 8 Assignment	7/5	8.33%
Week 9 Assignment	7/12	8.33%
Week 10 Assignment	7/19	8.33%
Week 11 Assignment	7/26	8.33%
Week 12 Assignment	8/2	8.33%

Note: Each weekly assignment will be rated out of 10 points, summing to 120 points during the semester. The final grade will be calculated by multiplying the total number of points by 0.833. The grading rubric for each reaction is as follows, and comments upon grading will help explain the points assigned.

Rubric

10 points	9 points	8 points	7 points	0 points
<ul style="list-style-type: none"> Paper addresses all four questions Writing is specific, and shows careful reading (e.g., particular points made in the papers are discussed, or specific quotes are extracted and explained) There is clear evidence of critical analysis (evaluation of strengths and weaknesses and/or clinical/research implications) There is evidence of creativity and effort in speculating about cross-cutting themes, needed next steps, and surprising findings. 	<ul style="list-style-type: none"> Paper addresses all four questions Writing is specific, and shows careful reading (e.g., particular points made in the papers are discussed, or specific quotes are extracted and explained) There is clear evidence of critical analysis (evaluation of strengths and weaknesses and/or clinical/research implications) Discussion of cross-cutting themes, needed next steps, and surprising findings is perfunctory, under-developed 	<ul style="list-style-type: none"> Paper addresses all four questions Writing is specific, and shows careful reading (e.g., particular points made in the papers are discussed, or specific quotes are extracted and explained) Presentation is more of a summary than a critical evaluation of strengths and weaknesses Discussion of cross-cutting themes, needed next steps, and surprising findings is perfunctory, under-developed 	<ul style="list-style-type: none"> Paper addresses all four questions Points discussed are general and could be written without specifically engaging with these papers or only reading the abstract (e.g., saying "exercise is good" without explaining why based on the papers) Presentation is more of a summary than a critical evaluation of strengths and weaknesses Discussion of cross-cutting themes, needed next steps, and surprising findings is perfunctory, under-developed 	<ul style="list-style-type: none"> Not submitted

See below for additional policy on late submissions.

Note that after your reaction paper has been graded, it may be distributed to other class members for review and mutual learning.

Point system used (i.e., how do course points translate into letter grades).

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response/feedback policy.

A member of the instruction team will respond to communications (emails, phone calls, communications through Canvas, anonymous comment form) within 24 hours during the work week, and within 48 hours during weekends or university closures. If closures are due to inclement weather or emergency, responses may be slower.

Exam Policy.

No exams for this class

Policy Related to Extra Credit

When class size is large enough to permit student evaluations of teaching, all members of the class will be awarded one (1) bonus point if at least 80% of the enrolled class completes evaluations, and two (2) bonus points if 100% of the enrolled class completes evaluations.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [GatorEvals](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [GatorEvals](#).

Policy Related to Make up Exams or Other Work

For homework, late submissions are not encouraged. Late submissions will be accepted for up to 7 days, but with the following penalty schedule:

With regard to missing or incomplete assignments, the following policies apply:

- Instructor will not contact you about missing or incomplete assignments. **It is your responsibility** to check that the *correct* Summary has been submitted to Canvas on time
- **It may be possible to avoid a late penalty IF YOU CONTACT THE INSTRUCTOR AT LEAST 24 HOURS IN ADVANCE.** You should email the course coordinator and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments. Note, conference attendance or doctoral qualifying examinations or thesis/dissertation defenses do not constitute valid lateness excuses.
- If your assignment is late, you will lose 10% each day up to the seventh day, after which a zero grade will be assigned. Each assignment is initially graded up to a total of 10 points according to the rubric (before it is converted to 6.67% or 13.33% of your grade, depending on assignment). Thus, if an assignment is worth a maximum

of 10 points, you will lose 1 point for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 11:59 pm is considered late at midnight). Penalties are as follows:

1 minute to 24 hours late	10% of maximum deducted from achieved grade
1 day + 1 minute late to 48 hours late	20% of maximum deducted from achieved grade
2 days + 1 minute late to 72 hours late	30% of maximum deducted from achieved grade
3 days + 1 minute late to 96 hours late	40% of maximum deducted from achieved grade
4 days + 1 minute late to 120 hours late	50% of maximum deducted from achieved grade
5 days + 1 minute late to 144 hours late	60% of maximum deducted from achieved grade
6 days + 1 minute late to 168 hours late	70% of maximum deducted from achieved grade
7 days + 1 minute late or longer	100% of maximum deducted from achieved grade

NOTE: UPLOADING THE WRONG DOCUMENT IS SAME-AS-LATE, even if you have documentation that you completed the document on time. **It is your responsibility to verify that you have uploaded the correct document.** (You should open or download your uploaded homeworks and double- or triple-check that you have uploaded the right one).

- There will be **no** exceptions to this policy.
- If you have uploaded the wrong document, and Canvas does not allow you to correct this, you should IMMEDIATELY send the correct document to Dr. Marsiske via email.

Any requests for waiving of late penalties due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. The Appendix to this syllabus includes additional details for managing technical issues.

Incomplete grades:

An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has 1) completed a major portion of the course with a passing grade, 2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and 3) obtained agreement from the instructor and arranged for resolution (contract) of the incomplete grade. Instructors assign incomplete grades following consultation with Department Chairs.

Policy Related to Required Class Attendance

There is no specific attendance requirement for this online class, but all weekly assignments must be submitted, without exception. Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the [Registrar website](#) for additional details:

Religious Observances Policy

We conduct this class in accordance with the University of Florida [Religious Observances policy](#), which states (in part): "Students and faculty must work together to allow students the opportunity to observe the holy days of his or her faith. A student needs to inform the faculty member of the religious observances of his or her faith that will conflict with class

attendance, with tests or examinations, or with other class activities prior to the class or occurrence of that test or activity. The faculty member is then obligated to accommodate that particular student's religious observances. Because our students represent a myriad of cultures and many faiths, the University of Florida is not able to assure that scheduled academic activities do not conflict with the holy days of all religious groups. We, therefore, rely on individual students to make their need for an excused absence known in advance of the scheduled activities....For University of Florida Students, the following guidelines apply: Students, upon prior notification of their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances...A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure. "

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs [website](#).

Instructor Diversity Statement

Consistent with the Inclusive Environment statement elsewhere in this syllabus, I embrace non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions

or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act. But non-discrimination is for me, personally, too passive a phrase. I celebrate, value, and welcome the diversity of backgrounds and experiences that we collectively bring to the classroom.

I approach life, and this class, as a White male who has been in university environments since 1983 (first as undergraduate, then graduate student, then postdoctoral fellow and faculty member). I bring an international, if Western, perspective. I was born in Canada (and lived there for my first 22 years) and identify as a German-Canadian (my parents were born in Germany). My graduate work was in rural Pennsylvania. I speak English, German, and some French. I lived in Berlin, Germany as a postdoctoral fellow from 1992-1995. Prior to coming to the University of Florida, I was on the faculty of Wayne State University in Detroit. Thus, I bring exposure to a variety of urban, suburban environments across three countries.

I have profound sensorineural hearing loss in both ears (and have since I was 18 months old). I was raised in a time and environment where deafness was deficit, and where compensating and mainstreaming was viewed as the sole pathway to success. I have come slowly to understanding that I am differently abled, and to realize the many ways in which I have compensated for hearing loss through my life. The global pandemic was a time of great eye-opening for me, as I realized how poorly I could hear in classroom and meeting settings. The Zoom-years have been transformative for me (with the ability to adjust digital audio, use automatic captions, and see faces close up to support lip reading).

My goal is to serve as an instructor and mentor who serves diverse students from historically excluded groups to achieve their goals in my classes and laboratory environment. I will continue to seek funding to support the training of doctoral students from historically excluded groups. In my role as Director of Graduate Programs in the Department of Clinical and Health Psychology, I will continue to strive to recruit, retain, and foster well being in students from diverse and under-represented groups. Moreover, I will strive to incorporate and increase consideration of diversity in my teaching materials and methods. I view it as my responsibility to support students from diverse backgrounds to find their voices in class, and to use my diverse background to foster a sensitive and welcoming environment that supports growth and achievement in students my laboratory and classroom environments.

Expectations Regarding Course Behavior

As a matter of mutual courtesy, please let the instructor know when you're going to be late, when you're going to miss class, or if you need to leave early. Please try to do any of these as little as possible. Students who have extraordinary circumstances preventing attendance, or who must leave early, should explain these circumstances to the course instructor prior to the scheduled class, or as soon as possible thereafter. The instructor will then make an effort to accommodate reasonable requests. If you must miss a class, please request notes from your classmates about the exercises/discussion you missed.

Communication Guidelines

For extra help:

A discussion board exists in Canvas for any open questions about course materials and assignments. You are welcome to post any questions. Please be respectful, and follow [UF Netiquette guidelines](#). Please do not use the open forums for complaints or criticisms. Please do not post your suspected “answers” for any questions, so as not to interfere with the independent problem solving of other students. Dr. Marsiske will monitor and respond to the discussion board. Unfortunately, due to the limitations of Canvas, questions cannot be posted anonymously. You are also welcome to email with specific questions.
Note: You can receive notifications whenever the discussion board is updated. Next to each discussion topic, click the green “subscribe” checkmark on the Canvas Discussion main page

Office Hours and Appointments. Dr. Marsiske has office hours by appointment for extra help.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

[The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida.

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see [Student Conduct and Honor Code](#) or the [Graduate Student Website](#) for additional details:

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

When class size is large enough to permit student evaluations of teaching, all members of the class will be awarded one (1) bonus point if at least 80% of the enrolled class completes evaluations, and two (2) bonus points if 100% of the enrolled class completes evaluations.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [GatorEvals](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [GatorEvals](#).

Feedback is taken very seriously, and comments provided are used to improve the course for future semesters. These evaluations are not only read by me but are also read by my department. The department uses these evaluation results to evaluate my teaching, and evaluation results directly influence the tenure and promotion process. Evaluations are typically open during the last two or three weeks of the semester, but you will be given specific times when they are open. Summary scores calculated from the evaluations will also be [posted publicly](#).

SUPPORT SERVICES

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting their [website](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see this [link](#).

Campus Resources:

Health and Wellness

- **U Matter, We Care:** If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- **Counseling and Wellness Center:** [CWC Website](#), and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [website](#).

Academic Resources

- **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu, or visit the [website](#).

- **Career Resource Center, Reitz Union**, 392-1601. Career assistance and counseling [website](#).
- **Library Support**, [Website](#). Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. [Website](#).
- **Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. [Website](#).
- **Student Complaints Campus**: [Website](#).
- **On-Line Students Complaints**: [Website](#).

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

APPENDIX

Weekly Bibliography

^M Denotes an article where lead and/or senior author represents a historically excluded group; if you are aware of other relevant articles that improve diversity of author representation, please share them.

Week	Readings
1	<p><u>Understanding cognitive aging</u></p> <p>Cohen, R. A., Marsiske, M. M., & Smith, G. E. (2019). Neuropsychology of aging. In S. T. DeKosky & S. Asthana (Eds). <i>Handbook of clinical neurology</i> (Vol. 167, pp. 149-180). Elsevier.</p> <p>Committee on the Public Health Dimensions of Cognitive Aging; Board on Health Sciences Policy; Institute of Medicine; (2015 Jul 21) 1, Introduction. In Blazer DG, Yaffe K, Liverman CT, (Eds). <i>Cognitive Aging: Progress in Understanding and Opportunities for Action</i>. Washington (DC): National Academies Press (US). Available from: https://www.ncbi.nlm.nih.gov/books/NBK316207/</p> <p>Committee on the Public Health Dimensions of Cognitive Aging; Board on Health Sciences Policy; Institute of Medicine; (2015 Jul 21). 2, Characterizing and Assessing Cognitive Aging. In Blazer DG, Yaffe K, Liverman CT, (Eds). <i>Cognitive Aging: Progress in Understanding and Opportunities for Action</i>. Washington (DC): National Academies Press (US). Available from: https://www.ncbi.nlm.nih.gov/books/NBK316201/</p> <p>Salthouse, T. A. (2019). Trajectories of normal cognitive aging. <i>Psychology and Aging</i>, 34(1), 17-24. http://dx.doi.org/10.1037/pag0000288</p>

Week	Readings
2	<p data-bbox="315 233 922 264"><u>Individual differences in cognitive aging</u></p> <p data-bbox="315 306 1382 464">Seblova, D., Berggren, R., & Lövdén, M. (2019). Education and Age-related Decline in Cognitive Performance: Systematic Review and Meta-analysis of Longitudinal Cohort Studies. <i>Ageing Research Reviews</i>, 101005. https://doi.org/10.1016/j.arr.2019.101005</p> <p data-bbox="315 499 1382 604">MWilson, R. S., Capuano, A. W., Sytsma, J., Bennett, D. A., & Barnes, L. L. (2015). Cognitive aging in older Black and White persons. <i>Psychology and Aging</i>, 30(2), 279–285. https://doi.org/10.1037/pag0000024</p> <p data-bbox="315 640 1398 787">MFreedman, D., & Manly, J. J. (2018). Assessment of cognition in African American older adults. In G. E. Smith & S. T. Farias (Eds.), <i>APA handbooks in psychology®. APA handbook of dementia</i> (p. 107–123). American Psychological Association. https://doi.org/10.1037/0000076-006</p> <p data-bbox="315 823 1377 970">MPedraza, O. (2018). Neuropsychological assessment of Spanish-speaking older adults. In G. E. Smith & S. T. Farias (Eds.), <i>APA handbooks in psychology®. APA handbook of dementia</i> (p. 141–170). American Psychological Association. https://doi.org/10.1037/0000076-008</p>
3	<p data-bbox="315 1016 883 1047"><u>Cognitive and neural reserve in aging</u></p> <p data-bbox="315 1083 1435 1230">MStern, Y., Barnes, C. A., Grady, C., Jones, R. N., & Raz, N. (2019). Brain reserve, cognitive reserve, compensation, and maintenance: operationalization, validity, and mechanisms of cognitive resilience. <i>Neurobiology of aging</i>, 83, 124-129. https://doi.org/10.1016/j.neurobiolaging.2019.03.022</p> <p data-bbox="315 1266 1409 1413">Cabeza, R., Albert, M., Belleville, S., Craik, F. I., Duarte, A., Grady, C. L., ... & Rugg, M. D. (2018). Maintenance, reserve and compensation: the cognitive neuroscience of healthy ageing. <i>Nature Reviews Neuroscience</i>, 19(11), 701-710. https://doi.org/10.1038/s41583-018-0068-2</p> <p data-bbox="315 1449 1419 1596">Stern, Y., Arenaza-Urquijo, E. M., Bartrés-Faz, D., Belleville, S., Cantilon, M., Chetelat, G., ... & Okonkwo, O. (2018). Whitepaper: Defining and investigating cognitive reserve, brain reserve, and brain maintenance. <i>Alzheimer's & Dementia</i>. https://doi.org/10.1016/j.jalz.2018.07.219</p> <p data-bbox="315 1631 1430 1778">MVonk, J. M., Rentería, M. A., Avila, J. F., Schupf, N., Noble, J. M., Mayeux, R., ... & Manly, J. J. (2019). Secular trends in cognitive trajectories of diverse older adults. <i>Alzheimer's & Dementia</i>, 15(12), 1576-1587. https://doi.org/10.1016/j.jalz.2019.06.4944</p>

Week	Readings
4	<p data-bbox="315 233 1062 264"><u>Neuroimaging/neuroscience methods and aging I</u></p> <p data-bbox="315 306 1403 443">Lu, H., & Liu, P. (2017). MRI measures of aging: Methodological issues. In R. Cabeza, L. Nyberg, & D. C. Park (Eds.), <i>Cognitive neuroscience of aging: Linking cognitive and cerebral aging</i> (2nd edition, pp. 9–34). Oxford University Press.</p> <p data-bbox="315 489 1430 632">Madden, D. J., & Parks, E. L. (2017). Age differences in structural connectivity: Diffusion tensor imaging and white matter hyperintensities. In R. Cabeza, L. Nyberg, & D. C. Park (Eds.), <i>Cognitive neuroscience of aging: Linking cognitive and cerebral aging</i> (2nd edition, pp. 71-103). Oxford University Press.</p> <p data-bbox="315 674 1430 816">Grady, C. L. (2016). Age differences in functional connectivity at rest and during cognitive tasks. In R. Cabeza, L. Nyberg, & D. C. Park (Eds.), <i>Cognitive neuroscience of aging: Linking cognitive and cerebral aging</i> (2nd edition, pp. 105-130). Oxford University Press.</p>
5	<p data-bbox="315 894 1070 926"><u>Neuroimaging/neuroscience methods and aging II</u></p> <p data-bbox="315 968 1409 1110">Fjell, A. M. & Walhovd, K. B. (2017). Multimodal imaging of the aging brain. In R. Cabeza, L. Nyberg, & D. C. Park (Eds.), <i>Cognitive neuroscience of aging: Linking cognitive and cerebral aging</i> (2nd edition, pp. 131-154). Oxford University Press.</p> <p data-bbox="315 1152 1435 1295">Nyberg, L., Pudas, S., & Lundquist, A. (2017). Structural and functional imaging of aging: Longitudinal studies. In R. Cabeza, L. Nyberg, & D. C. Park (Eds.), <i>Cognitive neuroscience of aging: Linking cognitive and cerebral aging</i> (2nd edition, pp. 155-182). Oxford University Press.</p> <p data-bbox="315 1337 1406 1493">Johnson, S. C. (2018). Brain imaging in dementia and antecedent conditions. In G. E. Smith & S. T. Farias (Eds.), <i>APA handbooks in psychology®. APA handbook of dementia</i> (p. 85–103). American Psychological Association. https://doi.org/10.1037/0000076-005</p>

Week	Readings
6	<p data-bbox="315 233 532 264"><u>Memory aging</u></p> <p data-bbox="315 306 1414 411">Lustig, C., & Lin, Z. (2016). Memory: Behavior and neural basis. In Warner, S. K., & Willis, S. L. (Eds). <i>Handbook of the psychology of aging</i> (pp. 147-163). Academic Press.</p> <p data-bbox="315 453 1433 596">Tromp, D., Dufour, A., Lithfous, S., Pebayle, T., & Després, O. (2015). Episodic memory in normal aging and Alzheimer disease: Insights from imaging and behavioral studies. <i>Ageing research reviews</i>, 24, 232-262. https://doi.org/10.1016/j.arr.2015.08.006</p> <p data-bbox="315 638 1325 743">Danckert, S. L., & Craik, F. I. (2013). Does aging affect recall more than recognition memory?. <i>Psychology and aging</i>, 28(4), 902. https://doi.org/10.1037/a0033263</p>
7	<p data-bbox="315 785 1024 816"><u>Epidemiology and neuropathology of dementia</u></p> <p data-bbox="315 858 1360 1016">Albert, M. S. (2018). Contemporary research criteria for dementia. In G. E. Smith & S. T. Farias (Eds.), <i>APA handbooks in psychology®. APA handbook of dementia</i> (p. 3–14). American Psychological Association. https://doi.org/10.1037/0000076-001</p> <p data-bbox="315 1058 1422 1215">Plassman, B. L., & Potter, G. G. (2018). Epidemiology of dementia and mild cognitive impairment. In G. E. Smith & S. T. Farias (Eds.), <i>APA handbooks in psychology®. APA handbook of dementia</i> (p. 15–39). American Psychological Association. https://doi.org/10.1037/0000076-002</p> <p data-bbox="315 1257 1417 1415">Murray, M. E., & DeTure, M. (2018). The neuropathology of dementia. In G. E. Smith & S. T. Farias (Eds.), <i>APA handbooks in psychology®. APA handbook of dementia</i> (p. 41–66). American Psychological Association. https://doi.org/10.1037/0000076-003</p> <p data-bbox="315 1457 1430 1646">Yu, J. T., Xu, W., Tan, C. C., Andrieu, S., Suckling, J., Evangelou, E., ... & Kua, E. H. (2020). Evidence-based prevention of Alzheimer's disease: systematic review and meta-analysis of 243 observational prospective studies and 153 randomised controlled trials. <i>Journal of Neurology, Neurosurgery & Psychiatry</i>. http://dx.doi.org/10.1136/jnnp-2019-321913</p>

Week	Readings
8	<p data-bbox="313 233 883 264"><u>Clinical assessment of the dementias</u></p> <p data-bbox="313 306 1422 449">Edmonds, E. C., Salmon, D. P., & Bondi, M. W. (2018). Clinical assessment of Alzheimer's disease. In G. E. Smith & S. T. Farias (Eds.), <i>APA handbooks in psychology®. APA handbook of dementia</i> (p. 249–276). American Psychological Association. https://doi.org/10.1037/0000076-013</p> <p data-bbox="313 491 1422 667">Fields, J. A. (2018). Clinical neuropsychological assessment in older adults with Lewy body disease and Parkinson's disease. In G. E. Smith & S. T. Farias (Eds.), <i>APA handbooks in psychology®. APA handbook of dementia</i> (p. 277–299). American Psychological Association. https://doi.org/10.1037/0000076-014</p> <p data-bbox="313 709 1435 852">Watson, C. L., Foley, J. M., & Kramer, J. H. (2018). Clinical neuropsychology of frontotemporal dementia. In G. E. Smith & S. T. Farias (Eds.), <i>APA handbooks in psychology®. APA handbook of dementia</i> (p. 301–324). American Psychological Association. https://doi.org/10.1037/0000076-015</p> <p data-bbox="313 894 1419 1071">Libon, D. J., Lamar, M., Price, C. C., Jefferson, A. L., Swenson, R., & Au, R. (2018). Neuropsychological evaluation for vascular dementia. In G. E. Smith & S. T. Farias (Eds.), <i>APA handbooks in psychology®. APA handbook of dementia</i> (p. 325–341). American Psychological Association. https://doi.org/10.1037/0000076-016</p>

Week	Readings
9	<p data-bbox="315 233 899 264"><u>Clinical and environmental risk factors</u></p> <p data-bbox="315 306 1357 447">Kuźma, E., Lourida, I., Moore, S. F., Levine, D. A., Ukoumunne, O. C., & Llewellyn, D. J. (2018). Stroke and dementia risk: a systematic review and meta-analysis. <i>Alzheimer's & Dementia</i>, 14(11), 1416-1426. https://doi.org/10.1016/j.jalz.2018.06.3061</p> <p data-bbox="315 489 1377 630">Kueper, J. K., Speechley, M., Lingum, N. R., & Montero-Odasso, M. (2017). Motor function and incident dementia: a systematic review and meta-analysis. <i>Age and Ageing</i>, 46(5), 729-738. https://doi.org/10.1093/ageing/afx084</p> <p data-bbox="315 672 1414 848">Grammatikopoulou, M. G., Goulis, D. G., Gkiouras, K., Theodoridis, X., Gkouskou, K. K., Evangeliou, A., ... & Bogdanos, D. P. (2020). To Keto or Not to Keto? A Systematic Review of Randomized Controlled Trials Assessing the Effects of Ketogenic Therapy on Alzheimer Disease. <i>Advances in Nutrition</i>. https://doi.org/10.1093/advances/nmaa073</p> <p data-bbox="315 890 1422 995">Peters, R., Ee, N., Peters, J., Booth, A., Mudway, I., & Anstey, K. J. (2019). Air pollution and dementia: a systematic review. <i>Journal of Alzheimer's Disease</i>, 70(s1), S145-S163. https://doi.org/10.3233/JAD-180631</p> <p data-bbox="315 1037 1386 1178">Peters, R., Booth, A., Rockwood, K., Peters, J., D'Este, C., & Anstey, K. J. (2019). Combining modifiable risk factors and risk of dementia: a systematic review and meta-analysis. <i>BMJ open</i>, 9(1), e022846. http://dx.doi.org/10.1136/bmjopen-2018-022846</p>
10	<p data-bbox="315 1184 639 1215"><u>Cardiovascular aging</u></p> <p data-bbox="315 1257 1398 1434">Skinner, S. N., Ellis, M. P., & Pa, J. (2018). The effects of physical activity on cognition, dementia risk, and brain health. In G. E. Smith & S. T. Farias (Eds.), <i>APA handbooks in psychology®. APA handbook of dementia</i> (p. 381–398). American Psychological Association. https://doi.org/10.1037/0000076-020</p> <p data-bbox="315 1476 1430 1617">Fernando, H. J., Cohen, R. A., Gullett, J. M., Friedman, J., Ayzengart, A., Porges, E., ... & Gonzalez-Louis, R. (2019). Neurocognitive Deficits in a Cohort With Class 2 and Class 3 Obesity: Contributions of Type 2 Diabetes and Other Comorbidities. <i>Obesity</i>, 27(7), 1099-1106. https://doi.org/10.1002/oby.22508</p> <p data-bbox="315 1659 1414 1820">Moraes, N. C., Aprahamian, I., & Yassuda, M. S. (2019). Executive function in systemic arterial hypertension: A systematic review. <i>Dementia & neuropsychologia</i>, 13(3), 284-292. https://doi.org/10.1590/1980-57642018dn13-030004</p> <p data-bbox="315 1862 1430 1967">Goshgarian, C., & Gorelick, P. B. (2019). Perspectives on the relation of blood pressure and cognition in the elderly. <i>Trends in cardiovascular medicine</i>, 29(1), 12-18. https://doi.org/10.1016/j.tcm.2018.05.011</p>

Week	Readings
11	<p data-bbox="313 233 639 264"><u>Everyday functioning</u></p> <p data-bbox="313 306 1430 485">Schmitter-Edgecombe, M., & Farias, S. T. (2018). Aging and everyday functioning: Measurement, correlates, and future directions. In G. E. Smith & S. T. Farias (Eds.), <i>APA handbooks in psychology®. APA handbook of dementia</i> (p. 187–217). American Psychological Association. https://doi.org/10.1037/0000076-010</p> <p data-bbox="313 527 1425 705">Triebel, K. L., Gerstenecker, A., & Marson, D. C. (2018). Financial and medical decision-making capacity in mild cognitive impairment and dementia. In G. E. Smith & S. T. Farias (Eds.), <i>APA handbooks in psychology®. APA handbook of dementia</i> (p. 219–235). American Psychological Association. https://doi.org/10.1037/0000076-011</p> <p data-bbox="313 747 1430 926">Logsdon, R. G., & Teri, L. (2018). Quality of life in dementia: Conceptualization, measurement, and psychosocial treatment implications. In G. E. Smith & S. T. Farias (Eds.), <i>APA handbooks in psychology®. APA handbook of dementia</i> (p. 237–248). American Psychological Association. https://doi.org/10.1037/0000076-012</p>
12	<p data-bbox="313 932 516 963"><u>Interventions</u></p> <p data-bbox="313 1005 1430 1184">Willis, S. L. (2018). Cognitive remediation approaches and dementia prevention: Findings from the ACTIVE trial and related research. In G. E. Smith & S. T. Farias (Eds.), <i>APA handbooks in psychology®. APA handbook of dementia</i> (p. 399–417). American Psychological Association. https://doi.org/10.1037/0000076-021</p> <p data-bbox="313 1226 1403 1404">Zelinski, E. M. (2018). Does cognitive training reduce risk for dementia? In G. E. Smith & S. T. Farias (Eds.), <i>APA handbooks in psychology®. APA handbook of dementia</i> (p. 419–432). American Psychological Association. https://doi.org/10.1037/0000076-022</p> <p data-bbox="313 1446 1430 1625">Hampstead, B. M., Briceño, E. M., & Garcia, S. (2018). Evidence supporting common cognitive rehabilitation techniques in cognitively symptomatic older adults. In G. E. Smith & S. T. Farias (Eds.), <i>APA handbooks in psychology®. APA handbook of dementia</i> (p. 433–453). American Psychological Association. https://doi.org/10.1037/0000076-023</p> <p data-bbox="313 1667 1419 1764">Woods, A. J., Antonenko, D., Flöel, A., Hampstead, B. M., Clark, D., & Knotkova, H. (2019). Transcranial direct current stimulation in aging research. In K. Knotkova, M.A. Nitsche, M. Biksom, & A. J. Woods (Eds). <i>Practical guide to transcranial direct current stimulation</i> (pp. 569-595). Springer, Cham.</p>