**University of Florida**

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

**CLP 7934, Special Topics: Directed Reading-Neuropsychology of Aging**

**Section Number: 10664, Summer C: 2023 (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 (he/him/his)  
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Office Hours: By [appointment](https://outlook.office365.com/owa/calendar/Marsiske1@uflorida.onmicrosoft.com/bookings/)

Preferred Course Communications:Email

## PrerequisitesAdmitted, 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 required 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 required readings in this course (online, in the UF Canvas system). Each week, students will be expected to summarize, synthesize and integrate required readings in two weekly discussion posts (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 required readings.

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

1. Develop models of individual differences in cognitive aging.
   1. Cognitive outcomes will be framed in terms of the diversity of diagnostic approaches for characterizing late life cognition.
   2. 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.

### Instructional Methods

This is a directed reading course. The instructor has curated current primary source articles and reviews in the area of cognitive aging. Assignments (summaries and reactions, written in discussion post style) are designed to encourage (a) critical thinking about the selected articles, and (b) engagement with peers regarding key points and areas in need of further development.

# DESCRIPTION OF COURSE CONTENT

# Topical Outline/Course Schedule

# Specific weekly required readings are listed in the appendix to this syllabus

| **Week(s)** | **Synthesis**  **Post Due Date** | **Next Steps Post Due Date** | **Topic** |
| --- | --- | --- | --- |
| 1 | 5/24 | 5/26 | Understanding cognitive aging |
| 2 | 5/31 | 6/2 | Individual differences in cognitive aging |
| 3 | 6/7 | 6/9 | Cognitive and neural reserve in aging |
| 4 | 6/14 | 6/16 | Neuroimaging/neuroscience methods and aging |
| 5 | 6/21 | 6/23 | Memory aging |
| 6 | 7/5 | 7/7 | Epidemiology and neuropathology of dementia |
| 7 | 7/12 | 7/14 | Clinical assessment of the dementias |
| 8 | 7/19 | 7/21 | Clinical and environmental risk factors |
| 9 | 7/26 | 7/27 | Cardiovascular aging |
| 10 | 8/2 | 8/4 | Everyday functioning |
| 11 | 8/9 | 8/11 | Interventions |

**First discussion post each week is due Wednesdays at 11:59 pm; second is due Fridays 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 required 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 required 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/>. Required 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](file:///C:\Users\hackg\Desktop\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.*

# ACADEMIC REQUIREMENTS AND GRADING

# Assignments (22 posts, each worth 4.55%)

The grade for the class will be based on two separate discussion posts each week. ***Each discussion post 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. *Discussion Post One* ***Submit via Canvas.***

The post should address: “What are the two or three major themes that emerged across the papers? How do the papers agree or disagree around these themes?”

1. *Discussion Post Two* ***Submit via Canvas***

Reacting to your previous discussion post earlier in the week, and those of other students, the post should address: “What do you believe is/are the critical next step(s) that researchers in this week’s topics have to take to advance the field? What are unanswered questions or areas of ambiguous results, and how should we address them?” In this post, you can also consider whether the readings adequately address intersectionality and (if not) how this might be improved in the future. The concept of intersectionality describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class and other forms of discrimination “intersect” to create unique dynamics and effects.

# Grading

| **Requirement** | **Due date** | **% of final grade (must sum to 100%)** |
| --- | --- | --- |
| Week 01 Post 1 | 5/24 | 4.55% |
| Week 02 Post 1 | 5/31 | 4.55% |
| Week 03 Post 1 | 6/7 | 4.55% |
| Week 04 Post 1 | 6/14 | 4.55% |
| Week 05 Post 1 | 6/21 | 4.55% |
| Week 06 Post 1 | 7/5 | 4.55% |
| Week 07 Post 1 | 7/12 | 4.55% |
| Week 08 Post 1 | 7/19 | 4.55% |
| Week 09 Post 1 | 7/26 | 4.55% |
| Week 10 Post 1 | 8/2 | 4.55% |
| Week 11 Post 1 | 8/9 | 4.55% |
| Week 01 Post 2 | 5/26 | 4.55% |
| Week 02 Post 2 | 6/2 | 4.55% |
| Week 03 Post 2 | 6/9 | 4.55% |
| Week 04 Post 2 | 6/16 | 4.55% |
| Week 05 Post 2 | 6/23 | 4.55% |
| Week 06 Post 2 | 7/7 | 4.55% |
| Week 07 Post 2 | 7/13 | 4.55% |
| Week 08 Post 2 | 7/21 | 4.55% |
| Week 09 Post 2 | 7/28 | 4.55% |
| Week 10 Post 2 | 8/4 | 4.55% |
| Week 11 Post 2 | 8/11 | 4.55% |

Note: Each weekly assignment will be rated out of 5 points, summing to 110 points during the semester. The final grade will be calculated by multiplying the total number of points by 0.909. The grading rubric for each post is as follows, and comments upon grading will help explain the points assigned.

Post 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **5** | **4** | **3** | **2** | **1** | **0** |
| * Post covers all articles * Post identifies 2-3 unifying themes * Post explains how each article relates to the theme * Post draws conclusions regarding each theme (e.g., well supported, sources of disagreement) with specific references to the content of the articles | * One of the bullets in #5 is not fully addressed | * Two of the bullets in #5 are not fully addressed | * Three of the bullets in #5 are not fully addressed | * All four of the bullets in #5 are not fully addressed | * No post |

Post 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **5** | **4** | **3** | **2** | **1** | **0** |
| * Post covers all articles * Post lays out one or more unanswered questions, or areas of contradictory / ambiguous results * Post proposes a possible solution * Post also addresses, as part of the discussion, the response of one or more classmates to Post 1 for this week | * One of the bullets in #5 is not fully addressed | * Two of the bullets in #5 are not fully addressed | * Three of the bullets in #5 are not fully addressed | * All four of the bullets in #5 are not fully addressed | * No post |

**See below for additional policy on late submissions.**

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Percentage or points earned in class** | **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 equivalent** | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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](http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx). **Please be aware that grades below B-minus are not acceptable grades for graduate students in CHP.**

### **Response/feedback policy**.

Dr. Marsiske 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

For [student evaluations of teaching](https://ufl.blueera.com/ufl/), all members of the class will be awarded one (1) bonus point if 80% of the enrolled class completes evaluations, and two (2) bonus points if 100% of the enrolled class completes evaluations.

# Policy Related to Make up Exams or Other Work

As a preface to all evaluative components of the course, we want to encourage you to please reach out to the instructional team if circumstances arise where you need to be absent or submit late work. We will try to balance professionalism with compassion so that we can make alternative plans, when necessary, to help you be successful in this course while prioritizing your emotional and physical well-being. If at all possible, please reach out before missing a class or other work.

It is my intent that all assignments will be turned in on time (see dates on course schedule below). The graduated late penalties are designed to minimize the costs of lateness (and to encourage you to submit when you can). Of course, if your lateness is due circumstances that meet the criteria of the University of Florida policy for an excused absence, new deadlines may be negotiated. Please do not hesitate to reach out if special circumstances occur, and we will work with you as best as possible.

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

* While it is your responsibility to check that the correct assignment has been submitted to e-learning on time, we will let you know when we notice.
* If a personal concern (e.g., physical, social or mental health situation) arises, please reach out to the instructor, who will discuss with you a plan that supports you and your participation in the course. Note, conference attendance or doctoral qualifying examinations or thesis/dissertation defenses are not generally excused reasons for lateness/missing work.
* The general lateness policy is that your final points will be reduced by 10% a day (starting immediately after the missed deadline). You may find this point cost a worthwhile compromise to help you manage your personal situation. If the instructor notices unsubmitted/late work, he will check in with you to see if we can better understand the situation, and to explore how we can best help you to succeed and prioritize your psychological and/or physical/material needs.

|  |  |  |
| --- | --- | --- |
| Item | Late category | Penalty |
| 1 | 1 minute to 24 hours late | 10% of maximum deducted from achieved grade |
| 2 | 1 day + 1 minute late to 48 hours late | 20% of maximum deducted from achieved grade |
| 3 | 2 days + 1 minute late to 72 hours late | 30% of maximum deducted from achieved grade |
| 4 | 3 days + 1 minute late to 96 hours late | 40% of maximum deducted from achieved grade |
| 5 | 4 days + 1 minute late to 120 hours late | 50% of maximum deducted from achieved grade |
| 6 | 5 days + 1 minute late to 144 hours late | 60% of maximum deducted from achieved grade |
| 7 | 6 days + 1 minute late to 168 hours late | 70% of maximum deducted from achieved grade |
| 8 | 7 days + 1 minute late or longer | 100% of maximum deducted from achieved grade |

Any requests to excuse lateness due to technical issues should be accompanied by the ticket number received from elearning when the problem was reported to them. The ticket number will document the time and date of the problem. Please e-mail your instructor within 24 hours of the technical difficulty if you wish to request an extension.

**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](http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic_regulations/academic_regulations_013_.htm) for additional details:

# Religious Observances Policy

We conduct this class in accordance with the University of Florida [Religious Observances policy](https://administrativememo.ufl.edu/2018/10/uf-religious-observances-policy-3/), 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

Students are encouraged to share personal pronouns on the discussion board, class roster, or wherever identity is presented.

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](http://www.multicultural.ufl.edu).

[Microaggressions](https://www.oakland.edu/cetl/teaching-resources/teaching-tips/2020/Microaggressions) are the ways language, behavior, and climate subtly communicate prejudice and other biases. While those who deliver microaggressions might not be aware of their actions, they still communicate to certain groups that they are looked at as “other.” Research in a range of disciplines has substantiated concerns about the impact of microaggressions on mental and physical health. If the instructor observes what appears to be microaggressions among class members, he will reach out privately to affected individuals to explore whether further discussion is welcomed. Students are encouraged to discuss perceived microaggressions with the Department of Clinical and Health Psychology Microaggressions Task Force (this may be an especially safe space to report concerns ABOUT the instructor). Students may also use this [anonymous comment form](https://ufl.qualtrics.com/jfe/form/SV_8ChLUjoZIUkGHJ3) to report microaggressions to the instructor.

### Instructor Positionality 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 noted above, please contact the instructor as soon as possible if personal or family situations interfere with your ability to complete course work.

### Communication Guidelines

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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](http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf). 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](https://outlook.office365.com/owa/calendar/Marsiske1@uflorida.onmicrosoft.com/bookings/) for extra help.

### Recommended statement from the Chief Diversity Officer

People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

# 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](https://www.dso.ufl.edu/sccr/process/student-conduct-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](https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) or the [Graduate Student Website](http://gradschool.ufl.edu/students/introduction.html) 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.***

The University of Florida uses [Gator Evals](http://ufl.bluera.com/ufl/) to collect student evaluations of teaching. Teaching is fundamental to the University of Florida. We appreciate your confidential feedback, which improves learning and is also used for Faculty development and evaluation. Research shows that we may evaluate identical course content and teaching differently based on unintentional stereotypes, such as professor age, gender, nationality, race, title or other characteristics. For example, women and people of color may be rated lower even when no actual differences exist. Please keep this in mind and focus evaluations on course content (assignments, required readings, in-class materials) and not unrelated matters (instructor’s appearance). Please use the following guidelines to provide your instructor with constructive feedback:

* Be respectful—Your evaluation is a professional communication. Derogatory or offensive language are inappropriate and unhelpful.
* Focus on course substance—Comments about clothing, hairstyle, etc., are unhelpful.
* Be clear and specific—Think about activities and content (assignments, lectures, discussions). Provide examples and constructive suggestions.

After final grades are submitted at the end of the term, evaluation results are shared with the instructor and administrators. Therefore, keep in mind that you are communicating directly (though anonymously) with the instructor – they see the evaluation results (without your identity). Thus, prior to completing your course evaluations, consider confidentiality, insofar as course evaluation results (both numeric and free-response) are provided to the instructor, as well as administrators within the department and college. The results are not made available until after final grades have been submitted at the end of the term.

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](https://gatorevals.aa.ufl.edu/public-results/).

# SUPPORT SERVICES

## Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the [Dean of Students Office](http://www.dso.ufl.edu) within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

## Campus Resources

### Health and Wellness

* *U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu,](mailto:umatter@ufl.edu) 352-392-1575, or visit [U Matter, We Care website](https://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.
* *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](https://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.
* *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](https://shcc.ufl.edu/).
* *University Police Department*: [Visit UF Police Department website](https://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).
* *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](https://ufhealth.org/emergency-room-trauma-center).

### Academic Resources

* *E-learning technical support*: Contact the [UF Computing Help Desk](http://helpdesk.ufl.edu/) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu.](mailto:helpdesk@ufl.edu)
* [*Career Connections Center*](https://career.ufl.edu/): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
* [*Library Support*](https://cms.uflib.ufl.edu/ask): Various ways to receive assistance with respect to using the libraries or finding resources.
* [*Teaching Center*](https://teachingcenter.ufl.edu/): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
* [*Writing Studio*](file:///C:\Users\marsiske\Downloads\writing.ufl.edu\writing-studio\)*:* 2215 Turlington Hall*,* 352-846-1138. Help brainstorming, formatting, and writing papers.
* *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information](https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/).
* *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process](https://distance.ufl.edu/getting-help/student-complaint-process/).

Please 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.

# 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](http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html).

**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** | **Required readings** |
| --- | --- |
| 1 | **Understanding cognitive aging**  Cohen, R. A., Marsiske, M. M., & Smith, G. E. (2019). Neuropsychology of aging. In S. T. DeKosky & S. Asthana (Eds). *Handbook of clinical neurology* (Vol. 167, pp. 149-180). Elsevier.  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). *Cognitive Aging: Progress in Understanding and Opportunities for Action*. Washington (DC): National Academies Press (US). Available from: <https://www.ncbi.nlm.nih.gov/books/NBK316207/>  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). *Cognitive Aging: Progress in Understanding and Opportunities for Action*. Washington (DC): National Academies Press (US). Available from: <https://www.ncbi.nlm.nih.gov/books/NBK316201/>  Salthouse, T. A. (2019). Trajectories of normal cognitive aging. *Psychology and Aging, 34*(1), 17-24. <http://dx.doi.org/10.1037/pag0000288> |
| 2 | **Individual differences in cognitive aging**  Seblova, D., Berggren, R., & Lövdén, M. (2019). Education and Age-related Decline in Cognitive Performance: Systematic Review and Meta-analysis of Longitudinal Cohort Studies. *Ageing Research Reviews*, 101005.<https://doi.org/10.1016/j.arr.2019.101005>  MWilson, R. S., Capuano, A. W., Sytsma, J., Bennett, D. A., & Barnes, L. L. (2015). Cognitive aging in older Black and White persons. Psychology and Aging, 30(2), 279–285. <https://doi.org/10.1037/pag0000024>  MFreedman, D., & Manly, J. J. (2018). Assessment of cognition in African American older adults. In G. E. Smith & S. T. Farias (Eds.), APA handbooks in psychology®. APA handbook of dementia (p. 107–123). American Psychological Association. <https://doi.org/10.1037/0000076-006>  MPedraza, O. (2018). Neuropsychological assessment of Spanish-speaking older adults. In G. E. Smith & S. T. Farias (Eds.), APA handbooks in psychology®. APA handbook of dementia (p. 141–170). American Psychological Association. <https://doi.org/10.1037/0000076-008> |
| 3 | **Cognitive and neural reserve in aging**  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. *Neurobiology of aging*, *83*, 124-129. <https://doi.org/10.1016/j.neurobiolaging.2019.03.022>  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. *Nature Reviews Neuroscience*, *19*(11), 701-710. <https://doi.org/10.1038/s41583-018-0068-2>  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. *Alzheimer's & Dementia*. <https://doi.org/10.1016/j.jalz.2018.07.219>  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. *Alzheimer's & Dementia*, *15*(12), 1576-1587. <https://doi.org/10.1016/j.jalz.2019.06.4944> |
| 4 | **Neuroimaging/neuroscience methods and aging**  Lu, H., & Liu, P. (2017). MRI measures of aging: Methodological issues. In R. Cabeza, L. Nyberg, & D. C. Park (Eds.), *Cognitive neuroscience of aging: Linking cognitive and cerebral aging* (2nd edition, pp. 9–34). Oxford University Press.  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.), *Cognitive neuroscience of aging: Linking cognitive and cerebral aging* (2nd edition, pp. 71-103). Oxford University Press.  Grady, C. L. (2016). Age differences in functional connectivity at rest and during cognitive tasks.  In R. Cabeza, L. Nyberg, & D. C. Park (Eds.), *Cognitive neuroscience of aging: Linking cognitive and cerebral aging* (2nd edition, pp. 105-130). Oxford University Press.  Fjell, A. M. & Walhovd, K. B. (2017). Multimodal imaging of the aging brain. In R. Cabeza, L. Nyberg, & D. C. Park (Eds.), *Cognitive neuroscience of aging: Linking cognitive and cerebral aging* (2nd edition, pp. 131-154). Oxford University Press.  Johnson, S. C. (2018). Brain imaging in dementia and antecedent conditions. In G. E. Smith & S. T. Farias (Eds.), APA handbooks in psychology®. APA handbook of dementia (p. 85–103). American Psychological Association. <https://doi.org/10.1037/0000076-005> |
| 5 | **Memory aging**  Lustig, C., & Lin, Z. (2016). Memory: Behavior and neural basis. In Warner, S. K., & Willis, S. L. (Eds). *Handbook of the psychology of aging* (pp. 147-163). Academic Press.  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. *Ageing research reviews, 24*, 232-262. <https://doi.org/10.1016/j.arr.2015.08.006>  Danckert, S. L., & Craik, F. I. (2013). Does aging affect recall more than recognition memory?. *Psychology and aging, 28*(4), 902. <https://doi.org/10.1037/a0033263> |
| 6 | **Epidemiology and neuropathology of dementia**  Albert, M. S. (2018). Contemporary research criteria for dementia. In G. E. Smith & S. T. Farias (Eds.), APA handbooks in psychology®. APA handbook of dementia (p. 3–14). American Psychological Association. <https://doi.org/10.1037/0000076-001>  Plassman, B. L., & Potter, G. G. (2018). Epidemiology of dementia and mild cognitive impairment. In G. E. Smith & S. T. Farias (Eds.), APA handbooks in psychology®. APA handbook of dementia (p. 15–39). American Psychological Association. <https://doi.org/10.1037/0000076-002>  Murray, M. E., & DeTure, M. (2018). The neuropathology of dementia. In G. E. Smith & S. T. Farias (Eds.), APA handbooks in psychology®. APA handbook of dementia (p. 41–66). American Psychological Association. <https://doi.org/10.1037/0000076-003>  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. Journal of Neurology, Neurosurgery & Psychiatry. <http://dx.doi.org/10.1136/jnnp-2019-321913> |
| 7 | **Clinical assessment of the dementias**  Edmonds, E. C., Salmon, D. P., & Bondi, M. W. (2018). Clinical assessment of Alzheimer’s disease. In G. E. Smith & S. T. Farias (Eds.), APA handbooks in psychology®. APA handbook of dementia (p. 249–276). American Psychological Association. <https://doi.org/10.1037/0000076-013>  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.), APA handbooks in psychology®. APA handbook of dementia (p. 277–299). American Psychological Association. <https://doi.org/10.1037/0000076-014>  Watson, C. L., Foley, J. M., & Kramer, J. H. (2018). Clinical neuropsychology of frontotemporal dementia. In G. E. Smith & S. T. Farias (Eds.), APA handbooks in psychology®. APA handbook of dementia (p. 301–324). American Psychological Association. <https://doi.org/10.1037/0000076-015>  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.), APA handbooks in psychology®. APA handbook of dementia (p. 325–341). American Psychological Association. <https://doi.org/10.1037/0000076-016> |
| 8 | **Clinical and environmental risk factors**  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. *Alzheimer's & Dementia*, *14*(11), 1416-1426. <https://doi.org/10.1016/j.jalz.2018.06.3061>  Kueper, J. K., Speechley, M., Lingum, N. R., & Montero-Odasso, M. (2017). Motor function and incident dementia: a systematic review and meta-analysis. *Age and Ageing*, *46*(5), 729-738. <https://doi.org/10.1093/ageing/afx084>  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. *Advances in Nutrition*. <https://doi.org/10.1093/advances/nmaa073>  Peters, R., Ee, N., Peters, J., Booth, A., Mudway, I., & Anstey, K. J. (2019). Air pollution and dementia: a systematic review. *Journal of Alzheimer's Disease*, *70*(s1), S145-S163. <https://doi.org/10.3233/JAD-180631>  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. *BMJ open*, *9*(1), e022846. <http://dx.doi.org/10.1136/bmjopen-2018-022846> |
| 9 | **Cardiovascular aging**  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.), APA handbooks in psychology®. APA handbook of dementia (p. 381–398). American Psychological Association. <https://doi.org/10.1037/0000076-020>  MFernando, 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. *Obesity*, *27*(7), 1099-1106. <https://doi.org/10.1002/oby.22508> Moraes, N. C., Aprahamian, I., & Yassuda, M. S. (2019). Executive function in systemic arterial hypertension: A systematic review. Dementia & neuropsychologia, 13(3), 284-292. <https://doi.org/10.1590/1980-57642018dn13-030004> Goshgarian, C., & Gorelick, P. B. (2019). Perspectives on the relation of blood pressure and cognition in the elderly. *Trends in cardiovascular medicine*, *29*(1), 12-18. <https://doi.org/10.1016/j.tcm.2018.05.011> |
| 10 | **Everyday functioning**  Schmitter-Edgecombe, M., & Farias, S. T. (2018). Aging and everyday functioning: Measurement, correlates, and future directions. In G. E. Smith & S. T. Farias (Eds.), APA handbooks in psychology®. APA handbook of dementia (p. 187–217). American Psychological Association. <https://doi.org/10.1037/0000076-010>  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.), APA handbooks in psychology®. APA handbook of dementia (p. 219–235). American Psychological Association. <https://doi.org/10.1037/0000076-011>  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.), APA handbooks in psychology®. APA handbook of dementia (p. 237–248). American Psychological Association. <https://doi.org/10.1037/0000076-012> |
| 11 | **Interventions**  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.), APA handbooks in psychology®. APA handbook of dementia (p. 399–417). American Psychological Association. <https://doi.org/10.1037/0000076-021>  Zelinski, E. M. (2018). Does cognitive training reduce risk for dementia? In G. E. Smith & S. T. Farias (Eds.), APA handbooks in psychology®. APA handbook of dementia (p. 419–432). American Psychological Association. <https://doi.org/10.1037/0000076-022>  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.), APA handbooks in psychology®. APA handbook of dementia (p. 433–453). American Psychological Association. <https://doi.org/10.1037/0000076-023>  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). *Practical guide to transcranial direct current stimulation* (pp. 569-595). Springer, Cham. |