BM4301
The Science of Ageing
- From Cradle To Grave
Course Handbook
2021-22
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Cover image:
Confocal micrograph of fluorescently labelled HeLa cells.
Nuclei are labelled in blue, tubulin in green and actin fibres in red.

Courtesy of:
Kevin Mackenzie
Microscopy and Histology Core Facility
Institute of Medical Sciences
University of Aberdeen
http://www.abdn.ac.uk/ims/microscopy-histology
Course Summary

This course investigates the mechanisms of ageing and its impact on different human systems. Systems that will be investigated include the musculoskeletal, cardiovascular, renal, hepatic, brain and nervous system and cognitive function. The development and progression of common diseases such as osteoporosis, sarcopenia, osteoarthritis, and cognitive decline that are prevalent in old age will be investigated, along with current interventions to prevent and/or treat these diseases (including exercise). Other age-related issues such as age-related psychological changes and polypharmacy will also be explored.

Course Aims & Learning Outcomes

The main learning outcomes will be:

1. Appreciation of the current ageing demographics in societies.

2. Exploration of the proposed mechanisms that underlie the ageing process in mammals based on current research evidence.

3. Understanding the impact of ageing on the cardiovascular, respiratory, renal and hepatic systems. The development and progression of associated diseases, such as aortic valve stenosis, will be investigated in detail. Current interventions to prevent and/or treat these diseases (including lifestyle changes) will be explored.

4. Comprehension of the impact of ageing on the musculoskeletal system. The development and progression of associated diseases, such as osteoarthritis, and sarcopenia, will be investigated in detail. Current interventions to prevent and/or treat these diseases (including lifestyle changes) will be explored.

5. Understanding the impact of ageing on the brain and nervous system. The development and progression of associated diseases, such as Parkinson's, depression and cognitive impairment will be investigated in detail. Current interventions to prevent and/or treat these diseases (including lifestyle changes) will be explored.

6. Understanding of the psychological implications of the ageing process, in particular investigate the age-related change in a range of emotional skills and discuss the effects of age on memory and problem-solving

7. Appreciation of the complicated interactions between different drug treatments commonly prescribed in different populations.
Course Teaching Staff
Course Co-ordinator(s):
Professor Derek Scott (ext 7566) d.scott@abdn.ac.uk

Other Staff:
Prof G. Nixon (GFN), Medical Sciences
Prof L. Phillips (LHP), Psychology
Dr M. Scholz (MES), Medical Sciences
Dr V Henderson (VH), Whangarei Hospital, New Zealand – formerly NHS Grampian
Dr Derek Ball (DB), Medical Sciences
Prof Stephen Davies (SND), Medical Sciences

Assessments & Examinations

Students are expected to attend all timetabled classes and to complete the two laboratory sessions by the appropriate deadline. It is imperative that any reasonable explanation for not attending is made to the course organiser before the labs take place. Otherwise there will be no continuous assessment mark and the class certificate, which is required to sit the examination, may be withheld.

Continuous assessment: (30%) of the course assessment is based on 2 laboratory reports and a case study (each accounting for 10%).

Written Examination: 70% of the course assessment is based on one two hour written paper.

The degree examination for this course will be held in the April/May examination diet.

Class Representatives

We value students’ opinions in regard to enhancing the quality of teaching and its delivery; therefore, in conjunction with the Students’ Association we support the Class Representative system.

In the School of Medical Sciences, we operate a system of course representatives, who are elected from within each course. Any student registered within a course that wishes to represent a given group of students can stand for election as a class representative. You will be informed when the elections for class representative will take place.

What will it involve?
It will involve speaking to your fellow students about the course you represent. This can include any comments that they may have. You will attend a Staff-Student Liaison Committee and you should represent the views and concerns of the students within this meeting. As a representative you will also be able to contribute to the agenda. You will then feedback to the students after this meeting with any actions that are being taken.

Training
Training for class representatives will be run by the Students Association. Training will take place within each half-session. For more information about the Class representative system visit www.ausa.org.uk or email the VP Education & Employability vped@abdn.ac.uk. Class representatives are also eligible to undertake the STAR (Students Taking Active Roles) Award with further information about this co-curricular award being available at: www.abdn.ac.uk/careers.

Problems with Coursework

If students have difficulties with any part of the course that they cannot cope with alone they should notify the course coordinator immediately. If the problem relates to the subject matter general advice would be to contact the member of staff who is teaching that part of the course. Students with registered disabilities should contact Mrs Jenna Reynolds (medsci@abdn.ac.uk) in the Medical Sciences Administration Office (based in the Polwarth Building, Foresterhill), or Kelly Reid (k.l.reid@abdn.ac.uk) in the Old Aberdeen office associated with the teaching laboratories, to ensure that the appropriate facilities have been made available. Otherwise, you are strongly encouraged to contact any of the following as you see appropriate:

- Course student representatives
- Course co-ordinator
- Convenor of the Medical Sciences Staff/Student Liaison Committee (Professor Gordon McEwan)
- Personal Tutor
- SMS Disabilities Co-ordinator (Dr Derryc Shewan)

All staff are based at Foresterhill and we strongly encourage the use of email or telephone the Medical Sciences Office. You may have a wasted journey travelling to Foresterhill only to find staff unavailable.

Course Reading List

Recommended textbooks


The lecturer(s) responsible for each section of the course will also provide a separate reference list, which will enable students to follow up the latest research advancements on each one of the topics covered.

Lecture Synopsis

This course is designed to provide advanced knowledge and insight, based on current scientific research, in the issues associated with the process of ageing. Common diseases that are highly prevalent in the elderly will be investigated and lifestyle approaches that could affect those diseases will be considered.

Course introduction - Prof Derek Scott

Distribution of course material, outline of the course and general introduction

Demographics and theories of ageing - Dr Michael Scholz

Overview of the age demographics in different social and cultural contexts, links between environment, society and age distributions, changes to age distribution over the last centuries. Cultural versus biological age, introduction into theories of ageing, causes of senescence: biological and genetic theories.

Ageing and the Gastrointestinal System – Prof Derek Scott

This lecture will discuss how the gut adapts and changes throughout life. The muscular contractions, secretions, microbial flora, sensory processing and many other factors have been shown to change significantly. This lecture will explain why this may been an issue when considered the nutritional status of an individual, their vulnerability to disease/illness and how they may respond to medications.

The Ageing Kidney - Prof Derek Scott

The kidneys are major regulators of physiological function and also play a key role in the metabolism and excretion of xenobiotics such as drugs. This lecture will focus on how renal function changes from birth up until old age. We will consider why this is important and how it can influence the administration/dosage of medications. This lecture will provide a useful foundation for the lectures relating to prescribing/pharmacology later in the course.

The Ageing Liver - Prof Derek Scott

The liver is a major regulator of physiological function and also play a key role in the metabolism and excretion of xenobiotics such as drugs. This lecture will focus on how hepatic function changes from birth up until old age. We will consider why this is important and how it can influence the administration/dosage of medications. This lecture will provide a useful foundation for the lectures relating to prescribing/pharmacology later in the course.
Osteoarthritis-worn out and falling apart? - Prof Derek Scott

Osteoarthritis (OA) is age-related but is it inevitable? What part is played by mechanical loading and are there other factors involved? This lecture will explore the clinical and biological features of OA and step back through these to see what we can understand about the pathogenesis of this disorder.

Control of urinary and GI function in early life – Prof Derek Scott

In early life, we manage to work out how to engage specific reflexes at particular times in order to propel various nutrients and waste products in, around and out of the body. This lecture will explore what mechanisms we use during childhood so that we retain continent and can excrete waste in a socially acceptable and efficient manner. This lecture will discuss some of the novel research that is being undertaken to work out which brain circuits and local physiological processes are used to regulate such everyday functions and the reasons why sometimes these mechanisms do not work, as they should.

Control of urinary function in later life – Prof Derek Scott

This second lecture will examine why loss of efficient urinary control is an issue in later life and discuss the reasons why these physiological processes do not work, as they should. The influence of physiology, drug treatments, injury and disease will be covered. Strategies to improve function in these systems and an exploration of why such research is important to healthcare providers will be covered.

Sarcopenia - Dr Derek Ball

Sarcopenia is the loss of muscle mass and function that occurs with normal ageing. Sarcopenic obesity is the combination of sarcopenia with an increased fat mass. A plethora of possible causes of sarcopenia have been identified of which three are more prominent: a) loss of motor neurones and muscle fibres b) anabolic resistance and c) a loss of satellite cells and satellite cell dysfunction. We will explore these concepts.

Aortic Valve Stenosis - Prof Graeme Nixon

The aortic valve prevents reflux of oxygenated blood back into the heart. 25% of adults over 65 years have thickening of the aortic valve which decreases valve efficiency. This eventually develops aortic valve stenosis and loss of valve function. Valve replacement surgery is typically required. This lecture will identify the pathology and causes of aortic valve disease and additionally examine the treatments. New therapeutic options will also be explored.

Age changes in cognition - Prof Louise Phillips

Declining memory is amongst the most feared consequence of old age. In this lecture the effects of age on memory and problem-solving will be discussed, outlining the pattern of both spared and impaired cognitive skills in the course of normal ageing.

Age changes in emotion - Prof Louise Phillips
In contrast to some stereotypes, older people generally experience more positive emotions than young adults. In this lecture, the pattern of age effects on the experience and regulation of emotion will be discussed, along with age-related change in a range of emotional skills.

**Biological and neurological changes during ageing - Prof Derek Scott**

Normal ageing in healthy individuals is associated with structural, chemical and functional changes in the brain, as well as in other parts of the nervous system. This lecture will introduce the clinical aspects of neurological changes associated with ageing.

**Disease or 'just old age': the geriatrician's perspective - Dr Victoria Henderson**

A decline in health and well-being is frequently considered a normal part of the ageing process but many chronic diseases become more prevalent with old age. This lecture will consider the medical and social models of health, and particularly how they relate to the classification of health and disease in later life. It will cover the common geriatric syndromes of falls, confusion, immobility and incontinence, and explore how these are usually multi-factorial in aetiology, typically requiring multi-disciplinary assessment and management.

**Prescribing drugs in the older patients - Dr Victoria Henderson**

This lecture will discuss general principles of correctly identifying treatment options in older patients with several co-morbidities in different health care settings.

**Polypharmacy and irrational prescribing in the older patient - Dr Victoria Henderson**

This lecture will describe the clinical relevance of drug-related adverse effects in older patients and their impact on independence and quality of life.

**Practical/Lab/Tutorial Work**

**Practical 1: Changes in nervous response with age (DS/DB/SND)**

This practical will run on the 1st Thursday of the course. Details on the practical will be provided in advance of the session on MyAberdeen and the Lt system. Students are required to submit their work on the online Lt system during the practical class.

**Practical 2: Exploring age-related autonomic function changes (DS/DB/SND)**

Students are required to submit their work on the online Lt system during the practical class.

Details of both practicals will be released in advance of the classes on the Lt system so that students can preview it beforehand.
University Policies

Students are asked to make themselves familiar with the information on key education policies, available here. These policies are relevant to all students and will be useful to you throughout your studies. They contain important information and address issues such as what to do if you are absent, how to raise an appeal or a complaint and how the University will calculate your degree outcome.

These University wide education policies should be read in conjunction with this programme and/or course handbook, in which School specific policies are detailed. These policies are effective immediately, for the 2021/22 academic year. Further information can be found on the University’s Infohub webpage or by visiting the Infohub.

The information included in the institutional area for 2021-22 includes the following:

- Absence
- Appeals & Complaints
- Avoiding Plagiarism
- Assessment
- Email Use
- Feedback
- Graduate Attributes
- Late Submission of Work
- MyAberdeen
- Professional and Academic Development
- Student Learning Service (SLS)
- Student Monitoring/Class Certificates
- Student Discipline
- The Co-curriculum
Academic Language & Skills support

For students whose first language is not English, the Language Centre offers support with Academic Writing and Communication Skills.

Academic Writing

- Responding to a writing task: Focusing on the question
- Organising your writing: within & between paragraphs
- Using sources to support your writing (including writing in your own words, and citing & referencing conventions)
- Using academic language
- Critical Thinking
- Proofreading & Editing

Academic Communication Skills

- Developing skills for effective communication in an academic context
- Promoting critical thinking and evaluation
- Giving opportunities to develop confidence in communicating in English
- Developing interactive competence: contributing and responding to seminar discussions
- Useful vocabulary and expressions for taking part in discussions

More information and how to book a place can be found here
<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Category</th>
<th>Honours Class</th>
<th>Description</th>
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</thead>
</table>
| A1    | 22          | Excellent          | First         | • Outstanding ability and critical thought  
• Evidence of extensive reading  
• Superior understanding  
• The best performance that can be expected from a student at this level |
| A2    | 21          |                    |               |                                                                                                                                               |
| A3    | 20          |                    |               |                                                                                                                                               |
| A4    | 19          |                    |               |                                                                                                                                               |
| A5    | 18          |                    |               |                                                                                                                                               |
| B1    | 17          | Very Good          | Upper Second  | • Able to argue logically and organise answers well  
• Shows a thorough grasp of concepts  
• Good use of examples to illustrate points and justify arguments  
• Evidence of reading and wide appreciation of subject |
| B2    | 16          |                    |               |                                                                                                                                               |
| B3    | 15          |                    |               |                                                                                                                                               |
| C1    | 14          | Good               | Lower Second  | • Repetition of lecture notes without evidence of further appreciation of subject  
• Lacking illustrative examples and originality  
• Basic level of understanding |
| C2    | 13          |                    |               |                                                                                                                                               |
| C3    | 12          |                    |               |                                                                                                                                               |
| D1    | 11          | Pass               | Third         | • Limited ability to argue logically and organise answers  
• Failure to develop or illustrate points  
• The minimum level of performance required for a student to be awarded a pass |
| D2    | 10          |                    |               |                                                                                                                                               |
| D3    | 9           |                    |               |                                                                                                                                               |
| E1    | 8           | Fail               | Fail          | • Weak presentation  
• Tendency to irrelevance  
• Some attempt at an answer but seriously lacking in content and/or ability to organise thoughts |
| E2    | 7           |                    |               |                                                                                                                                               |
| E3    | 6           |                    |               |                                                                                                                                               |
| F1    | 5           | Clear Fail         | Not used for Honours | • Contains major errors or misconceptions  
• Poor presentation |
| F2    | 4           |                    |               |                                                                                                                                               |
| F3    | 3           |                    |               |                                                                                                                                               |
| G1    | 2           | Clear Fail/Abysmal | -             | • Token or no submission |
| G2    | 1           |                    |               |                                                                                                                                               |
| G3    | 0           |                    |               |                                                                                                                                               |
# Course Timetable BM4301: 2021-2022

- **Dates** shown indicate release dates for recorded course content on MyAberdeen, to be released at the start of that week - this should give you an idea of what work/material you should cover during that week to spread your workload out.
- **Times** are UK Time and show the timings of live sessions (either via MyAberdeen or on campus)
- In the event of further lockdowns or staff absences, we can easily convert face-to-face (F2F) to online activities.
- If there are any problems with Blackboard Collaborate, we have MS Teams as a backup online system.
- Tutorial lecture rooms are in Foresterhill Campus.

**Timetable Key:**

<table>
<thead>
<tr>
<th>Color</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Green</td>
<td>Recorded classes in MyAberdeen (R)</td>
</tr>
<tr>
<td>Blue</td>
<td>Live classes delivered in person or as a live session in MyAberdeen</td>
</tr>
<tr>
<td>Yellow</td>
<td>Assessments</td>
</tr>
<tr>
<td>Grey</td>
<td>No scheduled classes on these days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Place</th>
<th>Subject</th>
<th>Session</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 15</strong></td>
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<tr>
<td>Mon 8 Nov</td>
<td>1200-1300</td>
<td>Polwarth LT3/Collaborate</td>
<td>Tutorial 1 - Course introduction</td>
<td>Tutorial</td>
<td>DS</td>
</tr>
<tr>
<td>Mon 8 Nov</td>
<td>14:00-17:00</td>
<td>ZG11</td>
<td>Practical 1: EEG and Nerve Conduction (online students will have to complete at the same time on the virtual Lt system)</td>
<td>Practical</td>
<td>DS</td>
</tr>
<tr>
<td>Tue 9 Nov</td>
<td>ONLINE</td>
<td>MyAbdn</td>
<td>Demographics and theories of ageing</td>
<td>Lecture (R)</td>
<td>MES</td>
</tr>
<tr>
<td>Wed 10 Nov</td>
<td>ONLINE</td>
<td>MyAbdn</td>
<td>Ageing and Gastrointestinal Function</td>
<td>Lecture (R)</td>
<td>DS</td>
</tr>
<tr>
<td>Fri 12 Nov</td>
<td>0900-1000</td>
<td>Polwarth LT3/Collaborate</td>
<td>Tutorial 2</td>
<td>Tutorial</td>
<td>DS</td>
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<tr>
<td><strong>Week 16</strong></td>
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<tr>
<td>Mon 15 Nov</td>
<td>1200-1300</td>
<td>Polwarth LT3/Collaborate</td>
<td>Tutorial 3</td>
<td>Tutorial</td>
<td>DS</td>
</tr>
<tr>
<td>Tue 16 Nov</td>
<td>ONLINE</td>
<td>MyAbdn</td>
<td>The Ageing Liver</td>
<td>Lecture (R)</td>
<td>DS</td>
</tr>
<tr>
<td>Wed 17 Nov</td>
<td>ONLINE</td>
<td>MyAbdn</td>
<td>Disease or 'just old age': the geriatrician's perspective &amp; Prescribing drugs in the older patients</td>
<td>Lecture (R)</td>
<td>DS</td>
</tr>
<tr>
<td>Thu 18 Nov</td>
<td>ONLINE</td>
<td>MyAbdn</td>
<td>Polypharmacy and irrational prescribing in the older patient</td>
<td>Lecture (R)</td>
<td>DS</td>
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<tr>
<td>Fri 19 Nov</td>
<td>0900-1000</td>
<td>Polwarth LT3/Collaborate</td>
<td>Tutorial 4</td>
<td>Tutorial</td>
<td>DS</td>
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<td><strong>Week 17</strong></td>
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<tr>
<td>Mon 22 Nov</td>
<td>1200-1300</td>
<td>Polwarth LT3/Collaborate</td>
<td>Tutorial 5</td>
<td>Tutorial</td>
<td>DS</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Location</td>
<td>Topic</td>
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<tr>
<td>Mon 22 Nov</td>
<td>1400-1700</td>
<td>ZG11</td>
<td>Practical 2: Autonomic Function Testing</td>
<td>Practical</td>
<td>DS</td>
</tr>
<tr>
<td>Tue 23 Nov</td>
<td>ONLINE</td>
<td>MyAbdn</td>
<td>Aortic Valve Stenosis</td>
<td>Lecture</td>
<td>GFN</td>
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<tr>
<td>Wed 24 Nov</td>
<td>ONLINE</td>
<td>MyAbdn</td>
<td>Sarcopenia</td>
<td>Lecture</td>
<td>DB</td>
</tr>
<tr>
<td>Thu 25 Nov</td>
<td>ONLINE</td>
<td>MyAbdn</td>
<td>Control of urinary and GI function in early life</td>
<td>Lecture</td>
<td>DS</td>
</tr>
<tr>
<td>Fri 26 Nov</td>
<td>0900-1000</td>
<td>Polwarth</td>
<td>Tutorial 6</td>
<td>Tutorial</td>
<td>DS</td>
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<td>Collaborate</td>
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</table>

**Week 18**

| Date       | Time     | Location  | Topic                                              | Type    | Tutor  |
|------------|----------|-----------|                                                   |         |        |
| Mon 29 Nov | 1200-1300| Polwarth  | Tutorial 7                                        | Tutorial| DS     |
|            |          | LT3/      |                                                    |         |        |
|            |          | Collaborate|                                                   |         |        |
| Tue 30 Nov | ONLINE   | MyAbdn    | Age changes in cognition                            | Lecture  | LHP    |
| Wed 1 Dec  | ONLINE   | MyAbdn    | Age changes in emotion                              | Lecture  | LHP    |
| Thu 2 Dec  | ONLINE   | MyAbdn    | Biological and neurological changes during ageing   | Lecture  | DS     |
| Fri 3 Dec  | 0900-1100| Polwarth  | Tutorial 8                                        | Lecture  | DS     |
|            |          | LT3/      |                                                    |         |        |
|            |          | Collaborate|                                                   |         |        |

**Week 19**

| Date       | Time     | Location  | Topic                                               | Type    | Tutor  |
|------------|----------|-----------|                                                    |         |        |
| Mon 6 Dec  | 1200-1300| Polwarth  | Tutorial 9                                         | Tutorial| DS     |
|            |          | LT3/      |                                                    |         |        |
|            |          | Collaborate|                                                   |         |        |
| Tue 7 Dec  | ONLINE   | MyAbdn    | The Ageing Kidney                                  | Lecture  | DS     |
| Wed 8 Dec  | ONLINE   | MyAbdn    | Control of urinary function in later life          | Lecture  | DS     |
| Thu 9 Dec  | ONLINE   | MyAbdn    | Osteoarthritis-worn out and falling apart?         | Lecture  | DS     |
| Fri 10 Dec | 0900-1000| Polwarth  | Tutorial 10                                        | Tutorial| DS     |
|            |          | LT3/      |                                                    |         |        |
|            |          | Collaborate|                                                   |         |        |

**Staff**

- Prof Derek Scott (DS)
- Dr Michael Scholz (MES)
- Prof Graeme Nixon (GFN)
- Prof Louise Phillips (LHP)
- Dr Victoria Henderson (VH)
- Dr Derek Ball (DB)