

**UMBC UGC New Course Request: AGNG 355: The Experience of Dementia**

Date Submitted: 9/10/19

Proposed Effective Date: 1/27/19 (Spring Semester 2020)

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**COURSE INFORMATION:**

Course Number(s)	AGNG 355
Formal Title	The Experience of Dementia
Transcript Title (≤30c)	Experience of Dementia
Recommended Course Preparation	AGNG 100 or AGNG 200
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	None
# of Credits Must adhere to the <u>UMBC Credit Hour Policy</u>	3 Credits
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 credits
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

**PROPOSED CATALOG DESCRIPTION** (Approximately 75 words in length. Please use full sentences.):

This course will provide an overview of Alzheimer’s disease and other forms of dementia using person-centered philosophy. The experience of dementia will be explored from the perspectives of the person diagnosed, family members and friends, and informal and formal caregivers. Students will gain a holistic insight into these disorders and their implications for both individuals and communities. The foundational concept of this course will be the personhood of those diagnosed and living with dementia.

**RATIONALE FOR NEW COURSE:**

a) Why is there a need for this course at this time?

AGNG 355: The Experience of Dementia will incorporate content pertaining to Alzheimer’s disease and related disorders, and the philosophy of person-centered care. The prevalence of Alzheimer’s disease and related disorders (i.e. other irreversible dementias) is increasing and unmitigated by a cure or prevention efforts, the incidence of the disease will continue to increase as the global population ages (Ferri et al., 2005). Nursing, psychology, and gerontology curriculums across university, community college, continuing education and non-profit educational programs have responded to these trends by offering courses on the topic.

Persons diagnosed with Alzheimer's disease and related disorders, and those personal and professional care providers that support them, face profound and complex social, psychological, and biological challenges. Therefore, this course will address dementia and its impact from the micro to macro level of analysis. The course will include content about the pathology of Alzheimer's disease and related disorders, the psychosocial impact of dementia for the person with dementia and their personal support system, implications for policy and programs and services, and the philosophy of person-centered care. Recent figures published by the Alzheimer's Association estimate that 5.8 million Americans are currently living with Alzheimer's disease and as such, in addition to their academic interests, many students will have personal experience of the impact of dementia within their families and communities. This course will also address the care and support of families impacted by dementia and resources available to support them in their journey.

b) How often is the course likely to be taught?

Once an academic year in the spring or fall semester. However, if there is a demand among the Management of Aging Services enrolled students, it may also be offered as a Summer Session course.

c) How does this course fit into your department's curriculum?

This course is consistent with the mission of the Erickson School of Aging Studies, that is, to prepare a community of leaders who will use their education to improve society by enhancing the lives of older adults and the goals of the undergraduate programs: to prepare students for entry level professional positions in management of aging services. The undergraduate major provides a strong knowledge base in human aging; understanding of regulatory/policy/fiscal issues involved in aging service provision; and fundamental management skills (i.e., accounting, human resources, critical thinking and negotiation).

This course will incorporate all the program goals within the curriculum. As this course focuses on the psychosocial impact of dementia, the topic will be explored from diverse perspectives including policies that impact the lives of individuals' impacted by the disease and society in general, the fiscal impact of dementia for individual's and programs such as Medicare/Medicaid and community service and support provision, and philosophies of care that impact health care delivery and long term care support and services.

This course will provide an additional, upper level content elective for students enrolled in the Management of Aging Services Major or Minor. Although only 10% of those age 65 years old and older are diagnosed with Alzheimer's disease, age is the biggest risk factor for dementia and many students will be employed in or preparing for careers in which they will be working with individuals living with dementia directly or providing indirect services.

It is intended that this course will be available as an online or face to face course and the format will be selected dependent on the specific needs of the students at that time.

d) What primary student population will the course serve?

While this course will be primarily offered for upper level students enrolled in the Management of Aging Services Major or Minor and they will have priority, it will also be open to students in any other discipline if seats are available.

e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?

A 300 level designation for this course is appropriate with the level of content, assessments, and academic rigor required as outlined in the syllabus. This course will require learners to demonstrate upper level critical thinking skills of analysis, synthesis, and evaluation.

f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).

While students in the Management of Aging Services Major or Minor will have completed AGNG 100 and AGNG 200 prior to taking this course and it will build upon their course of study, students not enrolled in Management of Aging Services programs could successfully complete this course without these courses. For those purposes and in order to ensure that students from other disciplines who wish to take AGNG 355 as an elective have access to this course, AGNG 100 and 200 are recommended rather required and enrollment will be assessed on an individual basis.

g) Explain the reasoning behind the P/F or regular grading method.

This course can be used as an elective for the Management of Aging Services Major and Minor and therefore will require the regular grading option.

h) Provide a justification for the repeatability of the course.

This course is not repeatable for additional credit as the course content will remain consistent.

**ATTACH COURSE SYLLABUS (mandatory):**

Course Outline: A syllabus is provided inclusive of main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Examples of how the students' knowledge and skills will be assessed are provided.

While the syllabus provided is for the 100% online version of this course, this course will also be adapted as a face to face version as appropriate. When offered in the face to face format the weekly assignments will be modified to in class, interactive, active learning activities. The course content, learning activities, and high point assignments will remain the same.

# AGNG 355 – The Experience of Dementia

## Instructor

Louise M. Murray, EdD.

## Office Hours

In person, by phone or virtual meetings available by appointment.

## Contact Information

Office: The Erickson School of Aging, 5523 Research Park Drive, Suite 230, Baltimore, MD 21228.

E-mail: [Immurray@umbc.edu](mailto:Immurray@umbc.edu) (Preferred method - I return messages within 24 hours, excluding breaks and weekends).

Phone: 443-543-5644.

## Course Description

This course provides an overview of Alzheimer's disease and related disorders using a person-centered perspective. This course will be presented in a 100% asynchronous online environment. All materials needed to participate in this course are available on our Blackboard site.

## Course objectives

Upon completion of the course the learner will be able to:

1. Demonstrate an understanding of Alzheimer's disease and related disorders that goes beyond the pathology and medical implications of the disease and incorporates the implications for individuals, families, care providers, and society.
2. Summarize the biological, social, and psychological implications of Alzheimer's disease and related disorders.
3. Evaluate the diversity of the disease and its impact on individuals.
4. Analyze how societal and cultural factors impact persons with dementia and their loved ones and serve to shape their experience

## Course Format:

This course is 100% online.

## Required Texts:

- Sabat, S.R. (2018). Alzheimer's disease & dementia. What everyone needs to know. New York, NY: Oxford University Press

- Additional Required Readings: Posted to Blackboard

## **Course Expectations**

**Below is a list of things expected from students:**

1. Regularly log into the course in Blackboard. I would recommend that you log in several times a week. Assignments for the coming week will open on Friday evening and assignments will be due by Wednesday at 11:55 pm EDT and/or Friday by 11:55 pm EDT each week. Please check carefully for due dates/times as late submissions will not be accepted.
2. There will be materials and assignments that students are expected to review and complete every single week.
3. Expect to spend at least **4-6 hours** each week on class. This is equivalent to what is expected in a spring/fall semester face to face class. You would be scheduled in class for 3 hours each week and I would expect you to read, study, and write outside of class.
4. You should review ALL of the resources for a given week. These resources inform both your assignments and your exams.
5. You should take notes as you review the resources for a given week, just as you would take notes during a lecture. While the exams are open note/book they are timed. This means you will not have time to look up the answer to every single test question.
6. Complete all of the assignments each week. Make sure your assignments are submitted by 11:55 p.m. E.D.T. on the day that they are due. Please see the late work policy outlined below. No late assignments will be accepted for grading without a documented excused absence.
7. All assignments are designed to reflect comprehension and application of the assigned learning activities. All responses should demonstrate a clear knowledge of the main concepts presented in the week's assigned materials and an ability to analyze and apply these concepts to the prompt.

### **Things you can expect from me:**

1. I will open units at least 3 days before any graded work is due (all modules will open at the end of the day on the Friday before the module is scheduled).
2. I will have weekly assignments graded within 7 business days and exams/final projects within a maximum of 14 business days.
3. I will respond to emails and forum questions within 1 business day.

## What to do if you have questions about the course

There are two ways to contact me if you have questions concerning this course.

1. If you have a general question (one that does not involve sharing personal information about yourself) that other students may also be asking, you should post your question to the course questions forum. I will answer via this forum, and you can also answer each other's questions as appropriate. Your question and our answer will be sent to everyone in the class. Some examples of the types of question you might post here are questions about assignments, letting us know an assignment or resource is not available, due dates, etc.
2. If you have a personal question that involves sharing personal information you should email your instructor directly at [Immurray@umbc.edu](mailto:Immurray@umbc.edu) I will respond to your question via email.
3. If your problem is related to Blackboard, you must submit an RT ticket, which will be addressed by the Technology Support Center (TSC) or instructional technology staff with Blackboard experience. You can access the RT request directly via <https://doit.umbc.edu/request-tracker-rt/doit-myumbc-blackboard/> or via the link available in the eLearning Resource section of the Start Here module or via the Request Help (RT) content area on our course homepage. Please be as detailed and descriptive as possible. Include your CourseID, screen captures or any error messages you receive.

## Relevant Course Policies

### Absences

Circumstances may occur that cause a student to be absent from class. For individual or very short-term absences, students should contact their instructors as soon as possible to determine a plan of action. In the event of an extended absence, the student should consult with their course instructor and academic advisor to explore options such as an incomplete grade or a course/term withdrawal.

Students may refer to <https://registrar.umbc.edu/services/registration/information-about-withdrawal-and-absence/> for further information

### Incomplete Grade

Students with extended absences near the end of a semester may consider requesting an incomplete grade from the course instructor under exceptional circumstances for course work that is qualitatively satisfactory but, for reasons beyond the student's control, cannot be completed by the end of the semester.

Students may refer to <https://registrar.umbc.edu/services/registration/information-about-withdrawal-and-absence/> for further information

### **Student Disability Services (SDS)**

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADAAA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow students to have equal access and inclusion in all courses, programs, and activities at the University.

If you have a documented disability and need to request academic accommodations for access to your courses, please refer to the SDS website at [sds.umbc.edu](https://sds.umbc.edu) for registration information and to begin the process, or alternatively you may visit the SDS office in the Math/Psychology Building, Room 212. For questions or concerns, you may contact us through email at [disAbility@umbc.edu](mailto:disAbility@umbc.edu) or phone (410) 455-2459.

If you require accommodations for this class, make an appointment to meet with me to discuss your SDS-approved accommodations.

### **Academic Integrity**

Academic integrity is an important value at UMBC. By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal.

- Plagiarism is intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.
- Typical Examples: Submitting as one's own work of a "ghost writer" or commercial writing service; directly quoting from a source without citation; cutting and pasting information directly from websites; paraphrasing or summarizing another's work without acknowledging the source; using facts, figures, graphs, charts or information without acknowledgement of the source. Plagiarism may occur orally and in writing. It may involve computer programs and files, research designs, distinctive figures of speech, ideas and images, or generally any "information" which belongs to another.

## **Title IX Statement**

As an instructor, I am considered a Responsible Employee, per UMBC's Policy on Prohibited Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct (located at <http://humanrelations.umbc.edu/sexual-misconduct/umbc-resource-page-for-sexual-misconduct-and-other-related-misconduct/> ). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a Responsible Employee I am required to report disclosures of sexual assault, domestic violence, relationship violence, stalking, and/or gender-based harassment to the University's Title IX Coordinator. As an instructor, I also have a mandatory obligation to report disclosures of or suspected instances of child abuse or neglect ([www.usmh.usmd.edu/regents/bylaws/SectionVI/VI150.pdf](http://www.usmh.usmd.edu/regents/bylaws/SectionVI/VI150.pdf) ).

The purpose of these reporting requirements is for the University to inform you of options, supports and resources; you will not be forced to file a report with the police. Further, you are able to receive supports and resources, even if you choose to not want any action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take action.

For UMBC Main Campus Students:

If you need to speak with someone in confidence about an incident, the following Confidential Resources are available to support you:

The Counseling Center: 410-455-2472

University Health Services: 410-455-2542

(After-hours counseling and care available by calling campus police at 410-455-5555)

Other on-campus supports and resources:

The Women's Center, 410-455-2714

Title IX Coordinator, 410-455-1606

Additional on and off campus supports and resources can be found at:

<http://humanrelations.umbc.edu/sexual-misconduct/gender-equitytitle-ix/>.

For Shady Grove Campus Students:

If you need to speak with someone in confidence about an incident, the following Confidential Resources are available to support you:

Universities at Shady Grove Campus Resources Center for Counseling and Consultation: 301-738-6273

Other on-campus supports and resources:

John Brandt, USG Title IX Liaison: 301-738-6021

## **Classroom Conduct**

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly



questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

### **Syllabus revision policy**

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class [or by written or email notice][or by changes to this syllabus posted on the course website].

### **Learner Support**

Detailed Student Support Services are outlined in the Start Here content area of our course on the Start Here with eLearning Resources page

### **Summary of Assignments:**

Please see Blackboard for specific due dates/times.

- All assignments will be submitted by Blackboard. Please make sure you are familiar with the correct procedures for doing this. Instances of the submission of emailed. Incorrectly formatted, corrupt, or blank documents will be considered as non-submissions and a 0 awarded for the assignment.

You should be sure to save copies of all assignments and papers for this course, as the risk of technological issues is high in a 100% online course.

1. Weekly assignments: For this course, there will be weekly short assignments worth 5-25 points each depending on the activity. Each week, you will log onto the Blackboard system and find out what that week's materials and assignments are. The material will be posted at least 3 days before assignments are due, and for some assignments you may submit early if you wish; for other assignments – those that require interacting online with your classmates – the work must be done on the assigned day. You will study and explore the week's material and complete a number of assignments. All assignments are due before 11:55 p.m. EDT on their due date. Specific details about the assignment are posted each week. These assignments will be graded and the scores posted on Blackboard within 7 business days.

2. A short midterm exam consisting of multiple choice and short answer questions will be given.
3. A short final exam consisting of multiple choice and short answer questions will be given.
4. A final paper & presentation is assigned and this should be a semester long project i.e. please do not attempt to complete these projects the week that they are due only. Detailed instructions and rubrics are available on our course page. Each option will involve a 6-10 page (double-spaced submission).
  - Final Paper - You will choose between four options for the topic/format of your final paper.
  - Presentation. Guidelines: Your presentation will not be a summary of your project/paper but a presentation of one or two aspects of the assignment that are relevant to our coursework. You will make connections to our coursework in your presentations. Format: For our final project/paper presentations we will base our presentations on the Pecha Kucha model. This model follows a format of a designated number of slides that are image and not word based, and a fast paced presentation style.
5. No extra credit is offered for this course.

### Grading Scheme:

Grading Scheme		
Activity	Points	% Course Grade
Introduction Activities	30	6%
Weekly Activities	12 x 20 points each = 240 points	4% each = 48% total
Concluding Activities	30	6%
Midterm Exam	50	10%
Final Exam	50	10%
Final Paper	50	10%
Final Presentation	50	10%
<b>TOTAL</b>	500 points	100%

Grading Scale: Grades are determined by dividing the total points by 5.0 and applying the following scale: A (90-100), B (80-89.9), C (70-79.9), D (60-69.9), F (<60).

## Late Work Policy

Assignments will not be graded if submitted late – a 0 will be assigned for that assignment with the exception of a documented, excused absence.

Excused, documented, verified absences: In cases of late work due to absences that would meet the criteria of absence accommodations please request Absence Verification. It is important that you notify Dr. Murray if you have a documented absence and will not be able to complete the assignments on time prior to the due date for that assignment. If you do not notify Dr. Murray as soon as possible after the missed submission, no accommodations will be made for absence i.e. a 0 will be entered for that assignment.

## Course Schedule & Requirements:

### Module 1 Course Introductions

Review the Syllabus, Schedule and information in the Start Here module.

1. Syllabus Quiz (5 points)
2. Plagiarism Quiz (5 points)
3. Forum/ Group Introduction (10 points)
4. Reflection Response (10 points)

### Module 2: An Overview of Dementia

#### Overview and Objectives:

After completing this section you will become familiar with both dementia and Alzheimer's disease. You will complete an individual activity. After completing this section and this activity you will be able to:

MO1: Define dementia, Alzheimer's disease, and related disorders (Aligns with Course Objective 2).

MO2: Demonstrate an understanding of the relationship between dementia, Alzheimer's disease, and related disorders (Aligns with Course Objectives 1 and 2).

MO3: Evaluate the psychosocial impact of dementia (Aligns with Course Objectives 3 and 4)

#### Learning activities summary:

1. Review the power point - Overview.
2. Review the two assigned articles:
  - Jolley D. (2009). The epidemiology of dementia. Practice Nursing, 20(6), S4-6.
  - Sounder E. (2010). Dementia overview and update. Arkansas Nursing News, 6(1): 6-12.
3. Read Chapters 1 & 2 in Sabat (2018)
4. Review the Alzheimer's Association's Materials - Inside the Brain: A tour of how the mind works, Part

- 1 - Brain Basics and Part 2 Alzheimer's Effects.
5. Review the YouTube video - the Life Part 2: PBS series - The New Face of Alzheimer's disease.

**Graded assignment summary:**

- Complete Reading Response 1 (for a total of 20 points)  
One page Reading Response - Overview of Dementia (Aligns with Module Objectives 1-3)

**Module 3: The Diagnosis of Dementia/Alzheimer's Disease**

**Overview and Objectives:**

In this section you will explore the path to the diagnosis of dementia and Alzheimer's disease. After these activities you will be able to:

- MO1: Describe the pathway of the diagnosis dementia and Alzheimer's disease (Aligns with Course Objectives 1 -3)  
MO2: Explain the implications of early diagnosis and disclosure of the diagnosis (Aligns with Course Objectives 1 -3)  
MO3: Summarize the implications and issues involved for the person diagnosed, their family members, and health care professionals (Aligns with Course Objectives 1 -4)

**Learning Activities Summary:**

1. Review the power point provided.
2. Review the articles:
  - Santacruz, K.S. & Swagerty, D. (2001). Early diagnosis of dementia. American Family Physician, 63, 703-718.
  - Mitchell, G. McCollum, P. & Monaghan, C. (2013). Disclosing a diagnosis of dementia: A background to the phenomenon. Nursing Older People, 25(10), 16-21.
3. Read Sabat Chapter 3
4. Review Alzheimer's Association: Principles for a Dignified Diagnosis
5. Review Alzheimer's Association: Know the 10 Signs

**Graded Assignment Summary:**

- Complete Assignment 2 (20 points)  
True/False Statements and Rationale (Aligns with Module Objectives 1-3)

## Module 4: MCI & Progression of Alzheimer's Disease

### Overview and Objectives:

In this section we will explore mild cognitive impairment and the different stages of Alzheimer's disease. After these activities you will be able to:

MO 1: Describe MCI and its relationship to dementia

MO2: Summarize the various stages of Alzheimer's disease

MO3: Evaluate the usefulness and the limitations of assigning 'stages' to the symptoms of Alzheimer's disease for the person diagnosed, caregivers, and clinicians

### Learning Activities Summary:

1. Review the power point provided
2. Review the article by Gauthier et al. (2006). Mild Cognitive Impairment. The Lancet, 367, 1262–70
3. Review the National Institute on Aging and the Alzheimer's Association information on stages/symptoms of AD
4. Review two scales commonly used assigning stages to the progression of Alzheimer's disease/dementia: the Reisberg Global Deterioration Scale (GDS) and the Clinical Dementia Rating (CDR)
5. Review the video: BBC News - Dementia: A Month in the Life

### Graded Assignment Summary:

Complete Assignment 3 (20 points)

Create an Infographic (Aligns with Module Objectives 1-3)

## Module 5: Related Disorders

### Overview and Objectives:

In this section you will explore other forms of irreversible dementia other than Alzheimer's disease.

After these activities you will be able to:

MO1: Define and briefly describe the most common forms of irreversible dementia

MO2: Summarize the common and unique characteristics of each and compare each form to Alzheimer's disease

MO3: Identify the characteristics distinguishing each condition from Alzheimer's disease

### Learning activities summary:

1. Review the information on the different types of dementia in the articles assigned in week 1 (the Sounder and Jolley articles)

2. Review the power point

3. Review the information on the websites provided (links provided in Resources) and focus on Vascular dementia, Lewy body dementia, Frontotemporal dementia, Mixed dementia and Parkinson's disease dementia:

- Alzheimer's Association - Types of dementia: This information from the Alzheimer's Association provides a summary of the more common forms of irreversible dementia.
- NIA: Alzheimer's Disease Education and Referral Center - About Alzheimer's Disease: Other Dementias: This information from the NIA provides a summary of the more common forms of irreversible dementia

### Graded assignment summary:

Complete Assignment 4 (20 points)

Related Disorders Group Project (Aligns with Module Objectives 1-3)

## Module 6: Person Centered Care: The Person at the Center of the Experience

### Overview and Objectives:

In this section we will explore the person-centered care approach to the care of those with dementia. After these activities you will be able to:

1. Describe the philosophy of person-centered care
2. Identify the psychosocial needs of persons with dementia as identified by Kitwood
3. Summarize how these needs can be threatened by the environment surrounding those with dementia
4. Appraise how these needs and the selfhood ( Self 1,2, and 3) of persons with dementia can be supported in the formal care environment by the philosophy of person-centered care

### Learning activities summary:

1. Review the power point
2. Watch the video - Person Centered Matters by the Dementia Action Alliance (15 mins 47 sec)
3. Read Sabat Chapter 5
4. Read the three articles:
  - Kitwood, T. (1997). The Experience of Dementia. *Aging and Mental Health*, 1(1), 13-22. Preview the document
  - Love, K. & Pinkowitz, J. (2013). Person-centered care for people with dementia: A theoretical and conceptual framework. *Generations*, 37(3), 23-29. Preview the document
  - Fazio, S. (2013). The individual is the core – and key – to person-centered care. *Generations*, 37(3), 16-22.

### Graded assignment summary:

Complete Assignment 5 (20 points)

Person Centered Care Discussion Forum (Aligns with Module Objectives 1-4)

## Module 7: Perceptions and Dementia

### Overview and Objectives:

In this section we will explore societal perceptions of those impacted by Alzheimer's disease and dementia and the impact of cultural and social perceptions on the well-being and quality of life of those living with dementia.

After these activities you will be able to:

MO1: Distinguish the implications of negative stereotypes and representations of people with dementia

MO2: Describe how such perceptions can impact quality of life and well-being

MO3: Identify the origins of such perceptions

MO4: Outline interventions and approaches that may decrease negative perceptions and stigma in relation to Alzheimer's disease and dementia

### Learning activities summary:

1. Review the power point
2. Read the three articles:
  - Scholl, J.M. & Sabat, S.R. (2008). Stereotypes, stereotype threat and ageing: Implications for the understanding of treatment of people with Alzheimer's disease. *Aging & Society*, 28, 103-130.
  - Brannlley, T. (2011). Sustaining citizenship: People with dementia and the phenomenon of social death. *Nursing Ethics*, 18(5), 662-671.
  - Swaffer, K. (2014). Dementia: Stigma, language, and dementia-friendly. *Dementia*, 13(6), 709-716.

### Graded assignment summary:

Complete Assignment 6 (20 points)

Perceptions of Dementia Discussion Forum (Aligns with Module Objectives 1-4)

## Midterm Exam (50 points)

Multiple Choice/True-False/Short Answer Questions



## Module 8: Communication and Dementia

### Overview and Objectives:

In this section we will explore communication challenges and strategies in all stages of the disease progression for those diagnosed and caregivers. After these activities you will be able to:

MO1: Summarize the relationship between communication and the psychosocial needs of those living with dementia (Aligns with Course Objective 3 & 4)

MO2: Describe how malignant social psychology can impact the well-being of persons with dementia in formal and informal care settings (Aligns with Course Objectives 3 & 4)

MO3: Explain some of the communication challenges that people living with dementia may face (Aligns with Course Objective 3)

MO4: Outline the adaptive strategies that we can utilize when communicating with persons with dementia (Aligns with Course Objectives 1-4)

### Learning activities summary:

1. Review the power point
2. Read the articles:
  - Jootun, D. & McGhee, G. (2011). Effective communication with people who have dementia. *Nursing Standard*, 25(25), 40-46.
  - Savundranayagam, M.Y. & Moore-Neilsen, K. (2015). Language-based communication strategies that support person-centered communication with persons with dementia. *International Psychogeriatrics*, 27(10), 1707-1718.
  - Sabat, S. (1994). Excess disability and malignant social psychology: A case study of Alzheimer's disease. *Journal of Community and Applied Social Psychology*, 4, 157-166.
3. Review the short video clips – Alive Inside: Music and Memories and Alzheimer's Inside Out

### Graded assignment summary:

Complete Assignment 7 (20 points)

Reading Response Communication and Dementia (Aligns with Module Objectives 1-4)

## Module 9: Social roles

### Overview and Objectives:

In this section we will explore social roles in the context of those with dementia and their informal caregivers. After these activities you will be able to:

MO1: Identify the complexities of the adaptation to the changes that occur with a diagnosis for the person diagnosed and family members/friends (Aligns with Course Objectives 1-4)

MO2: Define a social role and describe how the psychosocial environment may help support or threaten such roles when faced with dementia (Aligns with Course Objectives 1-4)

MO3: Summarize the diversity of the experience of dementia for all impacted (Aligns with Course Objective 1-4)

MO4: Describe coping strategies that can be employed by persons with dementia and their caregivers (Aligns with Course Objectives 3 & 4)

### Learning activities summary:

1. Review the power point
2. Read the articles:
  - Whitlach, C.J. (2013). Person-Centered Care in the Early Stages of dementia: Honoring individuals and their choices. *Generations*, 37(3), 30-36.
  - Teitelman, J., Raber, C., & Watts, J. (2010). The power of the social environment in motivating persons with dementia to engage in occupation: Qualitative findings. *Physical & Occupational Therapy in Geriatrics*, 28(4), 321-33.
3. Read Sabat Chapter 4
4. Watch the short videos – Paul and Bill and How to Live With Dementia

### Graded assignment summary:

Complete Assignment 8 (20 points)

Social Roles Discussion Forum (Aligns with Module Objectives 1-4)

## Module 10: Practical Decisions

### Overview and Objectives:

In this section we will explore practical decisions and challenges in all stages of the disease progression for those diagnosed and caregivers. After these activities you will be able to:

MO1: Analyze the diversity of the experience of dementia for all impacted (Aligns with Course Objectives 1-4)

MO2: Describe the complexities of the practical decisions that may need to be made when faced with a diagnosis of dementia for the person diagnosed and family members/friends (Aligns with Course Objectives 1-4)

MO3: Outline the challenges of balancing person-centered care/choice and safety/well-being as the symptoms of dementia progress for both formal and informal caregivers.(Aligns with Course Objectives 1-3)

MO4: Identify and discuss aspects of home safety for PWD and strategies that may address these concerns.(Aligns with Course Objectives 1-3)

MO5: Describe why driving cessation is often identified as the most difficult transition for PWD and their family members. (Aligns with Course Objectives 1-3)

### Learning activities summary:

1. Review the power point
2. Read the articles by O'Connor et al (2013) and Giebel et al. (2014) and Marquardt et al. (2011).
  - O'Connor, M.L., Edwards, J.D., & Bannon, Y. (2013). Self-rated driving habits among older adults with clinically-defined mild cognitive impairment, clinically-defined dementia, and normal cognition. *Accident Analysis and Prevention*, 61, 197-202.
  - Giebel, C.M. et al. (2014). Deterioration of basic activities of daily living and their impact on quality of life across different cognitive stages of dementia: A European study. *International Psychogeriatrics* 26(8), 1283-1293.
  - Marquardt, G. et al. (2011). A descriptive study of home modifications for people with dementia and barriers to their implementation. *Journal of Housing for the Elderly*, 25(3), 258-273.
3. Review the 4 short video clips 'Driving and Dementia'
4. Review the Alzheimer's Association Brochure 'Staying Safe'

### Graded assignment summary:

Complete Assignment 9 (20 points)

Practical Decisions Group Project (Aligns with Module Objectives 1-5)

## Module 11: Cultural Contexts & Diversity

### Overview and Objectives:

In this section we will explore the diversity of the population impacted by Alzheimer's disease and dementia and the impact of cultural and individual factors on perceptions of dementia, caregiving and help seeking behaviors. After these activities you will be able to:

MO1: Understand the diversity of persons with dementia

MO2: Describe how culture and ethnicity may shape perceptions of dementia and the experience of dementia

MO3: Identify both commonalities and unique characteristic of the experience of dementia

MO4: Assess how the culture of the formal care environment can impact the well-being of persons with dementia

### Learning activities summary:

1. Review the power point
2. Read the three assigned articles:
  - Belle, S.H., Burgio, L., Burns, R., Coon, D., Czaja, S.J., Gallagher-Thompson, D., .....Zhang, S. (2006). Enhancing the quality of life of dementia caregivers from different ethnic or racial groups: A randomized, controlled trial. *Annals of Internal Medicine*, 145(10), 727-W-216.
  - McGovern, J. (2014). The forgotten: Dementia and the aging LGBT community. *Journal of Gerontological Social Work*, 57, 845-857.
  - Sayegh, p., & Knight, B.G. (2012). Cross-cultural differences in dementia: The socio-cultural health belief model. *International Psychogeriatrics*, 25(4), 517-530.
3. Review the video Life Part 2: Diversity and Aging (3 mins 30 sec)

### Graded assignment summary:

Complete Assignment 10 (20 points)

True/False Statements and Rationale (Aligns with Module Objectives 1-4)

## Module 12: Caregiving

### Overview and Objectives:

In this section we will explore informal caregiving and Alzheimer's disease and dementia and formal community based services as they apply to both persons with dementia and their care partners.

After these activities you will be able to:

MO1: Define informal caregiving

MO2: Describe some of the challenges faced by informal caregivers when providing care for a person with dementia

MO3: Outline how these challenges may differ or be similar to those faced by caregivers of older adults without cognitive impairment

MO4: Explain how formal services and informal caregivers may work together to support those living with dementia

### Learning activities summary:

1. Review the power point
2. Watch the short Fictional YouTube video 'My Name is Lisa'
3. Read the four articles
  - Cherry, D. (2012). HCBS can help keep people with dementia at home. *Generations*, 36(1), 83-90.
  - Sawatzky, J.E., & Fowler-Kerry, S. (2003). Impact of caregiving: Listening to the voice of informal caregivers. *Journal of Psychiatric and Mental Health Nursing*, 10, 277-286.
  - Gaugler, J.E., Mittelman, M.S., Hepburn, K., & Newcomer, R. (2010). Clinically significant changes in burden and depression among dementia caregivers following nursing home admission. *Bmc Medicine*, 8(85), 1-14.
  - McKee J. McClendon, M.J. & Smyth, K.A. (2013). Quality of informal care for persons with dementia: dimensions and correlates. *Aging & Mental Health*, 17(8), 1003-1015.

### Graded assignment summary:

Complete Assignment 11 (20 points)

Caregiving Discussion Forum (Aligns with Module Objectives 1-4)

### Module 13: Service Use

#### Overview and Objectives:

In this section we will explore the experience of those impacted by Alzheimer’s disease and dementia as they negotiate the health and residential long term care system. We will explore the implementation of the person centered care philosophy of care within these care environments.

After these activities you will be able to:

MO1: Explain how the implications of negative stereotypes and representations of people with dementia may impact health and long term care provision

MO2: Describe how the psycho-social environment can impact the well-being of those with dementia in formal care environments

MO3: Identify the characteristics of a culture change nursing home

MO4: Discuss the impact of culture change on quality of life and quality of care for those residing in nursing homes.

#### Learning activities summary:

1. Review the power point
2. Read Sabat Chapter 6 & 7
3. Read the three articles: Maslow (2013), McCormack et al. (2012), and Murray & Boyd (2009).
  - Murray, L.M. & Boyd, S. (2009). Protecting personhood and achieving quality of life for older adults with dementia in the US health care system. *Journal of Aging and Health*, 21(2), 350-373. Preview the document
  - McCormack B, Roberts, T., Meyer, J., Morgan D., & Boscart, V. (2012). Appreciating the ‘person’ in long-term care. *International Journal of Older People Nursing*, 7, 284–294.
  - Maslow, K. (2013). Person-Centered Care for People with Dementia: Opportunities and Challenges. *Generations*, 37(3), 8-15.

#### Graded assignment summary:

Complete Assignment 12 (20 points)

Service Use Discussion Forum (Aligns with Module Objectives 1-4)

### Final Paper & Presentation

Final Paper Due (50 points)

Presentation Due (50 points)

### Module 14: Wrap Up

Wrap up Discussion Forum (10 points)

Course reflection paper (20 points)

### Final Exam (50 points)

**Multiple Choice/True-False/Short Answer Questions**

**Course Total: 500 points**