



GERO-530: INTRODUCTION TO ALZHEIMER'S DISEASE AND OTHER DEMENTIAS

Effective Term

Spring 2025

BOT Approval Date

04/11/2024

Discipline

GERO - Gerontology-Aging Studies

Course Number

530

Course Title

Introduction to Alzheimer's Disease and Other Dementias

Short Title

Introduction to Dementia

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

Discussion boards- Course and technical issues are addressed in a separate discussion board. It is recommended that faculty will respond within 48 hours, except for holidays and weekends.

E-mail Communication - E-mail may reinforce announcements and discussion board communication. It is recommended that the faculty will respond within 48 hours, except for holidays and weekends.

Catalog Description

This course offers an overview of the normal age-related changes in the brain with the effects of disease that cause cognitive impairment, with emphasis on Alzheimer's disease and other dementias.

Attach Supporting Documents

Sample Program Map Gerontology with Mental Health Certificate of Achievement (Revised April 2023).pdf

Riverside County Office on Aging Report.pdf

California Master Plan for Aging.pdf

AGHE Competencies.pdf

Centers for Excellence LMI_Gerontology.pdf

Occupational Outlook_ Social and Community Service Managers _ US Bureau of Labor Statistics.pdf

Deans Meeting_Gerontology-Aging Studies.pdf

Centers for Excellents LMI_Human Services.pdf

Occupational Outlook_Medical and Health Services Managers.pdf

Codes

TOP Code (CB 03)

1309.00* - *Gerontology

CIP Code

30.1101 - Gerontology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Evaluate the various components that comprise memory and how it forms over the lifecourse.
2. Contrast how the various aspects of memory changes over the lifecourse and the challenges that study of Alzheimer's disease and dementia entails
3. Examine the differences between normal and pathological changes related to cognition in later life
4. Demonstrate knowledge of Alzheimer's disease and related disorders, to include symptoms and stages of the disease process, genetics, treatment, and current research
5. Critique ethical issues as they relate to practice and research concerning cognition in later life
6. Examine theoretical issues and application related to memory loss and associated misconceptions
7. Outline strategies and interventions for the successful management of the challenging behaviors seen in persons with Alzheimer's disease and other dementias
8. Evaluate care settings/programs that address the special needs of people with dementia
9. Investigate the strategies necessary to care for people with Alzheimer's Disease and dementia
10. Investigate the challenges that exist for caregiving for a diverse older population with Alzheimer's Disease or other Dementias including awareness of culture, gender, economic and language barriers in accessing and delivering treatment.
11. Distinguish between treatments for Alzheimer's Disease, Disease Behaviors and Alternative Treatments
12. Explain the public policy impact of Alzheimer's Disease in terms of long term healthcare
13. Integrate culturally competent care into strategies for understanding Alzheimer's and other dementias.
14. Develop care plans appropriate to person-centered care, addressing gender and identity considerations, promoting inclusivity and equity, and committing to continuous self-reflection and education.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will understand and articulate the common warning signs of Alzheimers, and differentiate between Alzheimer's and the normal aging process in later life.
2. Students will differentiate between different types of dementia, the risk factors and causes.
3. Students will identify and describe the major types of dementia, and the effective approaches for providing care.

Program Learning Outcomes

Learning Outcome

- Student will demonstrate knowledge of relationships among older adults, their families, and society.
- Student will apply current theory and research in the interdisciplinary field of gerontology and its role in society to assess biological, social, and psychological issues that impact older adults and those who work with and care for them.
- Student will integrate information and perspectives from various disciplines to understand the biological, social, and psychological aspects of aging related to diversity and equity shape the experience of aging.
- Student will demonstrate the ability to conduct and evaluate gerontological information and research using a variety of methods.
- Student will understand and evaluate social policy and its impact on programs and services for older adults and examine how issues.
- Student will express ideas effectively in oral and written formats.
- Student will analyze critical issues, aspects of ageism in American society and socially conscious behavior regarding the older population and apply knowledge to the field of aging.
- Student will apply acquired interdisciplinary knowledge of older adults in varied career applications, such as the design of services for older adults, patient care, and engineering and technology for independent living.

Institutional Learning Outcomes

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic

classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Introduction to Alzheimer's Disease and other Dementias
 - a. Mild cognitive impairment, other causes for memory loss
 - b. Cognitive impairment - alternation in cognition
 - c. Reversible Dementias
 - d. Non-reversible dementias
2. What is Alzheimer's Disease
 - a. Testing, diagnosing and preventing Alzheimer's Disease
 - b. Genetics of Alzheimer's Disease
 - i. How does gender impact dementia behavior and risk factors?
 - c. Changes in the Brain
 - d. Signs and Symptoms
 - e. Disease Progression
 - f. Behavior Issues, behavior as communication
 - g. Rummaging and Hoarding
 - h. Wandering
 - i. Agitation/Anxiety
 - j. Catastrophic Reaction
 - k. Sundowning
3. Examining current treatments for Alzheimer's Disease, Disease Behaviors and Alternative Treatments
 - a. Person-Centered Care: Strategies and Techniques
 - b. Effective Communication Techniques
 - c. Ability focused care
 - d. Approaches to Activities of Daily Living
 - e. Therapeutic Interventions and activities
 - f. Normalized activities
 - g. Dining Experiences and nutritional needs
 - h. Family Atmosphere
 - i. Safety Needs
4. Challenges Facing Alzheimer's Caregivers
 - a. impacts of cognitive impairment on society, family and the individual
 - b. Caregiver support
 - c. Community Resources
 - d. Communicating with the healthcare team
 - e. Preventing burnout
 - f. Self Care
5. Exploring Other Dementias
 - a. Parkinson's Disease
 - b. Huntington's Disease
 - c. Lewy Body Dementia
 - d. Frontotemporal Lobe Dementia (Pick's Disease)
 - e. Vascular Dementia
 - f. Creutzfeldt Jakob Disease
6. Dementia and Quality of Life

- a. Activities, Sensitive issues with Alzheimer's disease and quality of life.
- b. Stress, coping and Wellbeing
- c. Latest research and implications in wellness practices such as exercise, tai chi, yoga, etc., for individuals, caregivers and healthcare professionals
- 7. Policy Impact of Alzheimer's Disease
 - a. Legal and Financial planning - advocacy and legislation
 - b. National Organizations
 - c. National and international dementia-friendly movement
- 8. Culturally competent care and treatment of Alzheimer's and dementia
 - a. Recognize and respect cultural diversity
 - i. Identify and appreciate the influence of diverse cultural, ethnic and gender, and sexual identity backgrounds on the experience of Alzheimer's and other dementias, ensuring respectful person-centered care.
 - ii. Enhance communication skills for those with sensory, cognitive or language barriers.
 - iii. Tailor care plans to cultural contexts, such as beliefs, values, traditions, and the caregiving experience, and adapt care plans to align with the unique cultural identities of patients and caregivers.
 - iv. Recognize and respond to the diverse needs of individuals with Alzheimer's and other dementias based on gender identity, incorporating gender-sensitive approaches to care plans and supportive services.
 - b. Equity, Inclusivity and Access to resources within healthcare settings
 - i. Address disparities
 - ii. Ensure culturally competent support for all patients and caregivers irrespective of background.
- 9. Future Trends for Treating and Preventing Alzheimer's Disease and other Dementias
 - a. Identify gaps related to prevention research and strategies
 - b. The research behind the heart-brain connection and neuroprotective properties of exercise, diet, mental activity and socialization
 - c. Describe an innovative practice change model: ACT on Alzheimer's
 - d. Explore the role of dementia experts in leading change.

Methods of Instruction

Method

Lecture

Integration

Given the growing aging population and the subsequent rise in Alzheimer's and other dementias, it is imperative that students acquire foundational knowledge to discern between validated research, approved treatments, and best caregiving practices, counteracting potential biases and ageism. The course employs diverse teaching formats, such as accessible/closed captioned videos, text, and presentations from reputable sources like the Alzheimer's Association and Caregiver Resource Center, to address the challenge of differentiating evidence-based information from potential quick fixes and combat implicit biases against older adults with dementia, ageism, and potential elder abuse.

Lectures are available in various formats, including accessible PowerPoint presentations and closed-captioned videos, facilitating comprehensive understanding through online platforms and incorporating interactive resources to ensure students can critically engage with the material.

DE Adaptations for MOI

Lectures can be communicated through the CMS in a variety of formats, including accessible Powerpoint presentations and lecture videos. A variety of websites and online videos can be incorporated as part of these lectures, including sources of current research and consumer education on Alzheimer's disease and other dementias from the American and United Kingdom Alzheimer's Association. Lectures can be delivered through video conferencing platforms.

Method

Discussion

Integration

Discussions, conducted in both large and small group asynchronous formats, serve as a platform for students to openly address the sensitive topics related to dementia, including the discomfort and fear associated with cognitive decline, as well as the significant burden felt by caregivers. These discussions provide valuable opportunities for students to share their insights and personal

observations while establishing connections between the theoretical frameworks introduced in lectures and their own real-life experiences.

The primary goal of these discussions is to foster an environment where students can confidently exchange ideas, ensuring that they feel safe and respected when expressing varying viewpoints. All discussions are facilitated within the course management system (CMS) to ensure accessibility and a seamless learning experience for all participants.

DE Adaptations for MOI

Student discussion will be achieved using asynchronous threaded discussions with other students and the instructor within the CMS, or by participating in synchronous discussions using accessible video conferencing platforms. Students can also be divided into breakout groups during synchronous group meetings to compare their ideas before being brought back to the main session to compare their ideas as a class, and as a larger group, in a way that meets all accessibility needs.

Method

Visiting Lecturers

Integration

Guest speakers play a crucial role in offering students a unique and real-world perspective on the diagnosis and treatment of Alzheimer's Disease and other dementias, as well as the challenges faced by both patients and their caregivers. These professionals, hailing from various fields such as medicine, psychology, social services, hospice, and dementia care, are invited to deliver lectures that delve into specialized areas within the realm of dementia.

By engaging with guest speakers, students gain insights that go beyond the scope of traditional lectures or course readings. These experts provide diverse viewpoints and hands-on experiences, enriching the students' understanding of the subject matter.

DE Adaptations for MOI

Guest Speakers can join online classes via CMS videoconferencing tools. It can be synchronous or asynchronous. Instructors may also elect to post videos/media interviews of guest speakers with closed captioning or other tools that best meet accessibility needs.

Method

Reading

Integration

Students will engage with a comprehensive range of resources to enhance their understanding of Alzheimer's Disease and other dementias. These resources include both traditional textbooks that offer theoretical knowledge and contemporary sources that provide up-to-date information. The course materials will delve into the biopathology of dementia, the psychosocial experiences of individuals living with cognitive changes, and the challenges faced by diverse elders dealing with these conditions.

In addition to textbook readings, students will have access to a variety of materials, such as case studies, oral histories, poetry, and more. These resources aim to illustrate the multifaceted aspects of Alzheimer's Disease and other dementias, offering insights from the perspectives of those diagnosed with the condition, as well as the caregivers and the broader community. This approach will enable students to develop a more comprehensive understanding of Alzheimer's Disease, which has become increasingly prevalent among the growing population of adults over the age of 85.

DE Adaptations for MOI

To ensure accessibility needs are met, relevant readings can be delivered through materials provided in the CMS or the assigned texts, or students can access current research through MSJC's online library collections. Some papers and projects related to class readings may also use asynchronous threaded discussions in Discussion Boards, where students can compare their ideas from a reading and also compare research projects or share resources or websites related to reading content. Students can also use discussion boards to share common issues related to the project, such as Q & A forums where students can ask questions about the reading or project, and the instructor or other student can answer.

Methods of Evaluation

Method

Class Participation

Integration

Active class participation is crucial in this course, particularly in discussion boards, providing students with regular and substantive opportunities to comprehend the biophysiology of Alzheimer's disease, embrace person-centered care practices, and recognize the imperative need for cultural competency in care and treatment. Special considerations for older adults with language barriers or limited economic resources are emphasized, with topics including barriers faced by unhoused elders in accessing dementia care and diverse cultural strategies for dementia care.

Class participation, especially in discussions, not only facilitates learning essential concepts but also allows students to practice the language necessary to describe and articulate the complexities of dementia. As public awareness of cognitive decline grows, a lack of dialogue persists, encompassing prevalence, disease trajectory, available treatments, and coping techniques for both patients and caregivers. Through active participation and graded assignments, students continually assess their learning progress, aiming to deepen their understanding of the biophysical and psychosocial impacts of Alzheimer's Disease and related dementias while fostering a comprehensive grasp of the multifaceted nature of dementia.

DE Adaptations for MOE

Discussion forums and blogs within the CMS can be utilized to assess class participation in asynchronous courses and video conferencing tools can be utilized for synchronous online course meetings (i.e. CCCConfer, Zoom, etc.). The instructor will employ available accessibility features within the CMS to ensure equitable access for all students during the evaluation process. The instructor will provide correct responses, comments, and grades within two weeks of the due date of these quizzes within the gradebook using the CMS

Method

Exams/Tests

Integration

Assessing understanding of dementia and Alzheimer's Disease in this course goes beyond theoretical knowledge of biology and psychology. It encompasses the ability to apply that knowledge to real-world scenarios and make meaningful connections between the science of dementia and Alzheimer's and the practical experiences of those who care for or live with these conditions.

Students will undergo periodic short objective tests aligned with course-related learning objectives. These tests are designed to evaluate not only theoretical knowledge but also the capacity to apply this knowledge to practical situations. Quizzes and exams may be graded manually or through an auto-grading process, either within the course management system (CMS) or via scantron. Within two weeks of the quiz's due date, the instructor will provide students with correct responses, constructive comments, and their respective grades, all accessible within the gradebook using the CMS. This approach ensures that students can bridge the gap between theory and practice, preparing them for a comprehensive understanding of dementia and Alzheimer's Disease.

DE Adaptations for MOE

Unit quizzes offered through CMS will assess course learning objectives. Using accessible tools, including objective tests, closed-caption video responses, or other accessible technology, students will demonstrate understanding of core course competencies. Quizzes should be timed, open book/note, focusing on course learning objectives. Quizzes may be graded manually by the instructor or through the CMS auto-grading system. The instructor will provide correct responses, comments, and grades within two weeks of the due date of these quizzes within the gradebook using the CMS.

Method

Papers

Integration

Incorporating cultural competency, students will explore how diverse segments of the population may encounter varying levels of care based on factors such as culture, language, economic status, self-advocacy abilities, intergenerational involvement in care planning, and regional access to programming or funding. Addressing the fear often associated with cognitive decline, reflective writing becomes a valuable tool, providing students with the means to comprehend and articulate Alzheimer's and dementia. Through these reflection papers, students navigate fears and anxieties, developing language skills to communicate effectively about dementia. This process also empowers them to make informed decisions regarding potential careers in the caregiving field.

The inclusion of both long and short-form research and reflection papers ensures the application of learning objectives and skills to students' experiences beyond the classroom, offering a comprehensive perspective.

Clear instructions and rubrics guide students in their writing, with evaluations based on correctness, clarity, completeness, and precision. Timely feedback and grades provided within two weeks of the assignment's due date, accessible through the course management system (CMS) gradebook, not only enhance understanding but also aid in confronting and reducing fear reactions associated with dementia and Alzheimer's.

DE Adaptations for MOE

To ensure accessibility needs are met, evaluation of student application of aging concepts will be submitted via CMS. Rubrics/clear instructions will be provided. The instructor will employ available accessibility features within the CMS to ensure equitable access for all students during the evaluation process. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Assignment Description: Dementia Program Report

For this assignment, students will evaluate a dementia-specific program situated in a skilled nursing facility, assisted living facility, or adult day care setting, aiming to assess its alignment with course material. The observational report should comprehensively address the following components:

1. Program Goals:

- Identify and analyze the explicit goals of the dementia-specific program, exploring how they align with the principles and objectives covered in the course.

2. Staff Training and Competencies:

- Evaluate the training and competencies of staff members, considering their preparation to provide care for individuals with dementia and their adherence to best practices discussed in the course.

3. Availability and Access:

- Assess the program's availability and accessibility, considering factors such as location, hours of operation, and any potential barriers that may affect access for individuals in need.

4. Costs:

- Investigate the cost structure of the program, examining its affordability and potential financial implications for individuals, families, or funding sources.

5. Programming:

- Examine the range and quality of activities and interventions offered within the program, relating them to the course content on person-centered care, engagement strategies, and therapeutic approaches.

6. Evidence of Cultural Competency:

- Evaluate the program's evidence of cultural competency, considering how it addresses the diverse cultural backgrounds and needs of its participants.

7. Alignment with Community Needs:

- Analyze the program's alignment with the specific needs of the community it serves, exploring whether it addresses prevalent issues and concerns related to dementia care in that locality.

8. Areas Functioning Well and Areas Needing Attention:

- Identify and discuss areas within the program that appear to be functioning well in relation to course concepts, as well as areas that may require attention or improvement.

9. Evidence of Person-Centered Care Plans:

- Examine the presence and effectiveness of person-centered care plans within the program, assessing their individualization and alignment with recommended best practices.

10. Literature Review:

- Conduct a literature review relevant to the topics discussed, incorporating scholarly sources that provide context and support for the observations and assessments made in the report.

The type-written report, approximately 7-8 pages, should synthesize the observational findings with literature review insights, providing a comprehensive analysis of the dementia-specific program's characteristics in relation to the course material. Students must include a business card, program/facility brochure, and activities calendar obtained during their visit.

Evaluation:

Student work will be submitted via CMS. Rubrics/clear instructions will be provided. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

How assignment will be adapted in online format

To ensure accessibility needs are met, evaluation of student application of aging concepts will be submitted via CMS. Rubrics/clear instructions will be provided. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Groups will be tasked with investigating cultural differences, economic barriers, gender and social supports, barriers to accessing treatment and care, and understanding how ageism influences the experience of dementia in a rapidly growing aging population. Each group will be assigned to study one of the following forms of dementia: Parkinson's Disease, Huntington's Disease, Lewy Body Dementia, Frontotemporal Lobe Dementia/Pick's Disease, Vascular Dementia, or Creutzfeldt Jakob Disease.

For their assignment, groups are required to curate and review 3-4 relevant journal articles or other resources and prepare a presentation consisting of 12-15 slides (excluding title/reference slides). These slides should comprehensively cover topics related to their assigned dementia, addressing aspects such as the definition of the disease, its similarities and differences with Alzheimer's disease, symptoms, causes and risk factors (including the role of genetics and inheritability), available treatments, methods of acquiring an appropriate diagnosis, and prevalence in the general population (statistics). Additionally, each group will create a 1-page fact sheet.

Groups will present their findings to the class through a 15-minute presentation developed using CMS video software, ensuring accessibility for all students. This collaborative effort will contribute to a broader understanding of diverse forms of dementia and the multifaceted factors influencing their impact on individuals within the aging population.

Possible journal articles include:

Fu, Wing-Yu, and Nancy Y. Ip. "The role of genetic risk factors of Alzheimer's disease in synaptic dysfunction." *Seminars in Cell & Developmental Biology*. Vol. 139. Academic Press, 2023.

Lee, Ji Yeon, Eunjin Yang, and Kyung Hee Lee. "Experiences of implementing person-centered care for individuals living with dementia among nursing staff within collaborative practices: A meta-synthesis." *International journal of nursing studies* 138 (2023): 104426.

Nianogo, Roch A., et al. "Risk factors associated with Alzheimer disease and related dementias by sex and race and ethnicity in the US." *JAMA neurology* 79.6 (2022): 584-591.

Tatulian, Suren A. "Challenges and hopes for Alzheimer's disease." *Drug discovery today* 27.4 (2022): 1027-1043.

Tetrault, Annika, et al. "Advance care planning in dementia care: Wants, beliefs, and insight." *Nursing ethics* 29.3 (2022): 696-708.

Ulugut, Hulya, and Yolande AL Pijnenburg. "Frontotemporal dementia: Past, present, and future." *Alzheimer's & Dementia* 19.11 (2023): 5253-5263.

Weintraub, Daniel, et al. "The neuropsychiatry of Parkinson's disease: advances and challenges." *The Lancet Neurology* 21.1 (2022): 89-102.

Zerr, Inga. "Investigating new treatments for Creutzfeldt–Jakob disease." *The Lancet Neurology* 21.4 (2022): 299-300.

Evaluation:

Student work will be shared on the discussion board or other videoconferencing software available on the CMS. Evaluation of work will be based on rubric provided, and feedback will be posted to the grade book on the CMS no later than 2 weeks after the due date.

How assignment will be adapted in online format

To ensure accessibility needs are met, an evaluation of student application of aging concepts will be submitted via CMS. Rubrics/ clear instructions will be provided. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Comprehensive Exploration

Objective:

Demonstrate a nuanced understanding of the importance of culturally competent caregiving, care planning, and caregiver support in the context of dementia and Alzheimer's disease. Explore and critically analyze approaches that address the diverse needs of individuals based on factors such as gender, ethnicity, race, sexuality, language barriers, the progression of cognitive decline, and available resources for both caregivers and patients.

Instructions:

Introduction (10 points):

Briefly introduce the significance of culturally competent caregiving in dementia and Alzheimer's care.

State the importance of addressing diverse needs based on various demographic and cultural factors.

Literature Review (30 points):

Identify and summarize at least four scholarly journal articles that explore different aspects of culturally competent caregiving, care planning, and caregiver support in the context of dementia and Alzheimer's.

Discuss findings related to gender, ethnicity, race, sexuality, language barriers, and the progression of cognitive decline.

Resource Analysis (20 points):

Investigate at least two credible websites or organizations (e.g., American Alzheimer's Association, Alzheimer's Society) that provide resources and support for caregivers.

Evaluate the effectiveness of these resources in addressing diverse needs and fostering culturally competent caregiving.

Personal Interviews (20 points):

Conduct at least two interviews with professionals in the field or individuals involved in caregiving for dementia and Alzheimer's patients.

Share insights gained from the interviews regarding cultural competence, challenges faced, and successful approaches in caregiving.

Conclusion and Recommendations (10 points):



Summarize key findings from the literature, resource analysis, and personal interviews.
Provide recommendations for implementing culturally competent caregiving practices in dementia and Alzheimer's care.
Bibliography/Works Cited (10 points):

List at least eight credible sources, including journal articles, websites, and personal interviews, in a properly formatted bibliography or works cited page.

Submission Format:

Students can choose between two formats:

Essay (1500-2000 words): Submit a well-organized essay following the structure outlined above.
or

Discussion Board Post:

Create a post summarizing key findings and insights from each section.

Engage in a discussion with classmates by responding to their posts and providing constructive feedback.

Grading Criteria:

Adherence to the assignment structure and guidelines.

Quality and depth of analysis in exploring culturally competent caregiving.

Effectiveness in synthesizing information from various sources.

Clarity of communication and adherence to academic writing standards.

Inclusion of a well-formatted bibliography or works cited list with at least eight credible sources.

This assignment aims to encourage students to critically engage with the topic, explore diverse perspectives, and develop a comprehensive understanding of the need for culturally competent caregiving in the context of dementia and Alzheimer's.

How assignment will be adapted in online format

To ensure accessibility needs are met, an evaluation of student application of aging concepts will be submitted via CMS. Rubrics/ clear instructions will be provided. Papers and discussion posts will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Course Materials

Textbooks

Talbert (2023) Alzheimer's Disease: New Biomedical Research, Perspectives and Caregiving, Nova Science Publishing

And

Wonderlin (2022) The Caregivers Guide to Memory Care and Dementia Communities, John's Hopikins Press

Other Resources

Publication Manual of the American Psychological Association (7th ed) (2019), Washington DC: American Psychological Association

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

While the overarching aim of aging education is to foster healthy aging across diverse individuals, communities, and societies, this particular course has a specialized focus in addressing the rapid growth of the population over age of 85, the corresponding increase in Alzheimer's Disease and other dementia diagnoses, and the barriers that exist for a large group of widely diverse older adults in accessing care and services.

Students in this course will explore the biopsychopathology of dementia and delve into the caregiving needs and policy implications linked to Alzheimer's disease. Furthermore, the course will address how different cultures approach dementia care, highlighting the barriers faced by those with language, accessibility, mobility, or cultural differences in accessing treatment and care. It will also emphasize the variations in how cognitive decline is perceived in various cultural communities, recognizing the importance of diversity, equity, and accessibility in delivering quality care for Alzheimer's Disease and other dementias throughout the lifecourse.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Within the realm of aging, one of the most universally recognized and challenging concepts is dementia and cognitive decline. However, diverse cultures perceive and address dementia in distinct and unique ways. In this class, students will be encouraged to share their personal stories, discussing cultural approaches to caregiving for individuals with dementia and exploring how different cultures train caregivers to work with those experiencing cognitive decline.

This course creates an open space for students to highlight that the dominant white culture in the United States approaches dementia differently than non-dominant cultures. The goal is to foster understanding and appreciation for the diversity in caregiving practices across cultures.

Students continue to have equal opportunities to access all learning resources through CMS, with individual support available from the instructor via CMS videoconferencing. Accessible/closed captioned videos and various media forms are employed to ensure success in the area of Diversity, Equity, and Inclusion (DEI). Instruction is delivered through recorded/captioned video and printed lectures.

Discussion boards, available in student-to-student and student-to-instructor formats, facilitate asynchronous discussions in print or video format using accessible CMS video conferencing software. PowerPoint or accessible/closed captioned video presentations are uploaded onto Canvas for student reference. Exams and tests, administered fully online, may include multiple choice, short answer essays, or other formats aligned with learning objectives. Evaluation is conducted through CMS, emphasizing the demonstration of identification and/or understanding of major topics in the course content.

Instructor feedback is provided within two weeks via CMS. The textbooks and supplementary materials are intentionally designed to address a segment of the population that is often marginalized, introducing students to a life course perspective on the aging process. Engaging interactions between instructor-to-student and student-to-student prompt students to contemplate age-related attitudes in society and broaden their understanding of their futures.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course emphasizes the creation of a structured and supportive platform for students to openly discuss the challenging topics of dementia and Alzheimer's disease. In our culture, where such conversations are often avoided or considered taboo, students will be encouraged to investigate and share their observations on how factors such as culture, gender, economics, or other aspects of diversity influence access to care, treatment planning, and public opinions about dementia. It is essential to establish a safe space where individuals can openly exchange resources and share personal experiences related to these critical issues.

The course fosters student-to-student interaction by actively encouraging group discussions as a method of evaluation. These discussions serve as a means for students to connect with their peers, share their interpretations of the course content, and ask questions. Collaborative activities, including group surveys on contentious topics such as medical ethics, institutionalization versus home care, or the complexities surrounding filial piety, help students gain a deeper understanding of the subject matter while empowering their voices.

Students will engage in a variety of collaborative activities, such as breakout rooms, small group discussions, and online or in-class presentations, which will offer numerous opportunities to engage in peer-to-peer discussions. This approach is designed to foster a sense of community and demonstrate the profound impact of building connections within the classroom.

Utilizing the course's CMS discussion forums, breakout rooms within video-conferencing software, or in-class settings, students will work together to explore critical approaches and apply course concepts. These collaborative activities serve as formative experiences, promoting a deeper understanding of the material and facilitating the development of a supportive community that encourages open dialogue about dementia and Alzheimer's, ultimately removing the associated stigma from our society.

Explain how the course will incorporate instructor-to-student interaction.

The instructor employs a multifaceted approach, utilizing lectures, interactive discussions, and regular and substantive content to introduce the challenges associated with person-centered care and culturally competent care for a widely diverse older population. Throughout the course, students are encouraged to engage actively and demonstrate understanding of both the biopsychological aspects of disease trajectory and the unique experiences of older adults with dementia, as well as their families and caregivers. In addition to serving as a disseminator of structured information, the instructor plays a pivotal role as a source of support and guide for students. Beyond introducing course material and clarifying intricate concepts, they facilitate exploration of various aspects of Alzheimer's disease. The instructor's mission extends to fostering personal reflection, encouraging research, and promoting the integration of new knowledge related to dementia, brain health, caregiving, and understanding the disease trajectory. This holistic

approach ensures that students not only acquire theoretical knowledge but also develop the critical thinking skills necessary for navigating the complexities of dementia care.

Assignments are evaluated based on established rubrics, and timely feedback is provided for all assessments. In situations involving controversial topics, the instructor plays a vital role in moderating discussions, guiding students, and offering valuable insights. They actively model critical thinking, promote the understanding of intersectionality, and incorporate sociohistorical and sociopolitical factors into analysis and application. This approach encourages students to establish connections between the course content and their real-world observations, facilitating a deeper understanding of their own learning process.

The instructor is readily available to provide feedback on student assignments through various means, including video conferencing software, CMS grading functionality, and individual meetings with students. This comprehensive support system ensures that students have the necessary resources and guidance to explore the complexities of Alzheimer's disease, gain insights into what it's like to have the disease, and develop a profound understanding of caregiving challenges. It also provides a platform for students to ask questions and express concerns, fostering a supportive and enriching learning experience.

Explain how the course will incorporate student-to-content interaction.

The instructor employs a comprehensive approach, utilizing lectures, interactive discussions, and regular and substantive content to introduce challenges associated with culturally competent care, addressing obstacles to access for individuals with language, culture, or economic barriers. Students will actively engage with the course textbook to establish theoretical foundations, supplemented by exploration of current literature through publications, websites, guest lectures, and interview opportunities embedded in the course. This multifaceted learning approach enables students to delve deeply into the material, fostering not only a theoretical understanding but also practical insights into cultural competency and strategies to overcome implicit age bias in providing care and treatment..

The course leverages various platforms, including the course management system (CMS) discussion forums, video-conferencing breakout rooms, and in-class activities. Within these contexts, the instructor plays an active role in facilitating discussions and encouraging students to apply their knowledge regarding Alzheimer's disease, other dementias, and the related psychosocial and economic impacts.

This dynamic course design provides students with a range of instructional methods, such as lectures, individual and group activities, visual and virtual demonstrations, and experiments. These approaches offer students numerous opportunities to interact with the content, be it through textbook readings or engaging in simulations.

For instance, students may explore specific challenges tied to providing or accessing quality care for older adults and discuss them. The instructor actively guides students by offering demonstrations and examples, nurturing critical thinking skills, promoting reflective thinking, and helping students connect course content to their everyday experiences. This approach enriches the learning journey significantly.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course encourages critical thinking by prompting students to reflect on how the material pertains to their personal lives, communities, and families. Through readings, lectures, activities, and discussions, students are motivated to contemplate the ways in which various services and resources for older adults will directly influence their own life satisfaction as they age.

Moreover, the course provides students with a platform to confront their own fears and address any challenges they may be encountering concerning cognitive decline, dementia, or Alzheimer's disease within their families or communities. This reflective approach enhances the depth of learning and empowers students to tackle these sensitive topics constructively.

Key: 3099