This course provides students with an in-depth understanding of the world of dementia. Using a psycho-social theory framework, students will examine the impact dementia has on the individual, the family and society and how the stigma associated with dementia influences these three groups. Students will differentiate between the various forms of dementia with specific attention being given to Alzheimer’s disease.

Prerequisite(s)
None

COURSE OUTLINE

1. Dementia in America
   • History of dementia
   • Demographics
   • Overview of dementia

2. Understanding Dementia
   • Types of dementia
     ◦ Alzheimer’s disease
     ◦ Vascular dementia
     ◦ Lewy body dementia
     ◦ Early onset

3. Impact of Dementia on the Individual
   • Loss of self/identity
   • Role Theory
   • Depression

4. Impact of Dementia on the Family
   • Change in family dynamics
   • Family Systems Theory
   • Being a caregiver
     ◦ Caregiver burnout

5. Impact of Dementia on Society
   • Cost of care
   • U.S. Health care system
   • Public health issue?
   • Policy

6. Stigma of Dementia
• Theory of Stigma – three types:
  ◦ Self Stigma
  ◦ Courtesy Stigma
  ◦ Public Stigma

7. What Can Be Learned from Other Countries?

8. Future Directions

• New research (causation, prevention, etc.)
• Emerging interventions/treatments
• Technology and dementia

Outcomes

Upon completion of this course, students should be able to:
1. Examine the history of dementia.
2. Differentiate between the various forms of dementia.
3. Discuss the impact of dementia on the individual and on society.
4. Analyze the impact of dementia on the family using family systems theory.
5. Evaluate the impact of stigma using the stages of stigma theory.
6. Investigate the response to dementia in other countries.
7. Discuss research advancements related to Alzheimer’s disease and innovative programs and services for care.

Deliverables

Click here (https://my.excelsior.edu/web/syllabus-library/8-week-term-schedule) to view the 8 week Term Schedules.

Click here (https://my.excelsior.edu/web/syllabus-library/15-week-term-schedule) to view the 15 week Term Schedules.

Course Schedule

Weeks start on Monday, 12:01 AM ET and end on Sunday, 11:59 PM ET, US.

Unless otherwise noted, all assigned items are due at the end of the module (by 11:59 PM, Sunday).

<table>
<thead>
<tr>
<th>Week</th>
<th>Module &amp; Title</th>
<th>Reading</th>
<th>Assignments</th>
<th>Online Discussions</th>
<th>Course Outcomes Related to this Module</th>
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</table>
Videos:
The Facts About Alzheimer’s Disease
What is Alzheimer’s Disease? | | M1D1: Normal Memory Loss with Dementia | 1 |
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Module 2: What is Dementia?</th>
<th>Module Notes: Understanding Dementia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Alzheimer’s Association (2016). Seven Stages of Alzheimer’s.</td>
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<tr>
<td>Videos</td>
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<td>Inside the Brain: Unraveling the Mystery of Alzheimer’s Disease</td>
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<td>The Alzheimer’s Project: Momentum in Science – Part I</td>
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<thead>
<tr>
<th>Week 3</th>
<th>Module 3: Impact of Dementia on the Individual</th>
<th>Module Notes: Self Identity and Alzheimer’s disease</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Caddell, L., &amp; Clare, L. (2009),The impact of dementia on self and identity: A systematic review. Clinical Psychology Review. 30(1); 113-126.</td>
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<tr>
<td>Videos</td>
<td></td>
<td>HBO: Memory Loss Tapes</td>
</tr>
</tbody>
</table>

| M2A1: Comparison of Types of Dementia | M2D1: The Brain and Alzheimer’s Disease | 2 |
| M3D1: Sense of Self | 3 |
### Week 4

**Module 4: Impact of Dementia on the Family**

**Module Notes: Family Dynamics and Dementia**

- [Alzheimer’s Association (2016). Caregivers Forums. Click on the Caregivers Forum](#)
- [Chalmers, H., & Lucyk, L. (2012). The Impact of Caregiving: Is it who I am or what I do? Relational Child & Youth Care Practice. 25(2); 37-46.](#)
- [Golden, M., Whaley, B., & Stone, A. (2012). "The system is beginning to shut down": Utilizing caregivers' metaphors for dementia, persons with dementia, and caregiving. Applied Nursing Research. 25(3); 146-151.](#)
- [The Bowen Center (2015) Bowen Theory.](#)

**Video:**

### Week 5

**Module 5: Impact of Dementia on Society**

**Module Notes: NAPA, and the National Plan to Address Alzheimer's Disease**

- [Ritchie, Christine, Roth, David and Allman, Richard (2013). Living with an Aging Parent: "it was a beautiful invitation" National Institutes of Health.](#)
- [Hurd, M. D., PhD., Martorell, P., PhD., Delavande, A., PhD., Mullen, K. J., PhD., & Langa, Kenneth M,M.D., PhD. (2013). Monetary costs of dementia in the united states. The New England Journal of Medicine, 368(14), 1326-34.](#)
### Week 6

**Module 6: Stigma of Dementia**

- Module Notes: Stigma of Dementia
  
  
  
  

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### Week 7

**Module 7: What Can We Learn from Other Countries?**

- Module Notes: What’s being done elsewhere?
  
  
  Video:
  
    Gupta, V. (2013). CNN’s World Untold Stories: Dementia Village

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**M6A1: Identifying Stigma**

**M6D1: What Can be Done?**

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**M7A1: Analysis of Other Approaches to the Dementia Epidemic**

**M7D1: Overcoming Barriers**
### Module Notes: Moving Forward


*Frontiers in Aging Neuroscience, 6; 1-20.*


United States Department of Health and Human Services, National Institute on Aging (2014). *Groundbreaking Alzheimer’s model in petri dish points to amyloid as disease trigger.*


Study of noninvasive retinal imaging device presented at *Alzheimer’s conference*

Video: How Far We Have Come in Alzheimer’s Research

Looking into the Future of Alzheimer’s disease

Alzheimer’s Prevention Program: Keep Your Brain Healthy for the Rest of Your Life.

### Evaluation

<table>
<thead>
<tr>
<th>Grade Ranges</th>
<th>Description</th>
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<tr>
<td>A=90-100%</td>
<td></td>
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<tr>
<td>B=80-89%</td>
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<tr>
<td>C=70-79%</td>
<td></td>
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<tr>
<td>D=60-69%</td>
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<tr>
<td>F=below 60%</td>
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### Breakdown

<table>
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<tr>
<th>Activity/Assessment</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>30%</td>
</tr>
<tr>
<td>Dementia Comparison Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Analysis Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Family System</td>
<td>10</td>
</tr>
<tr>
<td>Identifying Stigma Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Criteria

Before beginning your course work, be sure to review the Excelsior College Guidelines for Online Interaction (http://www.excelsior.edu/netiquette) (a.k.a. Online Etiquette or "Netiquette"). If you have any questions regarding these guidelines, please feel free to direct them to your instructor. All student work in this course may be submitted to plagiarism detection software.

**Comparison of Types of Dementia – 10%**
This 1-2 page written paper provides you with an opportunity to explore the differences between the three most common types of dementia: Vascular, Lewy Body and Alzheimer’s. You will describe the history of each type of dementia, how our understanding about each dementia has evolved from when it was first discovered to what we know today, identifying hallmarks and causes of each, and other distinguishing features. Note that APA formatting for all sources, including videos, is required for all papers in this course. Please review your assignment rubric to learn more about the expectations for this paper.

**Family System - 10%**
For this 1-2 page paper, you will apply elements of Family Systems Theory to families depicted in an assigned video. Note that APA formatting for all sources, including videos, is required for all papers in this course. Please review your assignment rubric to learn more about the expectations for this paper.

**Identifying Stigma – 20%**
In this 3-5 page paper, you will review the assigned HBO series of videos of individuals and families describing their experiences with dementia. Using the three types of stigma as your framework, you will identify and examine each of the three types of stigma in the videos. Note that APA formatting for all sources, including videos, is required for all papers in this course. Please review your assignment rubric to learn more about the expectations for this paper.

**Analysis of Other Approaches to the Dementia Epidemic – 30%**
To better understand the various approaches to dementia of another country it is important to learn more about how the country views its elderly population. In this 4-6 page paper, you will identify a country of interest and examine how this country addresses dementia. Specifically, you will provide demographic information and will compare and contrast the approach for handling dementia with that of the United States, including programs, legislation, services, funding, and impacts of stigma. Note that APA formatting for all sources, including videos, is required for all papers in this course. Please review your assignment rubric to learn more about the expectations for this paper.

*Course Policies*
Late Assignment Policy

Prior authorization from your faculty is required for late submissions. The first late submission may be accepted without penalty, with prior approval. The second submission may be subject to grade deduction of 5 points. Any subsequent assignments submitted late will receive a grade of zero. Extenuating circumstances will be considered.

Late Exam/Quiz Policy

All exams and quizzes must be completed by Sunday at midnight, EST (Eastern Standard Time). No credit will be received if exam/quiz is not completed by this time. Contact your instructor if you are not able to meet this deadline due to extenuating circumstances.

Written Assignments

The most current APA guidelines must be adhered to for formatting in-text citations and the reference list. Specific written assignments may require adherence to additional APA formatting guidelines.

Discussions

Thoughts that you obtain from other sources and share in your discussion posts must include reference information.

Institutional Policies

COURSE PARTICIPATION:

Weekly course participation is required. Please see the Student Participation Policy (https://info.excelsior.edu/student-policies/student-participation-policy-for-online-courses/) for more details.

Instructor Participation

Your instructor will:

- Post a welcome message during the first 24 hours of the course.
- Schedule real time office hours through the chat room and/or by individual appointment.
- Communicate with you through the Blackboard communication tools, including internal course messaging.
- Respond to student communications within two business days.
- Log into the course to review and participate at least three different days a week in 15-week courses, or four different days a week in 8-week courses.
- Provide you with formative feedback midway through the course based on work submitted to that point.
- Grade all formative assignments within 7 business days in 15-week courses and 4 business days in 8-week courses, and will grade final summative work within 5 business days after the end of the term.

POLICIES

You are responsible for being familiar with all the policies that are related to your activity in this course. Complete information on Excelsior College policies can be found in the Course Information area or by visiting www.excelsior.edu/policies (http://www.excelsior.edu/policies).

All student work in this course may be submitted to plagiarism detection software. The reports from this software may be used as evidence in support of disciplinary actions. Please see the policy on Academic Honesty (https://info.excelsior.edu/student-policies/academic-honesty/) for more details.