Course Description:
This course introduces students to the world of dementia care for older adults and family caregivers. Demographic data regarding increased incidence of dementia in all ethnic/racial and socioeconomic groups will frame examination of intervention research with individuals with dementia and family caregivers.

Course Content:
This course will include an overview of the most common causes of dementia in older adults, with a particular focus on the progression of Alzheimer’s disease. Research-based interventions will be examined for early, middle, and late stage dementia, both for the individual and family caregivers. The instructor will introduce observational and assessment tools for both populations and discuss their use in practice.

Course Objectives:
Upon completion of this course, students will be able to:

1. Discuss the major causes of dementia in older adults and the progression of Alzheimer’s disease.
2. Demonstrate effective ways of assessing and working with individuals with dementia.
3. Offer examples of caregiving issues at each stage of dementia.
4. Discuss knowledgeably ethical dilemmas that occur in dementia practice.

Course Design:
This course will incorporate the use of lecture (including guest lecturers), discussion, case review, role play, and videos. Students will be expected to contribute case/programmatic examples from their field experiences.
**Relationship to Curricular Themes:**

*Multiculturalism and Diversity* will be addressed through the readings, case studies, and course discussion, particularly in terms of different definitions and values regarding dementia, and different patterns of decision with regard to long term care.

*Social Justice and Social Change* will be examined with regard to the long term care payment structure and how it impacts lower income families, decreased choices, barriers to health care and services.

*Promotion, Prevention, Treatment and Rehabilitation* will be addressed during lectures through discussion of dementia prevention research and current treatment, as well as the concept of “excess disability”: treatment and rehabilitation that addresses functional limitations caused by factors other than organic dementia.

*Behavioral and Social Science Research* will be incorporated throughout the course in discussions of addressing interventions with caregivers and the individual with dementia.

*Ethics and Values* will be addressed through the use of case studies which will reflect ethical dilemmas faced by social workers in this area of practice. Discussion will focus on issues such as who is the client (caregiver versus individual with dementia), safety concerns when someone lives alone (how and when to intervene and the limits of intervention), autonomy and competence in definition and practice.

**Readings:**

Readings are available within the resources tab in CTools. Additional readings may be distributed during class.

**Course Outline:**

**Day One –**

- Introductions and syllabus review
- Video, *“The Forgetting”*
- Guest speakers, Al and Mary
- Guest speaker – Dr. Stephen Aronson, director, Mood and Memory Clinic, and medical director of the St. Joseph Mercy adult inpatient psychiatry unit
  - Assessments of persons with dementia
- Understanding communication and behaviors
- Family dynamics
- Sexuality and Intimacy; video, *“A Thousand More Tomorrows”*

**Day Two –**

- Recap and discussion from day one
- Family systems
- “Assessing and Improving the Family’s Knowledge of AD”
- Video clips to prepare for afternoon role play
- Role play preparation
- “Working with Difficult Families”
- Role Plays
- “What did I learn” questionnaire

**Attendance and Assignments:**

**Attendance and participation (20%)**

Attendance is expected throughout the entire mini-course. If you are unable to attend, you must notify the instructor within 24-hours of your absence. Failure to notify the instructor will result in a 10% drop in your overall grade.

This is an interactive course with class discussions and role plays. You are expected to take an active role in all group work, and to participate in class discussion. Satisfactory participation includes integration of readings in class discussion, frequently volunteering to contribute comments, offer feedback, and ask well thought-out questions.

**Assignment #1 (40%) – Ethics and dementia Paper (4 pages, double-spaced)**

Select a topic of interest as it relates to ethics and dementia; this may be a topic discussed in class or one that is of interest to you but was not addressed in class.

Clearly identify the issue you have selected, and articulate why and/or how this presents as an ethical dilemma. How could an effective social worker help the client to work through the presenting concerns? What aspect of the NASW Code of Ethics could a social worker utilize to serve as a guide in addressing/resolving this dilemma?

Provide at least four references to support your paper. Note: this should not be an opinion paper. Students are to use APA style formatting in assignment #1. Failure to utilize proper citations will result in a lower grade.

*This paper is due by 5:00pm on May 21, 2010. You may either upload the paper on the Ctools site, or email it to the instructor, sinks@umich.edu. Late submissions will be lowered by ten points for each day it is late.*

**Assignment #2 (40%) – “What did I learn?” questionnaire**

This “what did I learn” questionnaire will address basic dementia information. This ‘quiz’ will include true/false questions, multiple choice questions, and a short case study.

*This will take place in class at the end of day two.*
**Grading:**

This course will be graded using a satisfactory/unsatisfactory grading system. Letter grades will not be assigned.

**Expectations:**

Students are expected to arrive to class on time, and to return from breaks at the scheduled time.

The use of laptops is prohibited in class unless supporting documentation is provided by the U-M Office of Student Services. In addition, texting during class is not permitted.

Out of respect to your peers, the instructor, and guest speakers, students are to refrain from side-bar conversations unless you are willing to share your discussions with all.