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Proposal Number: GRNT 10-25-10

UNC CHARLOTTE

Proposal Title

Proposal for new course - GRNT 4280/5280:
The Experience of Dementia

Originating Department

Gerontology Program

TYPE OF PROPOSAL: UNDERGRADUATE _____

GRADUATE _____

UNDERGRADUATE & GRADUATE X

(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
11-10	11-11-10	11-11-10	Approved	<u>DEPARTMENT CHAIR</u> <i>Dena Shenk</i> [print name here] <u>Dena Shenk</u>
11/11/2010	11/19/2010	12/06/2010	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> <i>[Signature]</i> Print name: <u>Cheryl L. Brown</u>
12/07/10	1/21/11	1/21/11	Approved	<u>COLLEGE FACULTY CHAIR</u> <i>Joseph B. Kuhns</i> Print name: <u>Joseph B. Kuhns</u>
	1/2/11	1/21/11	Approved	<u>COLLEGE DEAN</u> <i>[Signature]</i> Print name here if signing on behalf of Dean: <u>CHARLES BRADY</u>
1/21/2011	1/25/2011	1/26/2011	Approved <i>for undergrad course</i>	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses) <i>Janet E Levy</i> <u>Janet E. Levy</u>
3-25-11	4-5-11	10-5-11	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses) <i>Rob Roy McInnes</i>
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

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Grad School
10-5-11 ap

University of North Carolina at Charlotte

New Undergraduate and Graduate Course Proposal from the Gerontology Program

Establishment of a Graduate Course in Dementia - GRNT 5280: The Experience of Dementia

II. A. Proposal Summary and Catalog Copy

1. Summary

The Gerontology Program proposes to add an undergraduate/graduate level class “The Experience of Dementia.” This class will be an elective course in the MA Gerontology program and in the Graduate Certificate in Gerontology.

2. Proposed Catalog Copy

GRNT 5280: The Experience of Dementia (3). This course provides an overview of Alzheimer's disease and related disorders using a person-centered perspective. This topic will be explored from the perspectives of the person diagnosed, family members and concerned friends, and both informal and formal caregivers. Students who successfully complete this course will gain a holistic insight into these disorders and their implications for both individuals and society (As Required).

II. B. Justification

1. Dementia is an important topic in the field of Gerontology and this course provides the only course on campus exploring this topic. We have offered this course as a topics course twice in the past and it is scheduled to be offered in the summer 2011. It is a very popular course that will now be offered on a regular basis and will be available not only to Gerontology students, but also to students who are interested in the topic enrolled in other programs.
2. No prerequisites. Graduate standing.
3. Students will be studying a single area of focus in the field of gerontology, dementia, emphasizing extensive readings and discussion. Graduate students will be required to complete an independent project and present their findings and also complete supplementary readings which again they will be required to present to the class; this presentation will also include a student-led class discussion. Two essay format take-home examinations will require the student to assimilate the learning with prior coursework and gerontological theories and concepts and to apply the knowledge learned to real-life situations and experiences.

4. The proposed course will add to the scope of elective offerings in the MA Gerontology program and in the Graduate Certificate in Gerontology.

II. C. IMPACT.

1. This course will be offered as both a 4000 and 5000 level course. It is cross-listed as both GRNT 4280 and GRNT 5280.

This course has been offered twice as Topics in Gerontology Course in the summers of 2007 and 2009 and will be offered again this summer (Summer I, 2010). Approximately, 80% - 90% of the graduate students who have completed this course have been enrolled in the MA Gerontology or the Graduate Certificate in Gerontology. While the undergraduate students are from a variety of programs, many are enrolled as gerontology minors. However, this course also serves as an elective for a variety of different programs, at both the graduate and undergraduate level.

2. What effect will this proposal have on existing courses and curricula?
 - a. This course will be offered as required.
 - b. The content and/or frequency of offering of other courses will not be affected by the addition of this course.
 - c. Based on prior experience, the anticipated enrollment is 30 (10 graduate and 20 undergraduate students).
 - d. This course will have a minimal effect on other Gerontology graduate elective courses for the MA and Graduate Certificate.
 - e. This course has been taught twice as a Topics in Gerontology Course in the summer and will be offered again as a Topics course this summer. This course has been well received by both graduate and undergraduate students and enrollment has been consistently high in comparison with other summer electives offered. Prior enrollment:
 - Summer 2007 – 12 graduate students, 6 undergraduate students
 - Summer 2009 – 10 graduate students, 8 undergraduate students
 - f. This course would be offered as an elective for graduate students in the Gerontology MA Program and the Graduate Certificate in Gerontology. Other areas of catalog copy are not affected.

III. D. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

1. Personnel

a. No new faculty positions are required.

b. Dr. Louise Murray – Adjunct/Affiliated Gerontology Faculty Member

Dr. Murray has been the regular faculty for the course since it was first offered in 2007.

2. Physical Facility

The current facility is adequate for the proposed course.

3. Equipment and Supplies

Current equipment and supplies are adequate for the proposed course.

4. Computer

Current computer resources are adequate for the proposed course.

5. Audio-Visual

Current audio-visual resources are adequate for the proposed course.

6. Other Resources

No other resources are required.

7. Source(s) of Funding.

Not applicable - no additional funding is required.

E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

1. Library Consultation

Library consultation was provided by Ms. Frada Mozenter on 1/11/10 and library resources were assessed as adequate (see Appendix A).

2. Consultation with other departments or units

Psychology Department 1/11/10

Public Health Department 1/11/10

Masters in Health Administration Program 1/11/10

All Departments/Programs consulted were in support of the proposed course(s)
(see Appendices B-D).

F. INITIATION AND CONSIDERATION OF THE PROPOSAL

1. Originating Unit

The course is supported by the Gerontology faculty who are all housed in departments. We do not have our own faculty.

2. Other Considering Units - None.

G. ATTACHMENTS

Appendix A: Library Consultation

Appendix B: Department Consultation – Psychology

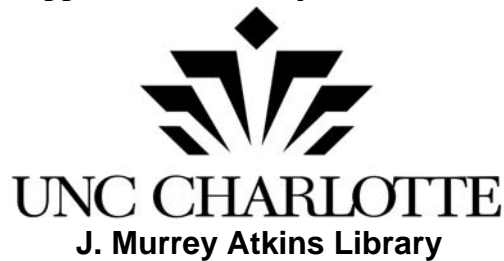
Appendix C: Department Consultation – Public Health

Appendix D: Program Consultation – Masters in Health Administration

Appendix E: Sample Syllabus GRNT 5280

Appendix F: Evidence of Differences in Graded Requirements for graduate and Undergraduate Students

Appendix A: Library Consultation



Consultation on Library Holdings

To: Dr. Louise Murray
From: Frada Mozenter
Date: November 1, 2010
Subject: Library Consultation – GRNT 4280/5280 The Experience of Dementia

Course/Program: GRNT 4280/5280 The Experience of Dementia

Summary of Librarian's Evaluation of Holdings:

Evaluator: Frada Mozenter **Date:** November 1, 2010

Please Check One:

Holdings are superior

Holdings are adequate

Holdings are adequate only if Dept. purchases additional items.

Holdings are inadequate

Comments:

Library holdings have supported this course as a topics course.

Atkins Library has adequate resources to support the proposed course "The Experience of Dementia". The Library has an expansive set of databases in the proposed area of study. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan.

The major databases that support to research in this course include *PsycINFO* (including APA's core *PsycARTICLES*), *Medline* via Cambridge Scientific Abstracts (CSA), *Social Services Abstract*, *Sociological Abstracts*, *PAIS International*, *CINAHL: Nursing & Allied Health*, *Health Source: Nursing/Academic Edition*, and *Web of Science*.

The Library has an excellent collection of journals, both print and electronic, that can support this course. The following are noted as they are subject-specific journals: Alzheimer's & dementia: the journal of the Alzheimer's Association, Alzheimer's research & therapy, American journal of Alzheimer's disease & other dementias, Current Alzheimer research, Journal of Alzheimer's disease, Dementia, and Dementia and geriatric cognitive disorders.

In addition, the library's monograph holdings are extensive.

Overall, the Library's holdings should meet the needs of the new course.

Frada Mozenter
Evaluator's Signature

November 1, 2010
Date

Appendix B: Consultation – Psychology Department

Psychology supports the course proposal below:

GRNT 4280/5280: The Experience of Dementia (3G). This course provides an overview of Alzheimer's disease and related disorders using a person-centered perspective. This topic will be explored from the perspectives of the person diagnosed, family members and concerned friends, and both informal and formal caregivers. Students who successfully complete this course will gain a holistic insight into these disorders and their implications for both individuals and society (As Required).

Fary Cachelin

Professor & Chair
Department of Psychology
UNC Charlotte
9201 University City Blvd.
Charlotte, NC 28223
(704) 687-4775

Appendix C: Consultation – Public Health Department

Professor Murray,

In consultation with Public Health Sciences faculty, we believe that the course, GRNT 4280/5280: The Experience of Dementia, would be a valuable additional elective to our graduates and undergraduates in the BSPH, MSPH, and MHA. Thank you. Vivian

PLEASE NOTE NEW TELEPHONE/FAX NUMBER

Vivian B. Lord, PhD | Interim Chair and Professor
UNC Charlotte | Dept. of Public Health Sciences
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-5682 | Fax: 704-687-6122
vblord@uncc.edu | [http://www. publichealth.uncc.edu/](http://www.publichealth.uncc.edu/)

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From: Murray, Louise
Sent: Monday, November 01, 2010 1:14 PM
To: Lord, Vivian
Subject: Proposed Gerontology Course

Dr. Lord, my name is Louise Murray and I am working with Dr Dena Shenk in the Gerontology Program. I have previously taught a course on dementia as a Topics course during the summer semesters. We are currently submitting proposals to the graduate and undergraduate council/committee to have this course approved as a permanent course offering.

I am contacting you as part of the interdepartmental consultation process to ascertain whether this course would impact your program.

Thank you for your assistance with this and the proposed catalog listing is below:

GRNT 4280/5280: The Experience of Dementia (3G). This course provides an overview of Alzheimer's disease and related disorders using a person-centered perspective. This topic will be explored from the perspectives of the person diagnosed, family members and concerned friends, and both informal and formal caregivers. Students who successfully complete this course will gain a holistic insight into these disorders and their implications for both individuals and society (As Required).

Thank you again, Louise.

Louise M. Murray, EdD
Adjunct | Affiliated Faculty Gerontology Program
UNC Charlotte
Phone: 704-687-6637 | Email: lmurray@uncc.edu

Appendix D: Consultation – Masters in Health Administration Program

Dr. Louise Murray,

I am writing in support of the new course, The Experience of Dementia, course description below. This course would be a useful addition to our Gerontology Program and a great elective course for our graduate students, in our Master of Health Administration program. A growing number of MHA students also complete a Graduate Certificate in Gerontology.

GRNT 4280/5280: The Experience of Dementia (3G). This course provides an overview of Alzheimer's disease and related disorders using a person-centered perspective. This topic will be explored from the perspectives of the person diagnosed, family members and concerned friends, and both informal and formal caregivers. Students who successfully complete this course will gain a holistic insight into these disorders and their implications for both individuals and society (As Required).

Best regards,

Sarah Laditka

Sarah B. Laditka, PhD | Associate Professor and MHA Director
UNC Charlotte | Department of Public Health Sciences
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-8926 | Fax: 704-687-6122

sladitka@uncc.edu | http://www.chhs.uncc.edu/index.php?option=com_comprofiler&task=userProfile&user=655&Itemid=90

Appendix E: Sample Syllabus GRNT 5280

GRNT 5280: The Experience of Dementia

Instructor:

Class Sessions:

Location:

Office:

Office hours:

Office phone:

Mailbox:

Email:

Probable Textbooks/Resources:

Assigned text - Braudy Harris, P. (Ed.). (2002). *The Person with Alzheimer's Disease: Pathways to Understanding the Experience*. Baltimore, MA: John Hopkins University Press.

Additional resources – in addition to the assigned text one to two peer-reviewed articles or book chapters will be assigned each week. These readings will reflect the most recent research in the field or seminal articles. While the assigned additional readings may vary, prior examples include:

Kitwood, T. (1997). The Experience of Dementia. *Aging and Mental Health*, 1, 1, 13-22.

Kitwood, T. (1993). Editorial: Person and Process in Dementia. *International Journal of Geriatric Psychiatry*, 8, 541-545.

Connell, C.M., Boise, L., Stuckley, J.C., Holmes, S.B. & Hudson, M.L. (2004). Attitudes Towards the Diagnosis and Disclosure of Dementia Among Family Caregivers and Primary Care Physicians. *The Gerontologist*, 44, 4, 500-507.

Hagerty Linger, J., Nightingale, M.C., Erlen, J.A., Kane, A.L., Reynolds, C.F., Schulz, R., & DeKosky, S.T. (2006). Making Sense of Mild Cognitive Impairment: A Qualitative Exploration of the Patient's Experience. *The Gerontologist*, 46, 6, 791-800.

Karlawish, J.H.T., Casarett, D.J., James, B.D., Tenhave, T. Clark, C.M. & Asch, D.A. (2003). Why Would Caregivers Not Want to Treat their Relative's Alzheimer's Disease? *Journal of the American Geriatric Society*, 51, 1391-1397.

Moye, J., Karel, M.J., Azar, A.R. & Gurrera, R.J. (2004). Capacity to Consent to Treatment: Empirical Comparison of Three Instruments in Older Adults With and Without Dementia. *The Gerontologist*, 44, 2, 166-175.

Kosloski, K., Montgomery, R.J.V., & Youngbauer, J.G. (2001). Utilization of Respite Services: A Comparison of Users, Seekers, and Nonseekers. *The Journal of Applied Gerontology*, 20, 1, 111-132.

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.

Triplett, P.Black, B. S., Philips, H., Richardson Fahrendorf, S., Schwartz, J., Angelino, A. F., Anderson, D., & Rabins, P. V. (2008). Content of Advanced Directives for Individuals with Advanced Dementia. *Journal of Aging and Health*, 20, 583-596. doi: 10.1177/0898264308317822

Sloane, P. D., Zimmerman, S., Willimas, C. S., & Hanson, L. C. (2008). Dying with dementia in long-term care. *The Gerontologist*, 48(6), 741-751.

Course Description: This course provides an overview of Alzheimer’s disease and related disorders using a person-centered perspective. This semester we will examine these disorders from the perspectives of the person diagnosed, family members and concerned friends, and both informal and formal caregivers. Students who successfully complete this course will gain a holistic insight into these disorders and their implications for both individuals and society. Throughout the semester guest speakers will provide an important contribution to the class, supplementing our learning from the assigned text and class discussion; their perspectives will bring the “real world” of dementia into the classroom.

Course Objectives:

- To provide 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.
- To provide an understanding of the biological, social, and psychological implications of Alzheimer’s disease and related disorders.
- To provide an insight into the diversity of the disease and its impact on individuals.
- To explain how societal and cultural factors impact persons with dementia and their loved ones and serve to shape their experience.

Instructional Method:

Lecture, class discussion, student-led learning and presentations, guest speakers.

Means of Student Evaluation:

		Grade
Attendance and Participation	10%	A=90-100
Reading Presentation	10%	B=80-89.9
Mid-term exam	15%	C=70-79.9
Final Project	30%	U=below 70
Presentation of Final Project	10%	
Course Reflection Paper	10%	
Final Exam	15%	

Specific Policies:

Classroom Environment

This course will be run as a seminar. Students are required to complete course reading and assignments in preparation for class meetings. Students are expected to come to class ready to raise questions and to be actively and consistently involved in class discussions.

This class will be conducted in an atmosphere of mutual respect. Active participation in class discussions and in discussions with guest speakers is encouraged. In class discussions the conflict of ideas is expected and welcomed. However, as this course is centered around class discussion, respect for and tolerance of different opinions is expected.

Academic Integrity

All students taking this course are expected to have read and are expected to abide by the *UNC Charlotte Code of Student Academic Integrity*. Violations of the Code of Student Integrity, including plagiarism, will result in disciplinary action as provided in the code. Definitions and examples of plagiarism are set forth in the code. All students are also expected to have read and are expected to abide by the *UNC Charlotte Code of Student Responsibility*.

The current version of either document is available from the Office of the Dean of Students or online at <http://www.legal.uncc.edu/policies/ps-104.html> (*Code of Student Responsibility*) and <http://www.legal.uncc.edu/policies/ps-105.html> (*Code of Student Academic Integrity*).

Disability Services

Students with documented disabilities are eligible to receive assistance from the Office of Disability Services (Fretwell 230). Information on Disability Services is available at: <http://www.ds.uncc.edu/>

Attendance policy

As stated in the UNC Charlotte Catalog “students are expected to attend punctually all scheduled sessions in the courses for which they are registered and are responsible for completing the work from all class sessions. Absences from class may be excused by the instructor for such reasons as personal illness, religious holidays, or participating as an authorized University representative in an out-of-town event. Whenever possible, students are expected to seek the permission of the instructor prior to absences.” Attendance is taken during every class. Students who sign in and leave class, arrive late or leave early (without the instructor’s permission) will not be counted as present on that day even if they have signed the attendance roster.

Additional Policies

- Communication will be made by UNC Charlotte email.
- No extra credit is offered for this course and grades are absolute.
- The use of cell phones, beepers, or other communication devices is disruptive and therefore prohibited in class. Except in emergencies please set cell phones to vibrate and turn off all electronic devices in class.
- Academic dishonesty will not be tolerated! You must comply with the UNC Charlotte Code of Academic Integrity for ALL assignments.

- Late work will not be accepted. Please make a careful note of assignment dates. It is expected that you will meet these deadlines.
- If the instructor is late arriving for class, you must wait a full 20 minutes after the start of class before you may leave without being counted as absent, or you must follow any written instructions given to you about the instructor's anticipated tardiness.
- 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.

Course Content:

	Topic
Week 1	The Person at the Center of the Experience
Week 2	Person-Centered Care
Week 3	Alzheimer's Disease and Related Disorders – MCI
Week 4	Alzheimer's Disease and Related Disorders – Pathology
Week 5	Alzheimer's Disease and Related Disorders - Progression
Week 6	Formal and Informal Caregiving
Week 7	Service Use
Week 8	Social roles
Week 9	Family roles
Week 10	Practical Decisions
Week 11	Communication
Week 12	Diversity & Cultural Competence
Week 13	End of Life & Ethical Issues
Week 14	Presentation of Student Projects
Week 15	Presentation of Student Projects
Week 16	Final Exam

Appendix F: Evidence of Differences in Graded Requirements for Graduate and Undergraduate Students

Graded requirements GRNT 4280:		Grade
Attendance and Participation	10%	A=90-100
Mid-term exam	20%	B=80-89.9
Final Project	30%	C=70-79.9
Presentation of Final Project	10%	D=60-69.9
Course Reflection Paper	10%	F=59.9 or below
Final Exam	20%	

Graded requirements GRNT 5280:		Grade
Attendance and Participation	10%	A=90-100
Reading Presentation	10%	B=80-89.9
Mid-term exam	15%	C=70-79.9
Final Project	30%	U=below 70
Presentation of Final Project	10%	
Course Reflection Paper	10%	
Final Exam	15%	

- GRNT 5280 students will complete an additional assignment whereby they summarize and present peer-reviewed articles or book chapters pertaining to a content area included in the syllabus and present this to the class. In addition, they will lead the class discussion of this content/topic area.
- While the GRNT 4280 will participate in two in-class exams consisting of multiple-choice and short answer questions the graduate students will complete two essay format take-home examinations. This format will require the student to assimilate the learning with prior coursework and gerontological theories and concepts and to apply the knowledge learned to real-life situations and experiences.
- The GRNT 5280 students will also be required to provide a more extensive and in-depth final project. The final project allows the students to choose from a range of options listed below:
 - Design two case studies to illustrate the theory and concepts studied in each of two class sessions.
 - Field trip – visit three service providers and report on the services offered.
 - Inquiry teams – complete additional research on a subject of your choice relating to Alzheimer’s disease or a related disorder.
 - Write an exam based on the coursework.
 - A Day in My Life.
 - Wild card

The case study, field trip, a day in my life, and research papers (inquiry team option) assignments will require an increased length requirement in order to accommodate additional research and analysis and assimilation of coursework into this final project. The option of producing an exam based on coursework is not available to the graduate students.