



Psychology 503.67

Applied Research in Alzheimer's Disease

Winter 2014

<b>Instructor:</b>	Gregory Wells	<b>Lecture Location:</b>	Red Deer
<b>Phone:</b>	403-314-2480	<b>Lecture Days/Time:</b>	TR 11:00-12:20
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<b>Office:</b>	3110		
<b>Office Hours:</b>	Tuesday 1:00-2:00 or by appointment		

### Course Description and Goals

An overview of applied research related to Alzheimer's Disease (AD). A variety of key issues related to AD will be discussed, including ethical and methodological considerations in applied AD research. Pharmacological treatments will be discussed but emphasis will be placed on reviewing research examining the efficacy of non-pharmacological interventions designed to enhance physical, cognitive, emotional and social functioning in AD sufferers as well as of programs designed to support family and professional caregivers.

### Prerequisites

Psyc 200 & 201 – Principles of psychology I & II  
Recommended you have Psyc 357 – Adulthood and Aging

### Required Reading

Required and recommended readings for the course are listed below. All required readings are available in full text in RDC and/or U of C electronic databases. Supplemental/Recommended readings will be available either electronically or on reserve at the RDC library.

### Evaluation

	<u>VALUE</u>	<u>DATE</u>
Midterm 1	10%	Jan. 30
Proposal Outline	5%	Feb. 13
Midterm 2	10%	Mar. 06
Term Paper (Research Proposal)	30%	Apr. 01
Final Exam	10%	Apr. 08
Presentation/article summary	25%	see below

Class Participation

10%

see below

### CONTENT AND FORMAT OF EXAMS/ASSIGNMENTS

There will be two midterm examinations in addition to a non-cumulative final examination. Tests will consist of multiple choice and short-answer items and will cover the assigned readings, and accompanying lecture material. Examination grades will be posted on the course Blackboard site within two weeks of the scheduled exam.

Additionally, students will prepare and submit a **written summary** of a pair of assigned research articles, and present this summary to the class in a 20 minute oral **presentation**. Presentations will take place throughout the course, beginning on February 13th. As part of this process, all students not presenting will be required to prepare and submit pertinent questions. Presentation dates will coincide with dates for assigned readings (see below). Your date will be scheduled in class. Detailed discussion of the requirements for these presentations as well as the assignment of students to presentation dates will take place on the first day of class. Students who miss a presentation because of verified illness, bereavement, or other emergency must contact the instructor within one week of the exam/presentation and provide documentation (e.g. a note from your physician) before an alternative presentation date can be arranged. Missed presentations for any other reason will result in a mark for that presentation of 0%.

Students will also submit a **term paper (research proposal)** focusing on a particular issue or domain of applied Alzheimer's Disease research. These will be approximately 3500 words (10-12 pages, double spaced) in length and will include a comprehensive literature review, a clearly outlined applied research question, and a detailed description of proposed method. A detailed discussion of the requirements for these assignments will take place during the second week of classes. Note that a penalty of 10% per day will be deducted for late assignments unless proof is provided of a serious reason for lateness. \*An alternative assignment based on **Community Service Learning (volunteering)** is also available to interested students – details to be discussed during the second week of classes.

**Class Participation will also be evaluated.** Part of this mark will be based on participation in and reflections on a dementia simulation experience (Virtual Dementia Tour). Detailed discussion of expectations for class participation will take place on the first day of class.

#### **Department of Psychology Criteria for Letter Grades**

Psychology professors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

#### Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

#### Tentative Lecture Schedule

Ideally in table format with date of class, topics to be covered, and chapters/readings to be read. Due dates for tests/exams and assignments should be included in this schedule as well.

Date	Topic	Required Reading
T Jan 7	Introduction	
R Jan 9	Alzheimer's Disease - Overview	Readings 1-2
T Jan 14	Alzheimer's Disease - Overview	Readings 1-2
R Jan 16	Ethics	Readings 3
F Jan 17	Last day to drop Winter Term half-courses.	
M Jan 20	Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.	
T Jan 21	Methods	Readings 4-7

R Jan 23	Film: Away From Her	
F Jan 24	Fee payment deadline for Winter Term fees.	
T Jan 28	Film: Away From Her/Discussion	
R Jan 30	<b>MIDTERM 1 EXAM</b>	
T Feb 4	Drug Treatment	Readings 8-12
R Feb 6	Drug Treatment	Readings 8-12
T Feb 11	Non-Pharmacological Treatment General	Readings 13-14
R Feb 13	Behavioural Interventions - Music	Readings 15-18
M Feb 17	Family Day; College closed	
February 18-21	Midterm break	
T Feb 25	Behavioural Interventions – Intergenerational Programs	Readings 19-24
R Feb 27	Behavioural Interventions – Animal Assisted Therapy	Readings 25-29
T Mar 4	Behavioural Interventions - Other	Readings 30-35
R Mar 6	<b>MIDTERM 2 EXAM</b>	
T Mar 11	Behavioural Interventions - Other	Readings 36-40
R Mar 13	Affect	Readings 41-44
T Mar 18	Affect	Readings 45-47
R Mar 20	Cognitive	Readings 48-50
T Mar 25	Cognitive	Readings 51-53
R Mar 27	Family Caregivers	Readings 54-57
T Apr 1	Family Caregivers	Readings 58-61
R Apr 3	Professional Caregivers	Readings 62-68
T Apr 8	<b>FINAL EXAM (in class)</b>	
R Apr 10	Winter Term Lectures End.	
M Apr 14	Last day to withdraw from full courses and Winter Term half courses.	
Apr 19-29	Winter Term Final Examinations.	

Attendance is expected at all lectures. Any recordings of lectures must be approved by the instructor.

### **Reappraisal of Grades**

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

### **Absence From A Test/Exam**

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up

exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 275), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911

[suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)

**Student Union Faculty Rep.:** Phone: 403-220-3913

[socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 17<sup>th</sup>, 2014**. Last day for registration/change of registration is **January 20<sup>th</sup>, 2014**. The last day to withdraw from this course is **April 14<sup>th</sup>, 2014**.

## REQUIRED READINGS

### AD GENERAL

1. National Institute on Aging (U.S.). (2011). .Alzheimer's Disease: Unravelling the mystery [PDF document]. Retrieved from <http://www.nia.nih.gov/alzheimers/publication/alzheimers-disease-unraveling-mystery>
2. Stern, Y. (2012). Cognitive reserve in ageing and Alzheimer's disease, Cognitive reserve and Alzheimer Disease. *The Lancet Neurology*, 11, 1006-1012. dx.doi.org/10.1016/S1474-4422(12)70191-6

### ETHICS

3. Slaughter, S., Cole, D., Jennings, E., & Reimer, M. A. (2007). Consent and assent to participate in research from people with dementia. *Nursing Ethics*, 14, 27-40.

### METHOD

4. Lewin S ,Glenton C ,& Oxman, A. D. (2009). Use of qualitative methods alongside randomised controlled trials of complex healthcare interventions: Methodological study. *British Medical Journal*, 2009;339:b3496 doi:10.1136/bmj.b3496
5. Munro, B. H. (1999). Quantitative research methods. *Alzheimer Disease and Associated Disorders*, 13, S50-S53.
6. Rempusheski, V. F. (1999). Qualitative research methods. *Alzheimer Disease and Associated Disorders*, 13, S45-S49.
7. Wood, S. & Cummings, J. L. (1999). Measuring outcomes in Alzheimer's Disease research: Assessment of the effectiveness of interventions. *Disabilities and Management of Health Outcomes*, 5, 1-12.

### DRUG TREATMENTS

8. DeKosky, S. T., Williamson, J. D., Fitzpatrick, A. L. et al. (2008). Ginkgo biloba for prevention of dementia: A randomized controlled trial. *Journal of the American Medical Association*, 300, 2253-2262.
9. Galvin, J. E., Cornblatt, B., Newhouse, B., Ancoli-Israel, S., Wesnes, K., Williamson, D., Zhu, Y., Sorra, K. & Amatniek, J. (2008). Effects of Galantamine on measures of attention results

from 2 clinical trials in Alzheimer Disease patients with comparisons to Donepezil. *Alzheimer Disease and Associated Disorders*, 22, 30–38.

10. Hashimoto, M., Kazui, H., Matsumoto, K., Nakano, Y., Yasuda, M., & Mori, E. (2005). Does Donepezil treatment slow the progression of hippocampal atrophy in patients with Alzheimer's Disease? *American Journal of Psychiatry*, 162, 676–682.
11. Omerovic, M., Hampel, H., Teipel, S. J., & Buerger, K. (2008). Pharmacological treatment of Alzheimer's dementia: State of the art and current dilemmas. *World Journal Of Biological Psychiatry*, 9(1), 69-75. doi:10.1080/15622970701568412
12. Salomone, S., Caraci, F., Leggio, G., Fedotova, J., & Drago, F. (2012). New pharmacological strategies for treatment of Alzheimer's disease: focus on disease modifying drugs. *British Journal Of Clinical Pharmacology*, 73(4), 504-517. doi:10.1111/j.1365-2125.2011.04134.x

#### NON-PHARMACOLOGICAL INTERVENTIONS - GENERAL

13. Olazarán, J. et al. (2010). Nonpharmacological Therapies in Alzheimer's Disease: A Systematic Review of Efficacy. *Dementia and Geriatric Cognitive Disorders*, 30, 161–178.
14. Vernooij-Dassen, M., Vasse, E., Zuidema, S., Cohen-Mansfield, J., & Moyle, W. (2010), Psychosocial interventions for dementia patients in long-term care. *International Psychogeriatrics*, 22, 7, 1121–1128  
doi:10.1017/S1041610210001365

#### BEHAVIOURAL INTERVENTIONS - MUSIC THERAPY

15. Raglio, A., Bellelli, G., Traficante, D., Gianotti, M., Ubezio, M. C., Villani, D., & Trabucchi, M. (2008). Efficacy of music therapy in the treatment of behavioural and psychiatric symptoms of dementia. *Alzheimer Disease and Associated Disorders*, 22, 158–162.
16. Park, H., & Pringle Specht, J. (2009). Effect of individualized music on agitation in individuals with dementia who live at home. *Journal Of Gerontological Nursing*, 35(8), 47-55. doi:10.3928/00989134-20090706-01
17. Suzuki, M., Kanamori, M., Nagasawa, S., Tokiko, I., & Takayuki, S. (2007). Music therapy-induced changes in behavioral evaluations, and saliva chromogranin A and immunoglobulin A concentrations in elderly patients with senile dementia. *Geriatrics & Gerontology International*, 7, 61–71.



18. Topo, P., Mäki, O., Saarikalle, K., Clarke, N., Begley, E., Cahill, S., Arenlind, J., Holthe, T., Morbey, H., Hayes, K., & Gilliard, J. (2004). Assessment of a music-based multimedia program for people with dementia, *Dementia*, 3, 331-350.

#### BEHAVIOURAL INTERVENTIONS - INTERGENERATIONAL PROGRAMS

19. Chung, J. C. (2009). An intergenerational reminiscence programme for older adults with early dementia and youth volunteers: values and challenges. *Scandinavian Journal Of Caring Sciences*, 23(2), 259-264. doi:10.1111/j.1471-6712.2008.00615.
20. Jarrott, S.E., & Bruno, K. (2003). Intergenerational activities involving persons with dementia: An observational assessment. *American Journal of Alzheimer's Disease and Other Dementias* 18(1), 31-37.
21. Salari, S. (2002). Intergenerational partnerships in adult day centers: Importance of age-appropriate environments and behaviors. *The Gerontologist* 42(3), 321-333.
22. Short-DeGraff, M.A., & Diamond, K. (1996). Intergenerational program effects on social responses of elderly adult day care members. *Educational Gerontology* 22(5), 467-483.
23. Wescott, A., & Healy, T. C. (2011). The Memory Bridge Initiative on Service Learners. *Educational Gerontology*, 37(4), 307-326. doi:10.1080/03601271003608860
24. Xaverius, P., & Mathews, R. (2003, December). Evaluating the Impact of Intergenerational Activities on Elders' Engagement and Expressiveness Levels in Two Settings. *Journal of Intergenerational Relationships*, 1, 53-69.

#### BEHAVIOURAL INTERVENTIONS - ANIMAL-ASSISTED THERAPY

25. Banks, M. R., & Banks, W. A. (2005). The effects of group and individual animal-assisted therapy on loneliness in residents of long-term care facilities. *Anthrozoos*, 18, 396-408.
26. Kawamura, N., Niiyama, M., & Niiyama, H. (2007). Long-term evaluation of animal-assisted therapy for institutionalized elderly people: A preliminary result. *Psychogeriatrics*, 7, 8-13.
27. Kramer, S. C., Friedmann, E., & Bernstein, P. L. (2009). Comparison of the Effect of Human Interaction, Animal-Assisted Therapy, and AIBO-Assisted Therapy on Long-Term Care Residents with Dementia. *Anthrozoos*, 22(1), 43-57.
28. Libin, A., & Cohen-Mansfield, J. (2004). Therapeutic robot for nursing home residents with dementia: Preliminary inquiry. *American Journal of Alzheimers Disease and Other Dementias*, 19, 111-116.

29. Sellers, D. M. (2005). The evaluation of an animal assisted therapy intervention for elders with dementia in Long-Term Care. *Activities, Adaptation & Aging, 30*, 61-77. doi:10.1300/J016v30n01\_04

#### OTHER BEHAVIOURAL INTERVENTIONS

30. Baillon, S., Van Diepen, E., Prettyman, R., Redman, J., Rooke, N., & Campbell, R. A. (2004). Comparison of the effects of Snoezelen and reminiscence therapy on the agitated behaviour of patients with dementia, *International Journal of Geriatric Psychiatry, 19*, 1047-1052.
31. Barrick, A., Sloane, P. D., Williams, C. S., Mitchell, C., Connell, B., Wood, W., & ... Zimmerman, S. (2010). Impact of ambient bright light on agitation in dementia. *International Journal Of Geriatric Psychiatry, 25*(10), 1013-1021.
32. Cott, C. A., Dawson, P., Sidani, S., & Wells, D. (2002). The effects of a walking/talking program on communication, ambulation, and functional status in residents with Alzheimer Disease. *Alzheimer Disease and Associated Disorders, 16*, 81-87.
33. Grierson, L., Zelek, J., & Carnahan, H. (2009). The Application of a Tactile Way-finding Belt to Facilitate Navigation in Older Persons. *Ageing International, 34*(4), 203-215. doi:10.1007/s12126-009-9039-2
34. Hattori, H., Hattori, C., Hokao, C., Mizushima, K., & Mase, T. (2011). Controlled study on the cognitive and psychological effect of coloring and drawing in mild Alzheimer's disease patients. *Geriatrics & Gerontology International, 11*(4), 431-437. doi:10.1111/j.1447-0594.2011.00698.x
35. Holmes, C., Hopkins, V., Hensford, C., MacLaughlin, V., Wilkinson, D., & Rosen-Vinge, H. (2002). Lavender oil as a treatment for agitated behaviour in severe dementia: A placebo controlled study. *International Journal of Geriatric Psychiatry, 17*, 305-308.
36. Inoue, T., Nihei, M., Narita, T., Onoda, M., Ishiwata, R., Mamiya, I., & ... Kamata, M. (2012). Field-based development of an information support robot for persons with dementia. *Technology & Disability, 24*(4), 263-271.
37. Lancioni, G., Singh, N., O'Reilly, M., Zonno, N., Cassano, G., De Vanna, F., & ... Minervini, M. (2010). Persons with Alzheimer's disease perform daily activities using verbal-instruction technology: A maintenance assessment. *Developmental Neurorehabilitation, 13*(2), 103-113. doi:10.3109/17518420903468480

38. Luttenberger, K., Donath, C., Uter, W., & Graessel, E. (2012). Effects of Multimodal Nondrug Therapy on Dementia Symptoms and Need for Care in Nursing Home Residents with Degenerative Dementia: A Randomized-Controlled Study with 6-Month Follow-Up. *Journal Of The American Geriatrics Society*, 60(5), 830-840. doi:10.1111/j.1532-5415.2012.03938.x
39. Smallwood, J., Brown, R., Coulter, F., Irvine, E., & Copland, C. (2001). Aromatherapy and behaviour disturbances in dementia: A randomized controlled trial. *International Journal of Geriatric Psychiatry*, 16, 1010-1013.
40. Tolson, D., & Schofield, I. (2012). Football reminiscence for men with dementia: lessons from a realistic evaluation. *Nursing Inquiry*, 19(1), 63-70. doi:10.1111/j.1440-1800.2011.00581.x

#### AFFECT

41. Azcurra, D. (2012). A reminiscence program intervention to improve the quality of life of long-term care residents with Alzheimer's disease. A randomized controlled trial. *Revista Brasileira De Psiquiatria*, 34(4), 422-433. doi:10.1016/j.rbp.2012.05.008
42. Conradsson, M., Littbrand, H., Lindelof, N., Gustafson, Y., & Rosendahl, E. (2010). Effects of a high-intensity functional exercise programme on depressive symptoms and psychological well-being among older people living in residential care facilities: A cluster-randomized controlled trial. *Aging & Mental Health*, 14(5), 565-576. doi:10.1080/13607860903483078
43. Edwards, N., Gardiner, M., Ritchie, D. M., Baldwin, K. & Sands, L. (2008). Effect of exercise on negative affect in residents in special care units with moderate to severe dementia. *Alzheimer Disease and Associated Disorders*, 22, 362–368.
44. Guétin, S., Portet, F., Picot, M. C., Pommié, C., Messaoudi, M., Djabelkir, L., . . . Touchon, J. (2009). Effect of music therapy on anxiety and depression in patients with alzheimer's type dementia: Randomised, controlled study. *Dementia and Geriatric Cognitive Disorders*, 28(1), 36-46. Retrieved from <http://search.proquest.com/docview/232506655?accountid=13469>
45. Hickman, S. E., Barrick, A., Williams, C. S., Zimmerman, S., Connell, B., Preisser, J. S., & ... Sloane, P. D. (2007). The Effect of Ambient Bright Light Therapy on Depressive Symptoms

in Persons with Dementia. *Journal Of The American Geriatrics Society*, 55(11), 1817-1824. doi:10.1111/j.1532-5415.2007.01428.x

46. Huei-Chuan Sung, H., Chang, A. M., & Lee, W. (2010). A preferred music listening intervention to reduce anxiety in older adults with dementia in nursing homes. *Journal of Clinical Nursing*, 19, 1056-1064.
47. Tadaka, E., & Kanagawa, K. (2007). Effects of reminiscence group in elderly people with Alzheimer disease and vascular dementia in a community setting. *Geriatric Gerontology International*, 7, 167-173.

#### COGNITIVE INTERVENTIONS

48. Bohbot, V. D., Lerch, J., Thorndycraft, B., Iaria, G., & Zijdenbos, A. P. (2007). Gray matter differences correlate with spontaneous strategies in a human virtual navigation task. *Journal of Neuroscience*, 27, 10078 -10083.
49. De Leo, G., Brivio, E., & Sautter, S. W. (2011). Supporting Autobiographical Memory in Patients with Alzheimer's Disease Using Smart Phones. *Applied Neuropsychology*, 18(1), 69-76. doi:10.1080/09084282.2011.545730
50. JIMBO, D., KIMURA, Y., TANIGUCHI, M., INOUE, M., & URAKAMI, K. (2009). Effect of aromatherapy on patients with Alzheimer's disease. *Psychogeriatrics*, 9(4), 173-179. doi:10.1111/j.1479-8301.2009.00299.x
51. Sobel, B. P. (2001). Bingo vs physical intervention in stimulating short-term cognition in Alzheimer's disease patients. *American Journal of Alzheimers Disease and Other Dementias*, 16, 115-120.
52. Spector, A., Orrell, M., & Woods, B. (2010). Cognitive Stimulation Therapy (CST): effects on different areas of cognitive function for people with dementia. *International Journal Of Geriatric Psychiatry*, 25(12), 1253-1258. doi:10.1002/gps.2464
53. Yágüez, L., Shaw, K. N., Morris, R., & Matthews, D. (2011). The effects on cognitive functions of a movement-based intervention in patients with Alzheimer's type dementia: a pilot study. *International Journal Of Geriatric Psychiatry*, 26(2), 173-181. doi:10.1002/gps.2510

#### CAREGIVERS: FAMILY CAREGIVERS

54. Belle, S. H., Burgio, L., Burns, R., Coon, D., Czaja, S. J., Gallagher-Thompson, D., et al.[REACH II Investigators]. (2006). Enhancing the quality of life of dementia caregivers

from different ethnic or racial groups: A randomized, controlled trial. *Annals of Internal Medicine*, 145, 727–738.

55. Blom, M. M., Bosmans, J. E., Cuijpers, P., Zarit, S. H., & Pot, A. (2013). Effectiveness and cost-effectiveness of an internet intervention for family caregivers of people with dementia: design of a randomized controlled trial. *BMC Psychiatry*, 13(1), 1-7. doi:10.1186/1471-244X-13-17
56. Coon, D., Thompson, L. W., Steffen, S., Sorocco, K., & Gallagher-Thompson, D. (2003). Anger and depression management: Psychoeducational skill training interventions for women caregivers of a relative with dementia. *The Gerontologist*, 43, 678–689.
57. Gaugler, J. E., Jarrott, S. E., Zarit, S. H., Stephens, M. P., Townsend, A., & Greene, R. (2003). Adult day service use and reductions in caregiving hours: Effects on stress and psychological well-being for dementia caregivers. *International Journal of Geriatric Psychiatry*, 18, 55–62.
58. Gitlin, L.N., Corcoran, M., Winter, L., Boyce, A. & Hauck, W.W. (2001). A randomized controlled trial of a home environment intervention: effect on efficacy and upset in caregivers and on daily function of persons with dementia. *The Gerontologist*, 41(1), 4-14.
59. Joling, K. J., van Marwijk, H. J., Smit, F., van der Horst, H. E., Scheltens, P., van de Ven, P. M., & ... van Hout, H. J. (2012). Does a Family Meetings Intervention Prevent Depression and Anxiety in Family Caregivers of Dementia Patients? A Randomized Trial. *Plos Clinical Trials*, 7(1), 1-10. doi:10.1371/journal.pone.0030936
60. Nobili, A., Riva, E., Tettamanti, M., Lucca, U., Liscio, M. Petrucci, B., & Porro, G. S. (2004). The effect of a structured intervention on caregivers of patients with dementia and problem behaviours: A randomized controlled pilot study. *Alzheimer Disease and Associated Disorders*, 18, 75–82.
61. Schoenmakers, B., Buntinx, F., & DeLepeleire, J. (2010). Supporting the dementia family caregiver: The effect of home care intervention on general well-being. *Aging & Mental Health*, 14(1), 44-56. doi:10.1080/13607860902845533

#### PROFESSIONAL CAREGIVERS:

62. Bramble, M., Moyle, W., & Shum, D. (2011). A quasi-experimental design trial exploring the effect of a partnership intervention on family and staff well-being in long-term dementia care. *Aging & Mental Health*, 15(8), 995-1007. doi:10.1080/13607863.2011.583625

63. Beer, C., Horner, B., Flicker, L., Scherer, S., Lautenschlager, N. T., Bretland, N., & ... Almeida, O. P. (2011). A Cluster-Randomised Trial of Staff Education to Improve the Quality of Life of People with Dementia Living in Residential Care: The DIRECT Study. *Plos ONE*, 6(11), 1-11. doi:10.1371/journal.pone.0028155
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