

**IPSE 2004-2005 Course and Module Development Grant Program
Proposal Cover Page**

Applicant's Institution and Campus:		
University of Southern Indiana		
Number (if applicable) and Title of Course or Module:		
GERO319 Assessment and Management of Alzheimer's Disease		
Programmatic Priority (see section III of RFP; check one)		
<input type="checkbox"/> a. wider availability of challenging classes in high school <input checked="" type="checkbox"/> b. improved and/or expanded teacher professional development opportunities <input type="checkbox"/> not applicable		
Project Director's Name:	Email Address:	Campus Address:
Martha B. Sparks	mspark@usi.edu	School of Nursing and Health Professions 8600 University Blvd. Evansville, IN 47712
Project Director's Title:	Phone Number:	
Associate Professor of Nursing	812-461-5216	
Grants/Contracts Contact Name:	Email Address:	Campus Address:
Peggy Harrel	pharrel@usi.edu	Graduate Studies and Sponsored Research 8600 University Blvd. Evansville, IN 47712
Grants/Contracts Contact Title:	Phone Number:	
Director, Graduate Studies and Sponsored Research	812-465-7015	
Date by which course or module will be made available:	Project Start Date:	Project End Date:
January, 2006	Feb. 1, 2005	May 20, 2006
Amount Requested from IHETS/IPSE:	Amount of Institutional Match:	
Signature of Project Director:		Date:
_____		_____
Name of Authorizing Administrator:	Title of Authorizing Administrator:	
Nadine Coudret	Dean, School of Nursing and Health Professions	
Signature of Authorizing Administrator:		Date:
_____		_____
For IHETS Use Only		
Signature of Institutional IPSE Representative:		Date:
_____		_____

Indiana Partnership for Statewide Education Course Development Proposal

Abstract:

The attached proposal requests funds to design, develop, implement, and evaluate a three-credit-hour, Web-based course: GERO319 Assessment and Management of Alzheimer's Disease. Alzheimer's disease accounts for 60% of all dementias. Persons with Alzheimer's disease increasingly forget the past and can't conceptualize the future, so only have the present. Caregivers have the opportunity to make the present, or now, enjoyable for them. Because of the care deficiencies found on state surveys of nursing homes, the Indiana State Department of Health adopted a rule requiring dementia specific training for all health facility staff with regular resident contact. This ruling creates a need for education related to Alzheimer's care. The target population for this new course would be people who care for or live with persons who have Alzheimer's disease, such as students preparing for a career in gerontology or health care, and health care professionals who practice, or prepare others to practice, in long-term-care facilities/agencies. Face-to-face education is effective, but often not feasible. Distance education methods are needed. The online course will have fifteen learning modules that will cover all aspects of assessing and managing Alzheimer's disease. Video streaming presentations, instructional videos, video clips, simulated patient/caregiver interactions, and role play to facilitate an understanding of illness, a 'feel' for the daily experience of patients and caregivers, a knowledge of interventions to create an 'enjoyable now' and an opportunity to critique various interaction methods. Email, discussion boards, and chat capabilities will facilitate student/student and student/faculty interaction. Participants should expect to spend eight hours per week on course related activities. After the course is implemented, a goal is to develop an online certificate program about Alzheimer's disease. Total projected expenses for this project are \$27,318. A grant of \$18,212 is requested from the IHETS/IPSE Course Development Grant Program. The University of Southern Indiana will contribute \$9,106 as an institutional match.

Project Narrative

1. Market Analysis (Need, Audience, and Demand)

Alzheimer's disease is a significant medical and social problem for four million Americans and their partners, families, and friends. That number is expected to increase to 14 million Americans by 2030. Because Indiana has retirement communities and many rural counties, it has a larger than average percentage of older persons. Prevalence of Alzheimer's disease is estimated to be 10% of persons over 65 years and 50% of persons over 85 years. Alzheimer's disease is the fourth leading cause of death and accounts for 60% of nursing home residents (www.alz.org).

Many nursing homes have Special Care Units or Alzheimer's units to meet the demand for quality care for the Alzheimer's disease population. Adult Day Programs also target care for persons with Alzheimer's disease. Persons who interact with Alzheimer's disease patients need to know how to manage the manifestations to provide an 'enjoyable now' for both the patient and themselves. Many problem behaviors associated with the illness can be prevented using Retrogenesis Theory and validation and reminiscence techniques.

On May 14, 2004, the Indiana State Department of Health adopted a rule requiring dementia specific training for all health facility staff with regular resident contact. In this ruling, which became effective September 2004, staff with regular resident contact must receive dementia specific training within six months of hire and annually thereafter. Legislation focusing on Alzheimer's disease is pending at the federal level as a tribute to President Reagan.

Since celebrities and other well known persons have acknowledged being diagnosed with Alzheimer's disease, public awareness and acceptance have increased. Earlier diagnosis and demand for information have resulted. The University of Southern Indiana has offered a continuing education program about Alzheimer's disease for the past four years with 80 participants each year. These programs have resulted in requests from hospitals, nursing homes, and the Alzheimer's Association for additional programs.

Most students who enroll in the proposed course are majoring or minoring in a health related field; however, students from other majors benefit from the experience. Educators from nursing homes are expected to enroll to equip themselves to provide the state-mandated education for staff who interact directly with residents who have Alzheimer's disease. High school faculty who teach health courses would benefit from this course. High school faculty who teach health occupations courses preparing certified nursing assistants can apply the content to the related units in that curriculum and prepare students to meet the mandate for Alzheimer's disease education. The course will also be open to informal caregivers and persons who have a personal or professional interest in the illness.

An average of 135 students enroll in USI's gerontology courses each semester. Five hundred long-term-care facilities are on the continuing education mailing list. The anticipated enrollment for the first offering is 20-25. The course will be offered once a

year on an ongoing basis and twice if enrollment is adequate. A minimum of 10 students is required for the course to be offered.

Because of the requirement for and interest in Alzheimer's disease education and the difficulty many health care employees have in taking time from work and family to enroll in a scheduled, face-to-face course, the structuring of an asynchronous, online format is desirable. There is a wealth of information available online, but it is not organized into an instructional program. Currently there is no similar course offered online in the state.

2. Instructional Design and Delivery Plan

The online Alzheimer's Assessment and Management course will consist of fifteen learning modules: 1) Demographics, Definition, Contributing Factors, and Pathology; 2) Rethinking Alzheimer's: Positive Approaches to the Disease; 3) Retrogenesis Theory as a Basis for Management; 4) Diagnostic Recommendations and Manifestations by Stage; 5) Realistic and Unrealistic Goals by Stage and Setting; 6) Environmental and Pharmacological Management; 7) Life Style Changes in the Management of AD: Verbal and Behavioral Management; 8) Preventing and Managing Special Problems (Wandering, Sexually Inappropriate Behavior, Difficult Communications); 9) Preventing and Managing Special Problems (Agitation/Aggression, Hallucinations, Incontinence); 10) Quality End Stage Care; 11) Planning for Success with Activities of Daily Living across Stages; 12) Legal and Ethical Issues; 13) Self Care for Caregivers; 14) Helping Families; and 15) Grief and Loss.

The Alzheimer's Association has developed educational materials for all stages and aspects of Alzheimer's management. The Hartford Foundation has funded development of best practices for care of older adults. Their materials address many of the clinical problems experienced by persons who have Alzheimer's disease. The End of Life Nursing Education Consortium has prepared training materials addressing physical, legal, and psychosocial aspects of terminal care that relate to Alzheimer's disease patients. Multimedia materials are available from the Alzheimer's Disease Education and Referral Center.

Currently this material is presented in workshops and is being integrated into two classroom-based and three Web-based courses. Course results and feedback indicate a good match between the content of the modules and instructional technology tools and methods which further indicates that implementation of an entire course covering this content via multiple distance technologies would likely be successful. As USI has moved to distance learning, online courses and incorporation of distance technologies have rapidly increased. Student response has been very positive. Blackboard course management software has been chosen as the primary method of Internet-based instructional delivery. The modules will be readily available to students who have difficulty arranging their schedule to meet at specified times. The asynchronous feature facilitated by technology meets the student need for flexibility. Frequent interaction with the faculty and other students is readily available via email, computer discussion, and chat features. The implementation of Wimba, an audio enhancement software used in Blackboard, improves this interaction. Microsoft Producer presentations and video

streaming of simulated patient interactions and videos/DVD programs combined with discussion opportunities will foster an understanding of the illness and society's view of it. Internet resources will expand the participant's knowledge and experience base. Use of case studies and gaming strategies will promote active learning and decision-making.

Learning materials for each module will consist of learning objectives, reading/watching/interacting assignments, content outlines, content presented in a variety of formats, study questions, asynchronous discussion opportunities, and evaluation methods. Voice email and discussion boards will facilitate interaction among students and faculty. Assignments will require interaction with persons who have Alzheimer's disease and their caregivers. Testing will be online and assignments will be submitted via computer using the digital drop box or discussion board. This template for instruction will be used for each module to provide consistency.

The variety of teaching and evaluation methods and the interaction among students and faculty will accommodate diverse learning styles. Students may focus on the teaching methods best suited to their learning style.

3. Institutional Capacity and Commitment

The faculty and staff in the School of Nursing and Health Professions are experienced in developing and offering Internet courses. Total courses, modules within courses, and certificate programs delivered via computer have been successfully implemented since 1996. Currently, the School offers five academic degree programs over the Internet, as well as several non-credit certificate programs. The faculty have expertise in the development of online courses and are supported in these efforts by a technology team that is housed in the School of Nursing and Health Professions. The technology team provides hardware, software, and instructional support for all of the School's online instructional efforts, including the capacity to video stream. Online courses use the Blackboard platform that is supported by the University's Instructional Technology Department. The School will provide the hardware, software, and network access for the proposed course development. There is no need to acquire additional hardware to fulfill the objectives; however, CDs and/or DVDs may be purchased as part of this grant. Additional resources are available through the University library online databases.

USI and the School have a strong history of community involvement and are committed to promoting the delivery of quality health care to the citizens of the region and the state of Indiana. Making available a course about Alzheimer's disease to persons who are involved with and/or interested in promoting quality of life for persons who have the illness is an important part of the School's community outreach efforts to address workforce issues by providing educational opportunities for health care providers and family members of Alzheimer's disease patients. The School collaborated with the local public television station and the Alzheimer's Association to present a community program and local TV programming through a grant associated with The Forgetting, a national television program about Alzheimer's disease. The faculty has presented programs about various aspects of Alzheimer's disease for the Alzheimer's Association, hospitals and other health care facilities, professional organizations, universities, and

community groups since 1991. This long-term commitment to education related to Alzheimer's disease, in addition to the University's commitment of resources for online education, provides assurance that the course will continue to be supported by the University and made available to participants after completion of the grant period.

4. Utilization Potential

This 3-credit course will contain concise, user-friendly, comprehensive material for managing Alzheimer's disease from beginning presentation through death. It will be available statewide as an Internet-based course and may be part of a gerontology minor or taken as an elective. Currently 150 students enroll each year in the USI gerontology course available through the Indiana College Network. These students represent 15 different majors, including nursing, social work, occupational therapy, psychology, health services, and exercise science.

There are plans to develop the materials for a certificate program focusing on Alzheimer's disease. Sources of support for the development are being investigated. Health care facility staff may prefer a certificate program to a college credit course though they could enroll in either to meet the state mandated requirement for specialized preparation in care of persons with Alzheimer's disease. The continuing education program about Alzheimer's disease currently being offered will continue to be offered once a year and taken to facilities, other universities, and organizations as requested.

Collaboration with the Indiana organization of for-profit and the organization of not-for-profit long-term care facilities will continue as will our relationship with the Alzheimer's Association. USI is willing to submit individual course components to the MERLOT repository. Parts of the course could also be repackaged for use in a K-12 setting.

5. Marketing plan

Target audiences will learn about the course through the ICN online catalog, USI bulletin, faculty advisors, School materials including web pages, direct marketing via mail (snail and electronic), and announcements in publications of professional organizations. Information will be communicated to other schools, nursing homes, home health agencies, primary care providers, business organizations, and public groups. Addresses are available from State directories or access may be made through organizations such as Indiana Association of Homes and Services for the Aging, Inc.; Indiana Association for Home and Hospice Care, Inc.; Alzheimer's Association; and Governor's Task Force on Alzheimer's Disease and Related Senile Dementia.

6. Evaluation plan

Prior to implementation, persons with expertise in Alzheimer's disease will review the course outline and materials for content validity and appropriateness for diversity of participants. An online evaluation tool (Survey Monkey software) will be used for course and faculty evaluation at the end of the semester. Evaluation items chosen will address quality of instruction and interaction with faculty and other students; satisfaction with instructional methods and pacing, technology reliability and functionality, and overall course; effectiveness of learning activities; clarity of materials and directions; and

relevance of the content. Learning outcomes will be measured by a variety of activities: online exams, written reports of interactions with persons who have Alzheimer's and their caregivers, summary/critique of an article or website, a prevention plan and management plan addressing an anticipated manifestation of Alzheimer's disease, and an analysis of an alternative modality (music, therapeutic touch, reminiscence, etc.) for therapeutic effectiveness. Data will be collected during and at the end of the course. Using the online evaluation software, the School grants management coordinator, and Project Director will compile and analyze the data. The program will be revised as needed based on evaluation results.

7. Project schedule.

February 1, 2005 – September 31, 2005	Develop course modules, including evaluation materials
August 25, 2005	Submit materials to University Curriculum Committee for approval
September 10, 2005 and ongoing	Market the course
October 1 - 31, 2005	Review of course materials by experts
November 1 – 30, 2005	Upload course to Blackboard, prepare video stream
January – May, 2006	Offer course
March 1, 2006	Submit first project report
May 1 – 20, 2006	Complete analyses of evaluation data
June 30, 2006	Submit second project report

8. Key Development Personnel

Martha Sparks, PhD, GCNS, FNGNA - Associate Professor of Nursing will be Project Director. Dr. Sparks is certified as a gerontological clinical nurse specialist and has been granted Fellowship Status by the National Gerontological Nursing Association. She has presented Alzheimer's disease programs since 1991 with outstanding evaluations and has taught online courses since 1999. She has personal as well as professional experience with Alzheimer's disease which adds realism and humor. Her abbreviated CV is included in the appendix. Dr. Sparks will have primary responsibility for the development, teaching, and evaluation of the course.

Jon Reidford - Coordinator of Computer and Internet Services for the School of Nursing and Health Professions will assist faculty in preparing materials and uploading to Blackboard.

Keith Kennedy - Coordinator of Instructional Broadcasting for the School of Nursing and Health Professions will assist faculty in the design/development of multimedia presentations and facilitate video streaming.

Mary Lindsey – Coordinator of Student Activities and Grants Management for the School of Nursing and Health Professions will design literature and provide instructional support for the development of the modules.

IPSE 2004-2005 Course and Module Development Grant Program
Budget Form

Project Title: Assessment and Management of Alzheimer's Disease

Institution: University of Southern Indiana

Project Director: Martha B. Sparks

Grants/Contracts Contact Person: Peggy Harrel

Grants/Contracts Telephone Number: 812-465-7015

Project Start Date: February 1, 2005 **End Date:** May 20, 2006

Projected Expenses	IHETS/IPSE	Institutional Match	Other Funding	Totals
Salaries and Wages:	\$11,647	\$ 6,300		\$17,947
Fringe Benefits:	\$ 3,365	\$ 1,806		\$ 5,171
Consulting Services:	- 0 -	- 0 -		- 0 -
Supplies and Expenses:	\$ 3,200	\$ 1,000		\$ 4,200
Travel:	- 0 -	- 0 -		- 0 -
Other Direct Costs:	- 0 -	- 0 -		- 0 -
Totals:	\$18,212	\$ 9,106		\$27,318

Budget Narrative

Grant Requests

Personnel:

The grant will provide reassigned time for one faculty member, computer and network broadcasting staff, and student activities and grants management coordinator during the summer and fall semesters of 2005.

Dr. Martha Sparks – 6 credit hour equivalent summer and 25% time fall semester.
Salary = \$10,633; Fringe benefits (7.65% summer, 38.05% fall) = \$2,973.

Jon Reidford – Eight hours of development and uploading time for each learning module (15). Wages 120 hours x \$15.93 = \$1,912; Fringe benefits (30%) = \$574 .

Keith Kennedy – Eight hours of multimedia development and video streaming support for each module (15). Wages 120 hours x \$16.71 = \$2,005; Fringe benefits (30%) = \$602.

Mary Lindsey – Four hours a week x 52 weeks for the development of marketing materials and literature, mailings, and faculty and student support. 208 hours x \$16.33 = \$3,397; Fringe benefits (30%) = \$1,019.

Supplies:

Materials/literature development/printing/ mailing – Funds are requested to support the development, printing, and mailing of marketing literature - \$2,200.

Teaching media purchased from Alzheimer's Disease Education and Referral Center, Flash drive, and Web camera - \$1,000.

Institutional Match

Personnel:

USI will provide \$6,300 for salaries and \$1,806 for fringe benefits.

Supplies:

Supplies, long distance telephone, copyrights, access to e-journals, and software - \$1,000.

**IPSE 2004-2005 Course and Module Development Grant Program
Statement of Institutional Support**

Proposal Title:

Assessment and Management of Alzheimer's Disease

Project Director Name and Title:

Martha B. Sparks, Associate Professor

Department Name:

School of Nursing and Health Professions

Institution (and Campus):

University of Southern Indiana

I have reviewed the above-named proposal and believe it to be a well-conceived project likely to succeed and consistent with the long-term goals and mission of my department/college/campus. Should this project be funded by IHETS, my department/college/campus is committed to working with the project director to ensure its success.

Carol Hermes			
Name of Department Head	Signature		Date

Nadine Coudret

Name of Academic Dean (or Equivalent)

Signature

Date

Karen H. Bonnell

Name of IPSE Representative

Signature

Date

* All three signatures are required.

Appendix: Biographical Sketch

Name: Martha B. Sparks, PhD, GCNS, FNGNA

Title: Associate Professor

Education:

Institution and Location	Degree	Year Conferred	Field of Study
Indiana University	BSN	1962	Nursing
University of Minnesota	MEd	1968	Med-Surg Nursing
University of Texas at Austin	PhD	1988	Adult Nursing/ Gerontology
Rush University	Post-Doctoral Fellow	1991-93	Gerontological Nursing

Professional Experience:

1999-Present	Associate Professor	University of Southern Indiana
1997-1999	JCAHO Coordinator	Public Health Nursing Association
1995-1997	MSN Program Director	University of Indianapolis

Certification/Honors:

ANCC Certification: Clinical Specialist in Gerontological Nursing
 Sigma Theta Tau
 Fellow, National Gerontological Nursing Association

Online Courses Taught:

GERO315 Health Care Aspects of Gerontology
 GERO316 Age-related Body Changes: Illness and Disease
 GERO423 Clinical Problems of Older Adults
 NURS612 Advanced Nursing Research
 NURS615 Nursing Synthesis

Professional Presentations:

Teaching Graduate Research Online: What Works, Ninth Annual Nursing and Health Professions Educator Conference, University of Southern Indiana (USI), 2004
 When Winter Comes too Soon: Living with Alzheimer's, 3 CEUs, USI, 2004
 Comprehensive Geriatric Assessment, 6 CEUs, Indiana State University (ISU), Terre Haute, IN, 2004
 Day-to-day Assessment and Management of Persons with Alzheimer's Disease, Evansville State Hospital, Evansville, IN, 2004

- Communicating with Persons with Late Stage Alzheimer's Disease, Alzheimer's Association, Evansville, IN, 2004
- Maintaining Dignity through Personal Care, Alzheimer's Association, Evansville, IN, 2003
- Successful Approaches and Techniques for Responding to Challenging Behaviors, Alzheimer's Association, Evansville, IN, 2003
- End of Life: Philosophy and Care, 6 CEUs, ISU, Terre Haute, IN, 2003
- Care of Persons with Alzheimer's Disease, 6 CEUs, I SU, Terre Haute, IN, 2003
- Geriatric Nursing Knowledge & Experience in Long-Term Care for Baccalaureate Nursing Students: A HRSA BrPH Project - Using the MDS, Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA, 2002
- Rethinking Alzheimer's: Assessing and Managing Alzheimer's Disease by Stage, 3.9 CEU, USI, 2002
- Managing Alzheimer's Disease: A Workshop on Using Reverse Developmental Approaches, 3.9 CEU, USI, 2001
- Care of Persons with Alzheimer's Disease, 7.8 hr CEU, USI, 2000
- Nursing Care of Persons with Alzheimer's Disease, ISU, 7-hour CE offering, 1996, 1997, 1998
- Prevention and/or Management of Geriatric Clinical Problems across Practice Settings, Indiana State Nurses Association Clinical Sessions, 1994
- Husbands, Wives, and Daughters as Caregivers of Dementia Patients: Predictors of Physical and Mental Health, Sigma Theta Tau International Biennial Convention, Indianapolis, 1993; Ball State University, 1994
- The Dementia Behavior Scale, Midwest Nursing Research Society Conference, Cleveland, 1993
- Predictors of Physical Health of Dementia Caregivers: A Longitudinal Study, Midwest Nursing Research Society Conference, Cleveland, 1993
- Critique of the Algate Theory of Wandering, Midwest Nursing Research Society Conference, Cleveland, 1993 (invited response to paper presentation)

Grants:

- American Association of Colleges of Nursing, End-of-Life Nursing Education Consortium Graduate Training, 2003
- DHHS, Geriatric Nursing Knowledge and Experience in Long-term Care, 2001
- Bronstein Trust, Planning Grant for USI-Solarbron Center for Healthy Aging, 2000
- Sigma Theta Tau Omicron Psi Chapter, Life Satisfaction Among Older Adults Living in the Community Setting, 2000

Publications:

- Zehr, D., Painter, B., & Sparks, M. (2004). Life satisfaction among older adults living in the community setting. Journal of Gerontological Nursing.
- Sparks, M. (2001). Assessment and management of Alzheimer's disease. Topics in Advanced Practice Nursing: Medscape Nursing, 1(2), 14 p.

Sparks, M., Farran, C. J., Donner, D., & Keane-Hagerty, E. (1998). Wives, husbands, and daughters of dementia patients: Predictors of caregivers' mental and physical health. Scholarly Inquiry for Nursing Practice, 12, 221-234.

Sparks, M. (1998). Relationships among cognitive, functional, and social abilities of in-home elderly persons. New Horizons. (March/April, p4).

Sparks, M. (1997). Preventing delirium in institutionalized elders. New Horizons. (September/October, p 4)

Community Presentations

The Tri-State Forgetting, Panel, WNIN

Alzheimer's Disease: Workshop for faith-based leaders, WNIN, Owensboro, KY;
Jasper, IN; Evansville, IN

Alzheimer's Disease: Caregiver's Perspective, 2 hr., Deaconess Hospital

Understanding Alzheimer's Disease, Solarbron Pointe and Solarbron Terrace