

ABOUT THE CURRICULUM

The Alzheimer’s Association, as part of a cooperative agreement with CDC’s Healthy Aging Program, and in partnership with Emory University’s Rollins School of Public Health, developed these curricular materials on cognitive health, cognitive impairment, and Alzheimer’s disease for use by undergraduate faculty in schools and programs of public health. This work supports *The Healthy Brain Initiative: The Public Health Road Map for State and National Partnerships* (Road Map) in terms of developing a competent workforce.

The curriculum consists of four modules:

Module 1: Alzheimer’s Disease – A Public Health Crisis frames Alzheimer’s and other dementias as a public health epidemic with a large and rapidly growing burden that bears significant impact on the nation.

Module 2: Alzheimer’s and Other Dementias – The Basics describes Alzheimer’s and other dementias including symptoms, stages, risk factors, diagnosis, and management.

Module 3: Alzheimer’s Disease – What is the Role of Public Health? discusses three tools of public health that may play a significant role in mitigating the Alzheimer’s disease epidemic: surveillance/monitoring, primary prevention, and early detection and diagnosis.

Module 4: Dementia Capable Systems and Dementia Friendly Communities addresses the public health response to the Alzheimer’s disease epidemic on a state and community level. The module describes the concept of a “dementia capable” system and explores how public health may support the development of such systems through public health research and translation, support services and programs, workforce training, and the creation of dementia-friendly communities.

The following materials are provided for each module:

- **Faculty Guide**, including:
 - Learning objectives
 - Competencies
 - Discussion questions
 - Learning activities
 - Slide guide with talking points
 - Sample test questions
 - Case studies
 - Video Resources

- References
- **PowerPoint slides**

HOW TO USE THE MATERIALS

- ✓ The four modules were designed for use either as a set or as stand-alone modules.
- ✓ Users are free to make changes to the materials to fit their needs, including: adding, modifying or removing content, graphics, talking points, discussion questions or learning activities.
- ✓ The Faculty Guide for each module includes a slide guide that contains the information as presented in the slide, talking points, space for presenter notes, and references.
- ✓ The talking points included in the Faculty Guide should not be read word for word; each presenter should review the materials before delivering the material to ensure familiarity and deliver the information in his/her own style.
- ✓ Delivery time will generally be 60-90 minutes per module, depending on class engagement, presenter style, and the addition or elimination of any content, discussion questions, or learning activities.
- ✓ Discussion questions are included in the slide deck of each module. These may be modified or removed at the discretion of the presenter. Questions may also be used for other activities such as small group discussion or individual writing assignments.
- ✓ Video resources, a list of articles and case studies are also included to help in learning more about the topics presented in each module.
- ✓ Test questions are provided with each module as an additional resource for faculty.
- ✓ All materials are 508 compliant. (*Note: if changes are made to the curriculum, it is recommended that changes continue to follow 508 compliance guidelines. For more information on 508 compliance visit the Department of Health and Human Services website: <http://www.hhs.gov/web/section-508/making-files-accessible/checklist/>*)

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In 2016, a group of faculty and staff from schools and programs of public health piloted modules with their students and provided feedback for enhancements to the curriculum. We would like to thank the following for their time and contribution to the final curriculum:

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COVER ILLUSTRATOR

The cover illustration by **Sophie Banspach** depicts the growing prevalence of Alzheimer’s in the United States, showing differences across age and race on a stylized linear plane. As an undergraduate student at the University of Georgia, Sophie studies scientific illustration and global health and aims to increase health literacy through visual representations of scientific and health-related concepts. Sophie's future plans are to pursue a master of public health, gain international health experience, and grow her artist portfolio.

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