

University of Michigan  
Stamps School of Art & Design  
**Memory, Aging & Expressive Arts**  
Winter 2017

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Registration Information: ARTDES 398-001/ ARTDES 501-001/ SW 513-001

Days/Times/ Room: Thursday 9-12, Room 1068, Art & Architecture  
Friday 9-10:30, Room 2040, Art & Architecture

Lead Instructor: Anne Mondro  
Office: School of Art & Design 1010  
Office Hours: Thursday & Friday before class or by appointment  
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Community Partner Lead / Co-Instructor: Elaine Reed  
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Contributing Professors: Nancy Barbas nbarbas@umich.edu  
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### **COURSE DESCRIPTION**

Uniquely engaging U-M academic institutions and the U-M Health System, this interdisciplinary course will build an understanding and awareness of the complexities of memory loss and introduce the use of the expressive arts. Students will meet with specialists in neurology, public health, social work, and the arts to learn about the scientific basis of memory and dementia, the societal basis of dementia, and institutional projects to support individuals with memory impairment. Through art sessions with adults living with memory loss, students will explore the potential of the arts to serve as an outlet for expression, build key life skills and learn from community members through shared art experiences.

### **LEARNING OUTCOMES**

Anticipated learning outcomes include: gaining a holistic perspective of aging and memory loss, exploring the benefits of creativity, and utilizing the expressive arts to improve one's quality of life. Students will learn to design and facilitate projects for a person with memory loss as well as develop key communication and life skills for working with this population. Through the use of expressive arts, students will build relationships and foster meaningful interactions with adults living with memory loss.

### **COMMUNITY ENGAGEMENT**

Students will learn and practice how to design and deliver art experiences for adults living with memory loss to prepare to work with the community. Partnering with U-M Geriatric Center's Mild Memory Loss Program, students will be paired with community members to create together. The creative experience will be celebrated in a public art exhibition/performance to be held at Matthaei Botanical Gardens.

## **COURSEWORK**

Undergraduate coursework requirements include:

- Self interview
- Written reading responses
- Written reports on community art sessions
- Collaborative project proposal for Memory, Aging & Expressive Arts participants
- Blog entry
- Book response paper
- Final reflection response paper

Graduate coursework requirements include:

- Self interview
- Written responses to readings
- Written reports on community art sessions
- Collaborative project proposals for Memory, Aging & Expressive Arts participants
- Blog entry
- Book response papers (2)
- Final reflection response paper

## **GRADES**

Grading for this class will be based on class participation, attendance, and assignments. Since this class involves working directly with the community, students are expected to be well organized and properly prepared for working with their community member.

- A grade of "A" is given to assignments that are thoughtfully developed, well researched, organized, creative and ambitious.
- A grade of "B" is given to assignments that excel in creativity, ambition, and/or research, but falls short in other areas.
- The grade of "C" means that the project is average.
- The grade of "D" is given to completed projects that show minimal investment of time, thought, and energy.
- An "F" is given to incomplete projects that show minimal effort.

## **UNIVERSITY OF MICHIGAN DISABILITY STATEMENT**

The University of Michigan is committed to providing equal opportunity for participation in all programs, services and activities. Request for accommodations by persons with disabilities may be made by contacting the Services for Students with Disabilities (SSD) Office located at G664 Haven Hall. The SSD phone number is 734-763-3000. Once your eligibility for an accommodation has been determined you will be issued a verified individual services accommodation (VISA) form. Please present this form to me at the beginning of the term, or at least two weeks prior to the need for the accommodation (test, project, etc...).

## **INCLUSIVE TEACHING STATEMENT**

As faculty members of the University of Michigan it is our responsibility to attend to student differences and take deliberate steps to ensure that all students, across differences in academic and social background as well as physical and cognitive abilities, feel welcome, valued, challenged, and supported in succeeding in the field of Art and Design. We also ask that students and faculty help cultivate a positive rapport and community in the classroom environment. Students are invited to speak with instructors for possible accommodations for physical or learning disabilities and any other issues that may impede student's educational experience.

## **CLASS PARTICIPATION AND ATTENDANCE**

Students are expected to attend all classes. Please notify Professor Mondro if you will be missing class due to an official U-M obligation. If you cannot attend class due to an illness or other emergency, please notify Professor Mondro and Elaine Reed at least two hours before class via email. This is especially important on days we are working with the community.

The Stamps bus is reserved to take students to and from our community site, Turner Senior Resource Center 2401 Plymouth Rd., Ann Arbor, MI 48105. The bus will leave at 9:20 am. If you miss the bus, it is your responsibility to notify Professor Mondro and make alternative plans to arrive as soon as possible.

## **CANVAS AND COURSE BLOG**

The course will utilize a Canvas site to post announcements, reading material, and other pertinent course information. Students are expected to check the site regularly for updates.

The blog for the course is: [www.retainingidentity.com](http://www.retainingidentity.com). Students are expected to be active members and add thoughtful comments throughout the semester. Specific requirements for participation will be provided.

## **COURSE TEXTBOOKS**

The course requires the following textbook(s):

- Undergrad students: *Forget Memory: Creating Better Lives for People with Dementia* by Anne Davis Basting
- Graduate students: *Forget Memory: Creating Better Lives for People with Dementia* by Anne Davis Basting and *Ten Thousand Joys & Ten Thousand Sorrows: A Couple's Journey Through Alzheimer's* by Olivia Ames Hoblitzelle

Students may purchase *Forget Memory* and *Ten Thousand Joys & Ten Thousand Sorrows* at U-M bookstores. Additional reading material will be photocopied for the students and/or placed on the Canvas site.

## **COURSE MATERIALS AND SUPPLIES**

- Three ring binder/folder
- Notebook and pen/pencil
- Optional: digital camera \*

\*Students may want to explore photography or video work with their community member. All students are eligible to check out equipment to use for this course at the Duderstadt Checkout. Students can check out a video camera kit, still camera kit, tripod, and light kit. Stamps students may check out equipment using ECHO.

<https://etg.dc.umich.edu/gw/checkout/>

<http://stamps.umich.edu/echo>

## **TENTATIVE COURSE SCHEDULE**

(Blog entry deadline is not on this schedule)

### **1-5-17 Arts & Dementia Care: An introduction and overview of the field**

Course introduction and paperwork overview

Creative aging experience

### **HOMEWORK:**

Recording of why you took this course **Due 1-6-17 by 2pm**

**1-6-17 Arts & Dementia Care: Overcoming assumptions and challenges to create meaningful activities**  
Experiential aging exercise

**HOMEWORK:**

- Written Response for 1-12-17 Readings **Due 1-11-17 by 9am**
  - *Selective Review of Cognitive Aging*
  - *Normal and Pathological Cognitive Aging in Late Adulthood*
  
- Written Response for 1-13-17 Readings **Due 1-12-17 by 9am**
  - *Psychosocial Adjustments to Aging*
  - *Another Country: Chapter 1*

**1-12-17 Neurology of Memory & Creative Writing Part 1:** Dr. Nan Barbas

**1-13-17 Psychological & Social Aging:** Professor Beth Spencer

**HOMEWORK:**

- Written Response for 1-19-17 Readings **Due 1-18-17 by 9 am**
  - *Proust Was a Neuroscientist*
  - *Coda*

**1-19-17 Neurology of Memory & Creative Writing Part 2:** Dr. Nan Barbas

**1-20-17 Lessons Learned from Past Student Experiences/ Communication & Storytelling**

**HOMEWORK:**

- Written Response for 1-27-17 Readings **Due 1-26-17 by 9 am**
  - *Living well with dementia: principles of planning into practice*
  - *How Dementia Affects Personal Dignity*
  - *Living with Dementia: Changing the Status Quo*
  - *Chapter 2 – Dementia Beyond Disease (7pages)*
  - *White Page- 2016 Dementia Action Alliance (Wellbeing section 3 pages)*
  - *Living Mindfully*
  - *Personhood in Dementia care*
  - *Perspectives pages (first 3 pages)*

**1-26-17 COMMUNITY ART SESSION (Bus leaves for Turner Senior Resource Center at 9:20 am)**  
Music activity with community members

**1-27-17 Personhood: Exploring Well Being & Memory Loss:** Laura Rice Oescheger

**HOMEWORK:**

- Written Response for 2-3-17 Readings **Due 2-2-17 by 9am**
  - *The Arts and Human Development*
  - *Story Corps' Memory Loss Initiative*

**2-2-17 COMMUNITY ART SESSION (Bus leaves for Turner Senior Wellness Center at 9:20 am)**  
Dance activity with community members

**2-3-17 Designing Creative Experiences: Case Study Part 1**  
Practice developing project ideas for persons with memory loss

**HOMEWORK:**

- *Forget Memory (Response Paper Due: 2-17-17)*

**2-9-17 Museum Programming for Persons with Memory Loss:** Ruth Slavin, Deputy Director for Education at University of Michigan Museum of Art  
**(Meet at University of Michigan Museum of Art at 10:30)**  
Tour museum with community members

**2-10-17 Designing Creative Experiences: Case Study Part 2**  
Practice developing project ideas for persons with memory loss  
Review art project for next community art session

**HOMEWORK:**

- *Forget Memory* (Response Paper Due: 2-17-17)

**2-16-17 COMMUNITY ART SESSION (Bus leaves for Turner Senior Wellness Center at 9:20 am)**  
Visual art activity with community members

**HOMEWORK:**

- *Forget Memory* (Response Paper Due: 2-17-17)

**2-17-17 Book Discussion, Proposal Guideline Overview & Response Activity Exercise**  
❖ *Forget Memory* Paper Due

**Grad Students:**

- *Ten Thousand Joys & Sorrows* (Response Paper Due: 3-24-17)

**2-23-17 COMMUNITY ART SESSION (Bus leaves for Turner Senior Wellness Center at 9:20 am)**  
Meet & Greet with families  
Writing experience with families

**HOMEWORK:**

- Proposal for Collaborative Creative Experience – 1<sup>st</sup> Session **Due 2-24-17**

**2-24-17 Review & Further Develop Collaborative Creative Experience**  
❖ **Proposal for Collaborative Creative Experience – 1<sup>st</sup> Session Due**

**HOMEWORK:**

- Written Response for 3-10-17 Readings **Due 3-9-17 by 9am**
  - *Older Drivers*
  - *Healthy Brain Initiative*
  - *Roberts & Tersengno*

**3-2-17 & 3-3-17 Spring Break: No Class**

**3-9-17 COMMUNITY ART SESSION (Bus leaves for Turner Senior Wellness Center at 9:20 am)**  
Collaborative Creative Experience: 1<sup>st</sup> Session

**HOMEWORK:**

- Progress Report **DUE 3-10-17 by 9 am**

**3-10-17 Public Health & Dementia:** Professor Scott Roberts

**HOMEWORK:**

- Prepare for Collaborative Creative Experience: 2<sup>nd</sup> Session
- Grad Students: *Ten Thousand Joys & Sorrows* (Response Paper Due: 3-24-17)

**3-16-17 COMMUNITY ART SESSION (Bus leaves for Turner Senior Wellness Center at 9:20 am)**  
Collaborative Creative Experience: 2<sup>st</sup> Session

**HOMEWORK:**

- Progress Report **DUE 3-17-17 by 9 am**

**3-17-17 Overview of current research in art & dementia/ Share Collaborative Experiences & Prepare for next session**

**HOMEWORK:**

- Grad Students: *Ten Thousand Joys & Sorrows* (Response Paper Due: 3-24-17)

**3-23-17 COMMUNITY ART SESSION (Bus leaves for Turner Senior Wellness Center at 9:20 am)**  
Collaborative Creative Experience: 3<sup>rd</sup> Session

**HOMEWORK:**

- Mid-point Review Progress Report **DUE 3-24-17 by 9 am**

**3-24-17 Collaborative Experience Mid-point Review (Individual meetings: 10-minute)**  
❖ **Grad Students: *Ten Thousand Joys & Sorrows* Response Paper Due**

**HOMEWORK:**

- Prepare for Collaborative Creative Experience: 4<sup>th</sup> Session
- Written Response for 3-31-17 Readings **Due 3-30-17 at 9am**
  - *Should Families Provide For Their Own?*
  - *Measure of Heart: A Father's Alzheimer's; A Daughter's Return*
  - *Learning to live in the world of dementia. In Your Name is Hughes Hannibal Shanks*

**3-30-17 COMMUNITY ART SESSION (Bus leaves for Turner Senior Wellness Center at 9:20 am)**  
Collaborative Creative Experience: 4<sup>th</sup> Session

**HOMEWORK:**

- Progress Report **DUE 3-31-17 by 9 am**

**3-31-17 Caregiver Experience:** Professor Beth Spencer

**HOMEWORK:**

- Prepare for Collaborative Creative Experience: 5<sup>th</sup> Session
- Final reflection response paper (**Due 4-14-17**)

**4-6-17 COMMUNITY ART SESSION (Bus leaves for Turner Senior Wellness Center at 9:20 am)**  
Collaborative Creative Experience: 5<sup>th</sup> Session

**HOMEWORK:**

- Progress Report **DUE 4-7-17 by 9am**

**4-7-17 Organize exhibition/performance at Matthaei Botanical Gardens**

**HOMEWORK:**

- Final reflection response paper (**Due 4-14-17**)

**4-13-17 Community exhibition & performance (Bus leaves for Matthaei Botanical Gardens at 9:45 am)**

**4-14-17 Share Experiences & Course Recap**

- ❖ **Final Reflection Response Papers Due**