

APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health Date _____

Department/Division offering course Gerontology

2. Proposed designation and Bulletin description of this course

a. Prefix and Number GRN 731 b. Title* Elder Mistreatment

*NOTE: If the title is longer than 24 characters (including spaces), write
A sensible title (not exceeding 24 characters) for use on transcripts _____

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week 0

e. Studio hours per week 3:0 f. Credits 0

g. Course description

Elder Mistreatment is an elective course that is offered to students on the graduate level. This course reviews major issues and trends related to elder mistreatment. The course emphasizes individual and systemic issues related to elder abuse, neglect, exploitation, and self-neglect on individual, local, state, and federal levels. Special consideration is given to dynamics that shape past, current, and future issues related to elder mistreatment.

h. Prerequisites (if any)

Graduate standing

i. May be repeated to a maximum of 0 (if applicable)

4. To be cross-listed as

Prefix and Number

Signature, Chairman, cross-listing department

5. Effective Date Spring 2007 (semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes No
(Explain if not annually)

The course has only been offered one time (fall 2004), but given faculty commitments to teach other courses and to provide balanced course offerings related to gerontology and pertinent to student need, teaching this course once every other year seems appropriate.

8. Why is this course needed?

Elder mistreatment is an increasingly important issue for a myriad of fields: nursing, social work, law, ethics, gerontology, and health behavior. No course on the topic exists, and it is often not treated in many classes involving working with older adults. Student demand was high when taught in the fall of 2006.

9. a. By whom will the course be taught? Pamela B. Teaster, Ph.D.

b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?

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10. What enrollment may be reasonably anticipated? 8-12
-
11. Will this course serve students in the Department primarily? Yes No
Will it be of service to a significant number of students outside the Department?
If so, explain. Yes No
-
- Will the course serve as a University Studies Program course? Yes No
If yes, under what Area? _____
12. Check the category most applicable to this course
- traditional; offered in corresponding departments elsewhere;
 relatively new, now being widely established
 not yet to be found in many (or any) other universities
13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
14. Is this course part of a proposed new program:
If yes, which? Yes No
-
15. Will adding this course change the degree requirements in one or more programs? *
If yes, explain the change(s) below Yes No
-
16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Check here if 100-200.
18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.
19. Within the Department, who should be contacted for further information about the proposed course?
Name Pamela B. Teaster, Ph.D. Phone Extension 859.257.1450 x80196

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

20. Signatures to report approvals:

2-20-08
DATE of Approval by Department Faculty

GRAHAM D. ROWLES / Graham D Rowles
printed name Reported by Department Chair signature

2-20-08
DATE of Approval by College Faculty

Linda A. Alexander / Linda A Alexander
printed name Reported by College Dean signature
Assoc Dean for Academic Affairs

* DATE of Approval by Undergraduate Council

printed name Reported by Undergraduate Council Chair signature

* DATE of Approval by Graduate Council

printed name Reported by Graduate Council Chair signature

2/21/08
* DATE of Approval by Health Care Colleges Council (HCCC)

Heidi Anderson / Heidi Anderson
printed name Reported by Health Care Colleges Council Chair signature

* DATE of Approval by Senate Council

Reported by Office of the Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

UNIVERSITY OF KENTUCKY

Graduate Center for Gerontology and Department of Health Behavior

Syllabus

ELDER MISTREATMENT

Instructor:	Pamela B. Teaster, Ph.D.	Phone:	859.257.1450 x80196
Office:	306C Health Sciences Building	E-mail:	pteaster@uky.edu
Location:	Conference Room 304E	Office Hours:	By appointment
Course #:	GRN 770-008/SPH 645	Semester:	Fall 2004
Time:	Tuesdays, 9:00 a.m. – 12:00 p.m.	Consultant:	Tyler Dugar, ABD

Required Textbooks

Bonnie, R.J., & Wallace, R.B. (Eds). *Elder mistreatment: Abuse, neglect and exploitation in an aging America*. Washington, D.C.: National Academies Press.

Quinn, M.J. & Tomita, S.K. (1997). *Elder abuse and neglect* (2nd ed.). New York: Springer Publishing Company. (available in paperback).

The required textbooks are available at your friendly Amazon.com ☺

Recommended Textbooks

Aitken, L., & Griffin, G. (1996). *Gender issues in elder abuse*. Thousand Oaks, CA: Sage Publications.

American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, D.C.: American Psychological Association.

Baumhover, L.A., & Beall, S.C. (Eds). (1996). *Abuse, neglect, and exploitation of older persons: Strategies for assessment and intervention*. Baltimore, MD: Health Professions Press.

Rothman, M., Dunlop, B.D., & Entzel, P. (2000). *Elders, crime, and the criminal justice system: Myth, perceptions, and reality in the 21st century*. New York: Springer.

Other Readings

Generally, readings from other sources will be assigned and provided for you no less than one week prior to class discussion.

Prerequisite

You may take this course if you are admitted to or enrolled in a graduate program at the University of Kentucky.

Tentative Nature of the Syllabus

This syllabus may be subject to change, should unforeseen circumstances require its alteration.

E-mail Communication

E-mail communication will be used throughout the semester to provide information to students regarding the course as well as to provide additional opportunities to understand elder mistreatment.

Philosophical Statement

There are some themes we consider so central to our mission that they are thoroughly integrated into every course. These themes are the following: a) the “fact” of health disparities and how they should influence our practice of public health, b) the “fact” of health literacy limitations in many populations and how they influence the encoding, decoding, and application of health promotion and behavior change messages, and c) the need for communication from public health practitioners to be direct, clear, and compelling in health promotion and behavior change activities and efforts intended to improve health and health care in Kentucky, the nation, and around the world.

Course Rationale

This course relates directly to the accomplishment of the educational program goals for the M.P.H. degree, described in the Student Handbook. Please reference the educational program goals throughout the semester, as they will provide you with a framework for this course and will contribute to your preparation for successfully completing degree requirements in public health. In addition, terminal objectives (pertaining to health behavior) for public health students who concentrate and who do not concentrate in health behavior will be distributed as a separate handout to this syllabus.

Course Description

Elder Mistreatment is an elective course that is cross-listed in The Departments of Gerontology and Health Behavior and is offered to students on the graduate level. This inaugural class represents the first known offering in the nation of a course on this topic at the graduate level and for three hours of credit. This course reviews major issues and trends related to elder mistreatment. The course emphasizes individual and systemic issues related to elder abuse, neglect, exploitation, and self-neglect on individual, local, state, and federal levels. Special consideration is given to dynamics that shape past, current, and future issues related to elder mistreatment.

Course Objectives

Upon successful completion of the course, students will be able to:

- a) Gain a comprehensive understanding of elder mistreatment on a substantive basis as well as via a disciplinary basis,
- b) Identify ethical and equity issues related to elder mistreatment,
- c) Evaluate current research on elder mistreatment as well as point to future research directions, and
- d) Specify major public policy issues related to elder mistreatment.

Honor System

To ensure fairness, integrity, and the highest academic standards possible, students taking this course will abide strictly by the University Regulations. The following is pertinent information on plagiarism:

6.3.1

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows idea, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an

instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center, Room 2, Alumni Gym, 859.257.2754. Should you be a person with a disability and/or feel that there is anything that I should know in order to improve your learning environment in this course, please contact me by telephone or in person.

Course Requirements

1. Readings in *Elder Mistreatment* and as otherwise specified. Directions regarding approaches to the readings will be distributed to students the week prior to the date assignments are due.
2. University class attendance requirements apply; non-preparation will be considered nonattendance for grading purposes. More than two unexcused absences can make it difficult for credit to be awarded.
3. Class preparation and participation are assumed and expected.
4. Persons who aspire to be imminently knowledgeable about elder mistreatment should keep up to date on emerging issues and potential problems. I recommend that students consider joining or subscribing to the following:
 - National Committee for the Prevention of Elder Abuse (includes a subscription to the *Journal of Elder Abuse and Neglect*), website: <http://www.preventelderabuse.org/>
 - *Victimization of the Elderly and Disabled*, Civic Research Institute, e-mail: order@civicsresearchinstitute.com
 - International Network for the Prevention of Elder Abuse, website: www.inpea.org
 - Elder Justice Coalition, website: www.elderjusticecoalition.org

Adherence to Due Dates

All assignments, written using the highest standards of writing, are due on the date indicated on this syllabus and will be presented to the instructor as a hard copy document. Assignments one day late will incur a one letter grade penalty. No assignments will be accepted more than one day late.

Class Participation/Presentation

Class members are encouraged to participate fully in the seminar format of this course. Divergent opinions are welcome and expected in this course. Ours is an academic learning environment and, as a result, developing the "life of the mind" demands the utmost respect of others and their views.

Course Evaluation

The final evaluation in the course is based on each student's grades on the Reaction Memoranda (4), Listserve Assignments (2), election day assignment (1), presentation, and paper. The components of the course are explained in greater detail below.

Reading Reaction Memoranda (4 total)

The four Memoranda are the result of your class reading and any other readings that synthesize elder mistreatment issues and class discussion. Be prepared to use points raised in your *Reading Reaction Memoranda* in our class discussion. Your Memorandum should be prepared for the week due and be approximately 3 double-spaced, typed pages that discuss and evaluate the articles or book chapters that are the week's reading. Your papers will be evaluated on perceptiveness and writing quality and, organized around a theme, should include the following: (a) the purpose of the chapter/article, (b) brief summary, (c) relation to other readings in the course, class discussion, any outside readings, and (d) your reaction.

Elder Mistreatment and the Election (1)

In order to capitalize on the election year, this assignment is for you to write a 3-5 page essay that argues for which candidate, Kerry or Bush is most supportive of policies related to elder mistreatment.

Elder Abuse Listserv Assignments (2 total)

The elder abuse listserv is a national listserv run by the American Bar Association that is a discussion forum for leaders in the field of elder mistreatment. Discussion on the listserv runs the gamut of topics and issues, depending on the needs and interests of the people on it. For the two weeks indicated (and with the names changed), I will forward you the comments and questions that appear so that you may view the tenor of national discussion. The assignment for you, for the posting of your choice, is to provide a cogent, research-based answer in approximately three double-spaced pages.

Paper (Due December 7)

The “final” paper entails probing in scholarly depth a topic or issue that is of particular interest to each student. You may already have formulated your paper, or the topic may emerge from assignments or readings/discussions associated with class meetings. The purpose of the paper is to critically assess your chosen concept/issue and to integrate a theoretical framework(s). Although there is no set page limit for this paper, you are expected to be concise in your writing. A suggestion is to prepare your manuscript along the lines of a standard paper for journal submission, meaning the paper is approximately 20 pages in length, including title page, abstract, body, tables, and references. Students will use APA guidelines and format.

Please identify your topic no later than October 19, and provide your instructor a prospectus no later than class on November 16. The prospectus should include:

- a brief summary of the specific topic being addressed along with coverage of the primary literature sources in support of the topic and
- a tentative written outline of the paper.

Presentations (November 30 & December 7)

Each class member will present his or her paper within a specified time frame, usually around 15 minutes in length followed by a five minute question and answer period. Oral presentations should be succinct and to the point. Your presentation will be timed, and you will be held to the minutes allocated. Students are encouraged to use a variety of presentation methods that enhance understanding.

Point Allotment for the Evaluation Assignments Referenced Above

	<u>Point Allotment</u>
Reading Reaction Memoranda (4 @ 25 points each)	100
Elder Abuse Listserv Research Responses (2 @ 25 points each)	50
Presidential Candidate Paper (1 @ 50 points)	50
Presentation	75
Final Paper	<u>100</u>
TOTAL	375

Thus, the following point accumulation determines your grade for the course:

A = 375-336; B = 335-300; C = 229-262; E= 261 and below

Invitation for Further Discussion

I invite you to discuss with me your progress in the class at any time during the semester, and I encourage you to discuss any matters raised in lectures, assignments, or readings for which you would like further consideration or that may prove difficult for you. I am more than happy to read and critique a draft of your major paper if you give it to me a week in advance of when you would like feedback.

Schedule of Assignments

<u>Date</u>	<u>Topic</u>
August 31	Introductions, Requirements, Expectations Opening Case Discussion of Elder Mistreatment
September 7	Toward a Common Understanding of Aging and Elder Mistreatment
	<u>Readings:</u> <ol style="list-style-type: none">1. Quinn and Tomita, Chapters 1, 2, 32. Bonnie and Wallace, Chapter 1
September 14	Types of Mistreatment and Reasons for its Occurrence (<i>Memorandum #1</i>)
	<u>Readings:</u> <ol style="list-style-type: none">1. Quinn and Tomita, Chapter 42. Bonnie and Wallace, Chapters 2, 3, and 4
September 21	Risk Factors and Assessment (<i>Listserve #1</i>)
	<u>Readings:</u> <ol style="list-style-type: none">1. Quinn and Tomita, Chapter 5 and 62. Bonnie and Wallace, Chapters 5 and 63.
September 28	A Starting Point Regarding Intervention (<i>Memorandum #2</i>)
	<u>Readings:</u> <ol style="list-style-type: none">1. Bonnie and Wallace, Chapter 72. Quinn and Tomita, Chapters 7 and 8
October 5	Ethics and Elder Mistreatment (<i>Memorandum #3</i>)
	<u>Readings:</u> <ol style="list-style-type: none">1. Bonnie and Wallace, Chapters 8 and 112. Antezberger, G. (1999). Ethical issues in personal safety. In T.F. Johnson (Ed.), <i>Handbook on ethical issues in aging</i> (pp. 187-219). Westport, CT: Greenwood Press. (<i>handout</i>)

October 12 **The Medical Community and Elder Abuse** (*Listserves #1*)

Readings:

1. Bonnie and Wallace, Chapter 12
2. Harrell, R. Toronjo, C.H., McLaughlin, J., Pavlik, V.N., Hyman, D.J., Dyer, C.B. (2002). How geriatricians identify elder abuse and neglect. *American Journal of the Medical Sciences*, (323)1: 34-38. (*handout*)
3. Dyer, C.B., Gleason, M.S., Murphy, K.P., Pavlik, V.N., Portal, B., Regev, T., Hyman, D.J. (1999). Treating elder neglect: Collaboration between a geriatrics assessment team and adult protective services. *Southern Medical Journal*, (92)2: 242-244. (*handout*)

Invited Guest Speaker: Carmel Bitondo Dyer, M.D., Baylor College of Medicine, Houston, TX.

October 19 **The Legal Community and Elder Mistreatment** (*Identify Paper Topic*)

Readings:

1. Bonnie and Wallace, Chapter 13
2. Quinn and Tomita, Chapter 9
3. Quinn, M.J., & Heisler, C.J. (2002). The legal response to elder abuse and neglect. *Journal of Elder Abuse and Neglect*, 14(1): 61-77. (*handout*)

Invited Guest Speaker: Gerald W. Teaster, Esq., Public Defender, Hazard, KY.

October 26 **Policy Initiatives and Elder Mistreatment** (*Election Day Paper*)

Readings:

1. Anonymous. (2002). *Protecting older Americans: A history of federal action on elder abuse, neglect and exploitation*. *Journal of Elder Abuse and Neglect*, 14(2/3): 9-32. (*handout*)
2. Anonymous. (2002). *Senator John Breaux: The Elder Justice Proposal of 2002*. *Journal of Elder Abuse and Neglect*, 14(2/3): 37-86. (*handout*)
3. Perspectives. (2002). *Journal of Elder Abuse and Neglect*, 14(2/3): 181-207. (*handout*)
4. The Elder Justice Act, www.thomas.gov

November 2 **Presidential Election Day (No Classes—Go Vote!!)**

November 9 **Adult Protective Services and Elder Mistreatment** (*Memorandum #4*)

Readings:

1. <http://cfc.ky.gov/elderabuse/> (*review website*)
2. Lachs, M.S., Williams, C.S., O'Brien, S., & Pillemer, K.A. (2002). Adult protective service use and nursing home placement. *The Gerontologist*, 42:734-729.
3. Mixson, P. (1995). Adult protective services perspective. *Journal of Elder Abuse and Neglect*,(7) 2-3: 69-87.

Invited Guest Speaker: Sue Crone, Kentucky Adult Protective Services

November 16 **Domestic Violence and Elder Abuse** (*Paper Prospectus*)

Readings:

1. Bonnie and Wallace, Chapter 15
2. Wolf, R. (2001). Support groups for older victims of domestic violence. *Journal of Women and Aging* 13(4): 71-83. (*handout*)
3. Jansinki, J.L., & Dietz, T.L. (2003). Domestic Violence and Stalking Among Older Adults: An Assessment of Risk Markers. *Journal of Elder Abuse and Neglect*, 15(1):3-18.

Invited Guest Speaker: Travis Fritch, M.S.W., Kentucky Domestic Violence Project, Kentucky Injury and Research Prevention Center

November 23 **Research and Elder Mistreatment**

Readings:

1. Bonnie and Wallace, Chapters 10 and 14
2. Teaster, P.B., & Roberto, K.A. (in press). The sexual abuse of older adults. *The Gerontologist*. (*handout*)

Invited Guest Speaker: Tyler Dugar, ABD, Graduate Center in Gerontology, University of Kentucky

November 30 **Presentations**

December 7 **Presentations/Final Paper Due**

December 14 **National Organizations and Elder Mistreatment/Epilogue**

Readings:

1. Quinn and Tomita, Chapter 10
2. Public Policy and Aging Report (*handout*)