APPLICATION FOR NEW COURSE

1. Submitted by College of   Public Health   Date   1/22/07

    Department/Division offering course   Gerontology

2. Proposed designation and Bulletin description of this course

    a. Prefix and Number   GRN 773   b.   Title*   Ethics and Aging
        *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   N/A

    e. Studio hours per week   N/A   f.   Credits   3 hours

    g. Course description

        The focus of this class is on applied ethics and aging. We will address the following topics: mid/late life reproduction; research with older adults; spirituality/selfhood; legal issues; cultural issues; vulnerable older people; caregiving and community-based care; specific issues related to Alzheimer's Disease; issues at the end of life, and other timely ethical issues that may arise during the course. The course will make use of provocative readings, case studies, supplementary professional articles, a presentation and paper, lively class discussion, and outside speakers who will share their expertise with you on a variety of ethical issues related to aging.

    h. Prerequisites (if any)

    i. May be repeated to a maximum of   N/A   (if applicable)

4. To be cross-listed as

                    Prefix and Number   Signature, Chairman, cross-listing department

5. Effective Date   Fall 2007   (semester and year)

6. Course to be offered   ☒   Fall   ☐ Spring   ☐ Summer

7. Will the course be offered each year?   Yes   X   No
    (Explain if not annually)
    Faculty resources only allow offering this every other year

8. Why is this course needed?   There is no graduate course that focuses specifically on ethics and aging. There is a gap in the curriculum in this area; what information is taught is scattered throughout different courses and is incomplete. Student demand was high when taught as an experimental course.

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

    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? 5-12

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? ☒ Yes ☐ No
    If so, explain.

    The course is appropriate for graduate students interested in working with older people and attempting to understand ethics and care for elderly persons.

    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: ☐ Yes ☒ No
    If yes, which?

15. Will adding this course change the degree requirements in one or more programs?* ☐ Yes ☒ No
    If yes, explain the change(s) below

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.

18. Within the Department, who should be contacted for further information about the proposed course?

    Name Pamela B. Teaster, PhD Phone 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	GRAHAM D. ROWLES / _(signature)_
DATE of Approval by Department Faculty	printed name Reported by Department Chair signature
2-20-08	Linda A. Alexander / _(signature)_
DATE of Approval by College Faculty	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	Heidi Anderson / _(signature)_
* DATE of Approval by Health Care Colleges Council (HCCC)	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)_

ETHICS AND AGING
GRN 773

Instructor: Pamela B. Teaster, Ph.D.   **Office:**   306 Wethington Bldg
Location: 304E Wethington Bldg   **Phone:**   859.257.1450. x80196
Time: Tuesdays, 9:00 –11.45 a.m.   **E-mail:**   pteaster@uky.edu
Office Hours: by appointment   **List Serve:**   to be created

Required Texts

Holstein, M. B., & Mitzen, P. (Eds.). (2001). *Ethics in community-based elder care.* New York: Springer Publishing.
Johnson, T.F. (Ed). (1999), Handbook on ethical issues in aging. Westport, CT: Greenwood Press.
Moody, H.R. (1992). *Ethics in an aging society.* Baltimore, MD: The Johns Hopkins University Press.
Post, S.G. (2000). *The moral challenge of Alzheimer disease: Ethical issues from diagnosis to dying* (2nd ed.). Baltimore,
    MD: The Johns Hopkins University Press.

Course Description

The focus of this class is on applied ethics and aging. We will address the following topics: mid/late life reproduction; research with older adults; spirituality/selfhood; legal issues; cultural issues; vulnerable older people; caregiving and community-based care; specific issues related to Alzheimer's Disease; issues at the end of life, and other timely ethical issues that may arise during the course.

The course will make use of provocative readings, case studies, supplementary professional articles, a presentation and paper, lively class discussion, and outside speakers who will share their expertise with you on a variety of ethical issues related to aging that we will address this semester.

Course Objectives

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

a)   Understand, critique, and apply basic ethical theories;
b)   Identify ethical issues surrounding aging and community-based care;
c)   Discuss and consider issues specifically related to Alzheimer's Disease;
d)   Explain and analyze ethical organizations and care provision; and
e)   Consider the creation and implementation of ethical policies and practices.

Honor System

To ensure fairness, integrity, and the highest academic standards possible, students taking this course will abide strictly by the honor system of the University of Kentucky.   Information regarding *Student Rights and Responsibilities* may be found at

http://www.uky.edu/StudentAffairs/Code/part2.html

under Sections 6.3.0 and following.

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 should participate fully in the seminar format of this course. Divergent opinions are welcome and expected, particularly in a course of this nature. It is our privilege to consider ethics and aging in an academic learning environment. Critical to the "life of the mind" is the utmost respect of others and their views.

Article Summaries *(September 24, October 29, December 3)*

Article Summaries (three total) are the result of outside reading that will supplement your synthesis of aging and the ethical issues it involves. A list of academic journals with a gerontological focus will be provided for you. Please read at least **one academic article relevant to ethics and aging** and be prepared to contribute it in our discussion.

Summaries should be prepared for the date due and be no more than 2 double-spaced, typed pages that discuss and evaluate the article, book chapter, government document, or electronic media you read. Summaries should include: (a) the citation of the article (strictly APA format), (b) the purpose of the article, summary/results, and (c) your reaction to the article.

Note: You are welcome to re-write Article Summary #1 if you were not pleased with your point allocation. If you choose to re-write Article Summary #1, you must turn it in to the instructor within two weeks of receiving your first grade.

Case Study Reactions *(September 10, October 15, December 17)*

Case Study Reactions (three total), written in APA format, should adhere to the highest quality of work and standards of written English. Papers should be numbered, double spaced, and have a title and title page identifying the author. On the due date, please staple pages together and deliver a hard copy to the instructor. Approximate length of assignments is 1 ½ - 2 pages.

Note: You are welcome to re-write Case Study Reaction #1 if you were not pleased with your point allocation. If you choose to re-write Case Study Reaction #1, you must turn it in to the instructor within two weeks of receiving your first grade.

Paper *(Due December 10)*

Each student will select an ethical issue of interest and will develop a paper that presents a cogent discussion regarding its resolution.   The paper should include the following elements:

- Case example illustrating the issue
- Introduction to the issue, including its historical background and other relevant facts or considerations
- Framework for analysis
- Arguments for and against the issue
- Recommendation regarding resolution

Your paper should be of article length (e.g., approximately 20 pages including references). Your paper should be written using only the highest standards of written English, use American Psychological Association (APA_ guidelines and format, and include scholarly sources.

Presentations to the "Ethics Committee" *(December 3, 10, 17)*

Each class member will present his or her ethical issue within a specified time frame (approximately 15 minutes). Presentations should be succinct and to the point. The presentation should include a case example (give to the class November 26th), a suggested framework to use for case resolution, issues to consider in case resolution, and your suggested resolution. Your presentation will be timed, and you will be held to the minutes allocated. Students are encouraged to use a variety of presentation methods.

Course Evaluation

The course is offered on an A-E basis. Criteria for passing the course are the following:

- Attendance and active participation in all sessions of class = 30 total points
- 3 article summaries @ 25 each for 75 total points
- 3 case reaction papers @ 25 each for 75 total points
- 1 article-length paper @ 100 total points
- 1 presentation to the *Ethics Committee* @ 75 total points

Total Points = 355

Thus, the point allocation for the course is as follows:

A= 355-319   B= 318-284   C= 283-248   E= 247 and below

Invitation for Further Discussion

You are encouraged to meet with me to discuss any matters raised in class about which you would like further assistance or consideration.

Schedule Note

The course outline below is tentative in nature, depending on class discussion as well as timely ethical issues that may arise during the semester. Because I anticipate intellectual engagement and divergence of opinion from class members and invited guests, from time to time, we may need to carry over one or more of the readings from the previous week into the next class period.

Course Outline

Date	*Topic*

September 3   **Introductions and Expectations, Ethical Grounding, and The Case of Jim**

September 10   **Understanding Ethical Frameworks**

Readings:
1.   Johnson, Ethical Issues: In Whose Best Interest? *Handbook on Ethical Issues in Aging,* pp. 1-23.
2.   Moody, Ethics in an Aging Society: Old Answers, New Questions, *Ethics in an Aging Society,* pp. 1-15.
3.   Holstein & Mitzen, Elders in the Community, *Ethics in Community-Based Elder Care,* pp. 3-16.
4.   Hofland, Ethics and Aging: An Historical Perspective, *Ethics in Community-Based Elder Care,* pp. 19-30.
5.   Waymack, Old Ethical Frameworks: What Works, What Doesn't? *Ethics in Community-Based Elder Care,* pp. 69-75.

Case Study Assignment #1: In the context of the readings, react to the case study of Hello, I'm Mrs. Ponte (Holstein & Mitzen), pp. 13-14.

September 17   **Ethical Frameworks Continued and Mid/Late Life Parenting**

Readings:
1.   Moody, Intergenerational Solidarity, *Ethics in an Aging Society,* pp. 229-242.
2.   Tronto, An Ethic of Care, *Ethics in Community-Based Elder Care,* pp. 60-68.
3.   Strong, (2002). Overview: A Framework for Reproductive Ethics, *Ethical Issues in Maternal-Fetal Medicine;* Roan (2002), Late-Late Motherhood, *Los Angeles Times* (handouts).
4.   McDonald et al., (2001). The postadoption experience, *Child Welfare* (handout).
5.   Dellmann-Jenkins, M., et al. (2001). Adults in expanded grandparent roles: Considerations for practice, policy, and research. *Educational Gerontology;* Williams, E. (2001).Grandparents Raising Grandchildren: Research and policy responses. The Gerontologist (handouts).

Potential Invited Guest: Ken Muse, M.D., Obstetrics and Gynecology, UK College of Medicine

September 24   **Research Concerning Older Adults**

Readings:
1.   Virnig, et al., Ethical Issues in Research on Aging, *Handbook on Ethical Issues in Aging,* pp. 289-304.
2.   Moody, Bioethics and Geriatric Health Care, *Ethics in an Aging Society,* pp. 19-40.

3.   Nuremberg Code (handout).
4.   Belmont Report (handout).
5.   Common Rule (Title 45 Code of Federal Regulations Part 46) (handout).

Potential Invited Guest: *Lucindia Shouse, Professional Associate, Office of Research Integrity*
Article Assignment: Article Summary #1

October 1   **Issues Dealing with Older Adults and Vulnerable Adults**

Readings:
1.   Moody, Generational Equity and Social Insurance, *Ethics in an Aging Society,* pp. 208-228.
2.   Kapp, Ethical Issues in Legal Care, *Handbook on Ethical Issues in Aging,* pp. 261-270.
3.   Heintz, Ethical Issues in the Care of the Judgment Impaired, *Handbook on Ethical Issues in Aging,* pp. 150-164.
4.   Antezberger, Ethical Issues in Personal Safety, *Handbook on Ethical Issues in Aging,* pp. 187-219
5.   Kane & Levin, Who's Safe, Who's Sorry, *Ethics in Community-Based Elder Care,* pp. 217-233.

October 8   **Culture, Selfhood, and Spirituality**

Readings:
1.   Ethical Issues in a Subculturally Diverse Society, *Handbook on Ethical Issues in Aging,* pp. 24-58.
2.   Moody, Cross-Cultural Geriatric Ethics, *Ethics in Community-Based Elder Care,* pp. 249- 260.
3.   Guinn, Addressing Prejudice, *Ethics in Community-Based Elder Care,* pp. 234-248.
4.   Crawford, Ethical Issues in a Religiously Diverse Society, *Handbook on Ethical Issues in Aging,* pp. 59-77.
5.   Suggs, Ethical Issues in Spiritual Care, *Handbook on Ethical Issues in Aging,* pp. 78-93.

Potential Invited Guest: *Reverend Jan Ramsey, Associate Professor, Luther Seminary, St. Paul,Minnesota*

October 15   **Broad Brush Strokes: The Ethical Care of Older Persons**

1.   Holstein, Bringing Ethics Home, *Ethics in Community-Based Elder Care,* pp. 31-50.
2.   Waymack, The Ethical Importance of Home Care, *Ethics in Community-Based Elder Care,* pp. 51-59.
3.   Back & Pearlman, Ethical Issues in Medical Care, *Handbook on Ethical Issues in Aging,* pp. 94-113.
4.   Marquis & Ide, Ethical Issues in the Quality of Care, *Handbook on Ethical Issues in Aging,* pp. 114-124.
5.   Holstein & McCurdy, Ethical Issues in Mental Health Care, *Handbook on Ethical Issues in Aging,* pp. 165-186.

Case Assignment #2:   *React to one of the cases presented in either Holstein (Reading #1) or Back & Pearlman (Reading #2).*

October 22   **Community-Based Elder Care**

Readings:
1.   McCurdy, Creating an Ethical Organization, *Ethics in Community-Based Elder Care,* pp.79-93.
2.   Mitzen, Organizational Ethics in a Nonprofit Agency, *Ethics in Community-Based Elder Care,* pp. 94-97.
3.   Golden & Sonneborn, Ethics in Clinical Practice With Older Adults, *Ethics in Community-Based Elder Care,* pp. 98-110.
4.   Stone & Yamada, Ethics and the Frontline Worker, *Ethics in Community-Based Elder Care,* pp. 111-121.
5.   O'Connor, When the Helper Needs Help, *Ethics in Community-Based Elder Care,* pp. 122-131.

6. Nelson & Nelson, Care at Home, *Ethics in Community-Based Elder Care,* pp. 132-141.

October 29   **When the Rubber Hits the Road: The Practice of Care Provision**

Readings:
1. Mitzen & Gruber, Ethical Issues in Nonfamily Care, *Handbook on Ethical Issues in Aging,* pp. 220-238.
2. Solomon, Ethical Issues in Family Care, *Handbook on Ethical Issues in Aging,* pp. 239-260.
3. Fireman, Dornberg-Less, & Moss, Mapping the Jungle, *Ethics in Community-Based Elder Care,* pp. 145-165.
4. Kuhn, Is Home Care Always the Best? *Ethics in Community-Based Elder Care,* pp. 187-199.
5. McCullough, et al., Ethical Issues in Long-Term Care, *Handbook on Ethical Issues in Aging*, pp. 305-325.

Article Assignment: *Article Summary #2*

November 5   **No Class.** *(Use time to work on reading, presentation, and paper).*

November 12   **Ethical Issues in Long-Term Care**

Readings:
1. Moody, The Long Goodbye, *Ethics in an Aging Society,* pp.91-108.
2. Moody, Ethical Dilemmas in the Nursing Home, *Ethics in an Aging Society,* pp. 109-133.
3. Moody, Acts of Intervention, *Ethics in an Aging Society,* pp. 134-157.
4. Moody, From Informed to Negotiated Consent, *Ethics in an Aging Society,* pp. 158-183.
5. Johnson, Ethical Issues in Decision Making, *Handbook on Ethical Issues in Aging,* pp. 326-339.

November 19   **Dilemmas of Alzheimer's Disease**

Readings:
1. Moody, Ethical Dilemmas of Alzheimer's Disease, *Ethics in an Aging Society,* pp. 41-70.
2. Post, The Moral Challenge of Alzheimer Disease, *The Moral Challenge of Alzheimer Disease,* pp. 1-19.
3. Post, The Family Caregiver, *The Moral Challenge of Alzheimer Disease,* pp. 20-43.
4. Post & Whitehouse, Fairhill Guidelines on Ethics and the Care of People with Alzheimer Disease, *The Moral Challenge of Alzheimer Disease,* pp. 44-65.
5. Post, Genetic Education for a Too-Hopeful Public, *The Moral Challenge of Alzheimer Disease,* pp. 66-77.

November 26   **Alzheimer's Disease and Other Illness in Its Final Stages**

Readings:
1. Post, The Humane Goal, *The Moral Challenge of Alzheimer Disease,* pp. 78-95.
2. Post & Circirella, Dying with Dignity, *The Moral Challenge of Alzheimer Disease,* pp. 96-109.
3. Post, An Argument against Assisted Suicide and Euthanasia in the Context of Progressive Dementia, *The Moral Challenge of Alzheimer Disease,* pp. 110-126.
4. Post, Toward a New Ethics of Dementia Care, *The Moral Challenge of Alzheimer Disease,* pp. 127-142.
5. Moody, "Rational Suicide" on Grounds of Old Age? *Ethics in an Aging Society,* pp. 71-88.

Potential Invited Guest: Thomas Garrity, Ph.D., Behavioral Science, College of Medicine

December 3   **End of Life**
Presentations to the Ethics Committee

Readings:
1. Moody, Should We Ration Health Care on Grounds of Age? *Ethics in an Aging Society,* pp. 187-207.
2. Lesnoff-Caravaglia, Ethical Issues in a High-Tech Society, *Handbook on Ethical Issues in Aging,* pp. 271-288.High, Ethical Issues in End of Life Care, *Handbook on Ethical Issues in*

Aging, pp. 126-149.
3. Ellingston & Fuller, A Good Death? *Ethics in Community-Based Elder Care,* pp. 200-207.

Article Assignment: Article Summary #3

December 10   **Presentations to the *Ethics Committee*. Papers Due.**

December: 17   **Ethics and Policy**
                          Presentations to the Ethics Committee

Readings:
1. Polivka, The Science and Ethics of Long-Term Care, *Ethics in Community-Based Elder Care,* pp. 263-275.
2. Holstein & Mitzen; Blaser; and Simon-Rusinowitz, Mahoney, & Benjamin, Paid Family Caregiving, *Ethics in Community-Based Elder Care,* pp. 276-296.
3. Noel, Ethics, the State, and Public Policy, *Ethics in Community-Based Elder Care,* pp. 297-310.
4. Achenbaum, Ethical Issues in Aging, *Handbook in Ethical Issues in Aging,* pp. 340-349.
5. Moody, Conclusion: Ethics, Aging, and Politics as a Vocation, *Ethics in an Aging Society,* pp. 243-249.

Potential Invited Guest: Harry Moody, Ph.D., Director of the Institute for Human Values in Aging, affiliated with the Brookdale Center on Aging of Hunter College

Case Assignment #3: From an ethical framework of your choice, identify and critique a previously proposed or presently proposed policy or piece of legislation at the state or national level, <u>OR,</u> write a letter to a legislator that helps guide him or her in ethical legislative decision making/voting.