



**MEMORANDUM**

**TO: Health Care Colleges Council**

**FROM: William G. Pfeifle, EdD**  
**Associate Dean for Academic Affairs**

**SUBJECT: Change Proposal for GRN 731 to Add Distance Learning**

**DATE: April 25, 2011**

The Department of Gerontology has submitted a course change proposal for GRN 731 Elder Mistreatment to add distance learning.

**NOTE: We would like to request provisional approval for Summer I and Fall 2011 semesters.**

This course change proposal has been reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to our college's established bylaws.

Further information about this course can be obtained by contacting the course director, Dr. Pam Teaster, via phone at 218-0196 or via email at [pteaster@uky.edu](mailto:pteaster@uky.edu).

## **MEMO**

**DATE: April 20, 2011**

TO: Associate Dean for Academic Affairs

FROM: Chair, Faculty Council

SUBJECT: Course Change Approval

GRN 731 Elder Mistreatment - Course Change Proposal (Add distance learning approval)  
Course change proposal was approved after the Distance Learning Form is corrected.

## **MEMO**

**DATE: March 1, 2011**

TO: Associate Dean for Academic Affairs

FROM: Chair, Academic Affairs Committee

SUBJECT: Course Change Approval

GRN 731 Elder Mistreatment - Course Change Proposal (Add distance learning approval)  
Course change proposal approved to add distance learning subject to minor revision.

## COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

<b>1. General Information</b>						
a.	Submitted by the College of:	Public Health	Today's Date:	1-6-11		
b.	Department/Division:	Gerontology				
c.	Is there a change in "ownership" of the course?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>			
	If YES, what college/department will offer the course instead?					
d.	What type of change is being proposed?	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor <sup>1</sup>			
e.	Contact Person Name:	Pamela B. Teaster	Email:	pteaster@uky.edu	Phone: 218-0196	
f.	Requested Effective Date:	<input type="checkbox"/> Semester Following Approval	OR	<input checked="" type="checkbox"/> Specific Term <sup>2</sup> :	Summer 2011	
<b>2. Designation and Description of Proposed Course</b>						
a.	<b>Current Prefix and Number:</b>	GRN 731	<b>Proposed Prefix &amp; Number:</b>	same		
b.	<b>Full Title:</b>	Elder Mistreatment	<b>Proposed Title:</b>	same		
c.	<b>Current Transcript Title</b> (if full title is more than 40 characters):	Elder Mistreatment				
c.	<b>Proposed Transcript Title</b> (if full title is more than 40 characters):	same				
d.	<b>Current Cross-listing:</b>	<input checked="" type="checkbox"/> N/A	OR	Currently Cross-listed with (Prefix & Number):		
	Proposed - <input type="checkbox"/> ADD Cross-listing (Prefix & Number):					
	Proposed - <input type="checkbox"/> Remove <sup>3,4</sup> Cross-listing (Prefix & Number):					
e.	<b>Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting and pattern type.</b>					
Current:	45	Lecture	Laboratory <sup>5</sup>	Recitation	Discussion	Indep. Study
		Clinical	Colloquium	Practicum	Research	Residency
		Seminar	Studio	Other – Please explain: <span style="background-color: gray; color: gray;">          </span>		
Proposed:	45	Lecture	Laboratory	Recitation	Discussion	Indep. Study
		Clinical	Colloquium	Practicum	Research	Residency
		Seminar	Studio	Other – Please explain:		
f.	<b>Current Grading System:</b>	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
	<b>Proposed Grading System:</b>	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
g.	<b>Current number of credit hours:</b>	3	<b>Proposed number of credit hours:</b>	3		

<sup>1</sup>See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate Council for normal processing and contact person is informed.

<sup>2</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approval are received.

<sup>3</sup>Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup>Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup>Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1)

## COURSE CHANGE FORM

<b>h.</b>	<b>Currently, is this course repeatable for additional credit?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	<i>If YES:</i> <i>Maximum number of credit hours:</i>		
	<i>If YES:</i> <i>Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>i.</b>	<b>Current Course Description for Bulletin:</b> Elder Mistreatment is a 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.		
	<i>Proposed Course Description for Bulletin:</i> 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.		
<b>j.</b>	<b>Current Prerequisites, if any:</b>	Graduate student status and/or permission of instructor.	
	<i>Proposed Prerequisites, if any:</i>	same	
<b>k.</b>	<b>Current Distance Learning (DL) Status:</b>	<input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input checked="" type="checkbox"/> Please Add <sup>6</sup> <input type="checkbox"/> Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/> ) that the proposed changes do not affect DL delivery.		
<b>l.</b>	<b>Current Supplementary Teaching Component, if any:</b>	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning <input type="checkbox"/> Both
	<i>Current Supplementary Teaching Component, if any:</i>	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning <input type="checkbox"/> Both
<b>3.</b>	<b>Currently, is this course taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<b>4.</b>	<b>Are significant changes in content/teaching objectives of the course being proposed?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, explain and offer brief rationale:		
<b>5.</b>	<b>Course Relationship to Program(s)</b>		
<b>a.</b>	<b>Are there other departments and/or programs that could be affected by the proposed change?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, identify the departments and/or programs:		
<b>b.</b>	<b>Will modifying this course result in a new requirement<sup>7</sup> for ANY program?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES <sup>7</sup> , list the program(s) here:		
<b>6.</b>	<b>Information to be Placed on Syllabus.</b>		
<b>a.</b>	<input type="checkbox"/> Check box if Changed to 400G or 500	If <u>changed to</u> 400G-or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4)	

<sup>6</sup>You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup>In order to change a program, a program change form must also be submitted.

## Signature Routing Log

### General Information:

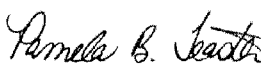


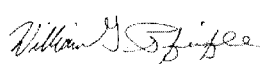
Course Prefix and Number: GRN 731

Proposal Contact Person Name: Pamela Teaster Phone: 218-0196 Email: pteaster@email.uky.edu  
Becki Flanagan Phone: 218-2092 Email: becki@uky.edu

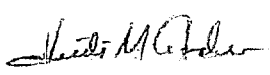
### INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

### Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Gerontology	1/6/2011	Pamela Teaster/218-0196/pteaster@email.uky.edu	
Academic Affairs Committee	3/1/2011	Jim Holsinger/323-6314/jwh@email.uky.edu	
Faculty Council	4/20/2011	Graham Rowles/218-0145/growl2@email.uky.edu	
Academic Dean	4/25/2011	William Pfeifle/218-2054/pfeifle@uky.edu	

### External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council	5/17/11		
Senate Council Approval		University Senate Approval	

### Comments:

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## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: GRN 731	Date: 01/03/11
Instructor Name: Pamela B. Teaster	Instructor Email: pteaster@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
	Hybrid <input type="checkbox"/>

<b>Curriculum and Instruction</b>	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Students will participate in this course, interacting with fellow students and faculty, via Blackboard. The syllabus is prepared in compliance with university guidelines.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>Students in this distance learning course will be provided with lectures and discussion thread in notes and PowerPoint formats on Blackboard. Each class session will require assigned text, required readings, participation in discussion boards, and presentation of current issues and events. Students are required to engage thoughtfully in discussion threads, write reaction memoranda, write a final paper, and prepare a final PowerPoint presentation.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Students will access Blackboard with their UK login and password. All assignments will be submitted to the professor via email or Blackboard. Student papers will be graded by the instructor and returned to students via PDF. Grades for interactive discussion will be provided to the student only by the instructor.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

## Distance Learning Form


This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Students taking this course have the same opportunity that traditional classroom student have in regards to financial aid, counseling, and other student services provided by the University.</p>
<b><i>Library and Learning Resources</i></b>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>There will be 1-3 online assignments per week that will be graded and used to assess student progress.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Computer labs are available to students throughout campus. Students are required to have access to a computer with an internet connection in order to take the class.</p>
<b><i>Student Services</i></b>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</p> <p>Technical assistance may be resolved by contacting CELT or IT Customer Service at the contact information on the syllabus. Students may also notify the instructor via email, telephone, or text message (provided on the syllabus) regarding technical problems that may impact assignment deadline.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>



## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC ( <a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a> ; 859-257-8272) and Information Technology Customer Service Center ( <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a> ; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"><li>○ "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li></ul> <input type="checkbox"/> Information on Distance Learning Library Services ( <a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a> ) <ul style="list-style-type: none"><li>○ Carla Cantagallo, DL Librarian</li><li>○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li><li>○ Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li><li>○ DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li></ul>
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL.  Instructor Name: Pamela B. Teaster, PhD  Instructor Signature:

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

**UNIVERSITY OF KENTUCKY**  
**COLLEGE OF PUBLIC HEALTH**

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**Course Syllabus**  
**GRN 731 Elder Mistreatment**

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**Location of Classroom:** 306C Health Sciences Building

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**Contact information**

**Instructor:** Pamela B. Teaster  
303B Health Sciences Building  
**Telephone:** 859.218.0196  
**E-mail:** [pteaster@uky.edu](mailto:pteaster@uky.edu)  
**Virtual Office Hours:** Adobe Connect on Tuesdays, 5:30 – 6:00 p.m.; others are by appointment

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**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 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 Prerequisites**

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

**Course Objectives**

The objectives of the course are these:

- a) Illustrate the phenomena of abuse specifically as it affects older adults in community and facility settings
- b) Consider how the concept of ageism affects intervention and prevention aspects of elder mistreatment
- c) Define elder mistreatment as it cuts across a variety of disciplines that intersect with public health (e.g., law, social work, medicine, pharmacy, allied health).

**College of Public Health Objectives in the Departments of Gerontology and Human Behavior**

There are themes that so central to the mission of the College of Public Health 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.

## **Public Health Competencies for *Elder Mistreatment***

### **Analytic/Assessment Skills**

1. Assesses the health status of populations and their related determinants of health and illnesses
2. Employs ethical principles in the collection, maintenance, use, and dissemination of data and information
3. Interprets quantitative and qualitative data
4. Utilizes data to address scientific, political, ethical, and social public health issues

### **Policy Development/Program Planning Skills**

1. Analyzes information relevant to specific public health policy issues
2. Utilizes decision analysis for policy development and program planning

### **Communication Skills**

1. Assesses the health literacy of populations served
2. Solicits input from individuals and organizations
3. Presents demographic, statistical, programmatic, and scientific information for use by professional and lay audiences

### **Cultural Competency Skills**

1. Incorporates strategies for interacting with persons from diverse backgrounds
2. Considers the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services

### **Leadership and Systems Thinking Skills**

1. Identifies internal and external problems that may affect the delivery of essential public health services
2. Promotes individual, team and organizational learning opportunities

### **Student Learning Outcomes:**

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.

### **Textbooks**

#### ***Required Textbooks***

Bonnie, R.J., & Wallace, R.B. (Eds). (2003). *Elder mistreatment: Abuse, neglect and exploitation in an aging America*. Washington, D.C.: National Academies Press.

Nerenberg, L. (2008). *Elder abuse prevention: Emerging trends and promising strategies*. New York: Springer Publishing Company.

**NOTE: The required textbooks are available at your friendly Amazon.com or other Internet bookstores, but you will need to rush shipping for them because you will need to begin reading the first week of the 4 week session.**

### ***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 (5<sup>th</sup> 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.

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

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.

### **Course Requirements and Learner Evaluation**

The final evaluation in the course is based on each student's grades on the Reaction Memoranda (4), Quizzes (4), Discussion Thread Comments (weekly), final paper, and presentation. Specific components of the course are explained in greater detail below.

Student assessment of the course will be conducted online through University evaluation documents.

### **Technical Requirements for the Course:**

#### **Minimum Technology Requirements:**

Complete the following steps to make sure your computer is correctly configured and the necessary software is installed. **Note: You will not be able to access course material if you fail to complete these steps.**

1. Go to this site to check the **minimum hardware, software and browser requirements**:<http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>
2. Internet Explorer is NOT recommended for Blackboard. **Firefox is the recommended Internet browser for the course.** Go to <https://download.uky.edu/> to download a free version of Firefox. Log in with your **LINK BLUE** id and password and search for **Firefox**.
3. Go to <http://java.com> and click on the **Free Java Download** button. Run the installer to get the latest version.
4. You will also need **Flash, Adobe Acrobat Reader and QuickTime** movie player. Go to <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx> then click **BbGO!** If you do not have these installed, you can download them from this site.
5. To download **Windows Media Player**, click this link:  
<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>

6. Students and faculty can download **Microsoft Office Suite** (including Word and PowerPoint) from this site: <https://download.uky.edu/>.

7. Run this link to check your computer for Adobe Connect readiness:  
[http://ukconnect.acrobat.com/common/help/en/support/meeting\\_test.htm](http://ukconnect.acrobat.com/common/help/en/support/meeting_test.htm)

**If you experience technical difficulties contact:**

UKIT Customer Service Center at 859-218-HELP (4357), <http://www.uky.edu/UKIT/> or by e-mail at [helpdesk@uky.edu](mailto:helpdesk@uky.edu).

Teaching and Academic Support Center (TASC) <http://www.uky.edu/TASC/index.php>

Please also inform the course instructor when you are having technical difficulties.

**Bb 101 for First-Time Online Students**

This is a brief introduction for students using Blackboard for the first time.

- Go to <http://elearning.uky.edu> and log in with your **Link Blue ID**.
- Click on the Courses link near the top left of the page (to the right of My Bb and under the Library tab).
- In the Course Search line, type **Bb9-101** (exactly as you see it there, including the hyphen).
- Find the Course ID (first column) **Bb9-101-OnLine-Stu**, and click the down arrow next to the Course ID. Click **Enroll** then **Submit**.

**Distance Learning Library Services**

(<http://www.uky.edu/Libraries/DLLS>)

- Carla Cantagallo, DL Librarian, Email: [dlservice@email.uky.edu](mailto:dlservice@email.uky.edu)
- Local phone number: 859. 257.0500, ext. 2171;
- Long-distance phone number: (800) 828-0439 (option #6)

**Preferred Method for Reaching Instructor:** e-mail, office phone provided above.

**Maximum Timeframe for Responding to Student Communications:** Average response time of 48 hours M-F.

**Blackboard and E-mail Communication**

Blackboard and 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.

Blackboard participation accounts for 100 points of your final grade. Blackboard will utilize class readings in the form of discussion questions from the weekly topics and readings. Assignments on Blackboard are expected to be completed by the listed due date (midnight on Thursdays). We will have 4 discussion threads (25 points each), and your response will be graded on your thorough answer of the questions and evidence that you have read and integrated present and past readings.

**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.

**Paper** (Due June 7 @ 5:00p)

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 12 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 May 24th and provide your instructor a prospectus no later than on May 27th.

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.

**Presentation** (Due June 7<sup>th</sup> @ 5:00p)

Each class member will present his or her paper *vis a vis* a Powerpoint presentation. Students are encouraged to vary the slides in Powerpoint in order to enhance our understanding.

**Point Allotment for the Evaluation Assignments Referenced Above**

	<u>Point Allotment</u>
Reading Reaction Memoranda (4 @ 50 points each)	200
Blackboard Postings (4 total=1 weekly, 25 points each)	100
Powerpoint Presentation	100
Final Paper	<u>100</u>
<b>TOTAL</b>	<b>500</b>

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

A =500-450; B =449-400; C =399-350; E= 349 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.

**Instructor Expectations**

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 non-attendance for grading purposes.
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@civicrosearchinstitute.com](mailto:order@civicrosearchinstitute.com)
  - International Network for the Prevention of Elder Abuse, website: [www.inpea.org](http://www.inpea.org)
  - Elder Justice Coalition, website: [www.elderjusticecoalition.org](http://www.elderjusticecoalition.org)

### **Attendance**

All course materials are online and it is YOUR responsibility to access material in a timely manner. To help keep you on track I have provided a Course Schedule that you should follow. The schedule is at the end of this syllabus. This is a 4-week graduate course: You are expected to spend a MINIMUM of 4 hours per day (5 days a week) working with the course material (including reading, writing, interacting with other students in the course, etc.).

*Excused Absences:* S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: 1) serious illness; 2) illness or death of family member; 3) University-related trips; 4) major religious holidays; 5) other circumstances the instructor finds to be "reasonable cause for nonattendance." Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754). Make-up opportunity: When there is an excused absence, students will be given the opportunity to make up missed work and/or exams.

It is the student's responsibility to inform the instructor of the absence, preferably in advance, but no later than one week after it. Verification of Absences Senate Rule 5.2.4.2 states that faculty members have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. The University Health Services (UHS) will provide a printed statement that specifies that the University Health Services does not give excuses for absences from class due to illness or injury. It will be possible for these forms to be date stamped so as to show that students went to the trouble of going to University Health Services. It does not mean, however, that a student was actually seen by a physician or a nurse. If there have been multiple or prolonged absences from class and was seen by UHS, a student may be asked to sign a release of information form (available from UHS) that will give permission for the staff to talk with the instructor.

### **Class Participation/Presentation**

Class members should participate fully in the online format of this course. Divergent opinions are welcome and expected. 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.

### **Academic honesty**

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent

your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. Please see the University's policies concerning the consequences for plagiarism. Source: [www.uky.edu/ombud/plagerism.pdf](http://www.uky.edu/ombud/plagerism.pdf) Policy: [www.uky.edu/usc/new/rulesandregulationsmark.htm](http://www.uky.edu/usc/new/rulesandregulationsmark.htm)

### **Accommodations**

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center well in advance of taking the course. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation, which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director, at 859.257.2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)

### **Inclement Weather**

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at <http://www.uky.edu/MicroLabs/documents/p-weather.pdf> or you can call (859) 257-5684.

### **Late Work Policy**

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

### **Excused absences policy**

Attendance, excused absences and make-up opportunities for this course will conform to the course policies established by the Office of Academic Ombud Services as found at [www.uky.edu/Ombud/policies.php](http://www.uky.edu/Ombud/policies.php)

### **Appropriate Online Behavior:**

Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages.

Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language). Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).

Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).



Personal comments about other users and their views should not be placed in any of our Blackboard course areas that are viewable by other users.

Do not copy private messages to another person without the author's explicit permission.

Consult the UK Student Rights and Responsibilities regarding the steps for addressing unresolved academic issues at <http://www.uky.edu/StudentAffairs/Code/part2.html>

### **Tentative Schedule of Assignments**

**Note:** The schedule of assignments may be subject to change, should unforeseen circumstances require its alteration.

Date                      Topic

May 10                      **Introductions, Requirements, Expectations**  
**Opening Case Discussion of Elder Mistreatment**  
**Toward a Common Understanding of Aging and Elder Mistreatment**  
**Types of Mistreatment and Reasons for its Occurrence**  
**Risk Factors and Assessment**

Readings/Viewings:

1. Bonnie and Wallace, Chapters 1-6
2. Nerenberg, Chapters 1 & 2
3. Video links (on Mickey Rooney testimony) will be posted on Blackboard

Reading Reaction Memorandum #1 for the May 10th readings are due by 12:00a on Monday, May 16<sup>th</sup>.

Instructor postings for this week's readings (Discussion Board) on will go up on Tuesday, May 10<sup>th</sup> by 5:00p; student posting to the question(s) should be completed by 12:00a May 13<sup>th</sup>.

May 17                      **Regarding Intervention**  
**Ethics and Elder Mistreatment**  
**Prevention, More Intervention, and the "Helping" Landscape (Memorandum #2)**  
**The Medical Community and Elder Abuse (guest speaker, Amanda Sokan)**

Readings:

1. Bonnie and Wallace, Chapter 7, 8, 11, 12
2. Nerenberg, Chapter 3-8
3. President's Council on Bioethics. (2005). *Taking care: Ethical caregiving in our aging society*. Washington, D.C. Chapters 3 and 4. (handout)
4. O'Brien, J. G. (2010). A physician's perspective: Elder abuse and neglect over 25 years. *Journal of Elder Abuse and Neglect*, 22(1-2): 94-106.
5. Video link (on Amanda Sokan) will be posted on Blackboard

Reading Reaction Memorandum #2 for the May 17<sup>th</sup> readings are due by 12:00a on Monday, May 24<sup>th</sup>

Instructor postings for this week's readings (Discussion Board) on will go up on Tuesday, May 17<sup>th</sup> by 5:00p; student posting to the question(s) should be completed by 12:00a May 20<sup>th</sup>.

Identify Paper/Presentation Topic for Teaster

May 24                      **The Legal Community and Elder Mistreatment (guest speakers, Gerald Teaster,**

Robert Blancato, Matz Blancato, Inc., Founder, Elder Justice Coalition)  
**Policy Initiatives and Elder Mistreatment**

Readings:

1. Bonnie and Wallace, Chapter 13
2. Connelly, M.T. (2010). *Journal of Elder Abuse and Neglect*, 14(1): 61-77. (handout)
3. Case study, *handout*.
4. Perspectives. (2002). *Journal of Elder Abuse and Neglect*, 14(2/3): 181-207. (handout)
5. The Elder Justice Act, (*directions for reading provided*)
6. Video links (on Gerald Teaster and Bob Blancato) will be posted on Blackboard

Reading Reaction Memorandum #3 for the May 24<sup>th</sup> readings are due by 12:00a on Monday, May 30<sup>th</sup>

Instructor postings for this week's readings (Discussion Board) on will go up on Tuesday, May 24<sup>th</sup> by 5:00p; student posting to the question(s) should be completed by 12:00a May 27<sup>th</sup>.

Paper/Presentation Outline to Teaster

May 31            **Adult Protective Services and Elder Mistreatment (Memorandum #3)**  
**Domestic Violence and Elder Abuse** (Special Guest, James Grace)

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. (2010). Public policy, elder abuse, and Adult Protective Services. *Journal of Elder Abuse and Neglect*. 22(1-2): 16-36. (handout)
4. Bonnie and Wallace, Chapter 10, 14, & 15
5. Teaster, P.B., Roberto, K.A., & Dugar, T.D. (2006). Intimate partner violence of rural aging women. *Family Relations*, 55, 636-648.(handout)
6. Teaster, P.B., Otto, J.M., Dugar, T.D., Mendiondo, M.S., Abner, E.L., Cecil, K.A. (2006). *The 2004 survey of state Adult Protective Services: Abuse of adults 60 years of age and older*. Report to the National Center on Elder Abuse, Administration on Aging, Washington, D.C., 45p
7. Video links (Jim Grace and *Unheard Cries*) will be posted on Blackboard

Reading Reaction Memorandum #4 for the May 31<sup>st</sup> readings are due by 12:00a on Monday, June 6<sup>th</sup>.

Instructor postings for this week's readings (Discussion Board) on will go up on Tuesday, June 1<sup>st</sup> by 5:00p; student posting to the question(s) should be completed by 12:00a June 2nd.

June 7            **Research and Elder Mistreatment** (Special Guest, Tenzin Wangmo)  
**Presentations/ Final Paper Due (Powerpoint Presentations Should be Posted to Blackboard)**

Reading:

1. Nerenberg, Chapters 9 and 10
2. Video link (on Tenzin Wangmo) will be posted on Blackboard
3. Review all posted Powerpoint Presentations

*Final paper and powerpoint, posted to Blackboard, due by 5:00p on Tuesday, June 7th*