ELDER CRIME VICTIMIZATION

Criminal Justice 5370.01 (82504)   Fall 2017
Academic Community Engagement and Distance Education Course
https://shsu.blackboard.com/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_567_1

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REPORTING ELDER ABUSE

Call the police or 9-1-1 immediately if you are aware of an elder who is in immediate, life-threatening danger.

If you suspect abuse, neglect or exploitation, you should report it. Most states require those in the helping professions to report suspected abuse. In 8 states [including **Texas], ANY person suspecting abuse is obliged to report it.**

Go to NCEA (https://ncea.acl.gov) to get the Adult Protective Services contact information for your State.

Also, you can reach the Eldercare Locator by telephone at **1-800-677-1116**. Specially trained operators will refer you to a local agency that can help. The Eldercare Locator is open Monday through Friday, 9 a.m. to 8 p.m. Eastern Time.

COURSE DESCRIPTION

This course offers graduate students a combination of a broad-based study of the social, physical and psychological dynamics of aging, coupled with an advanced understanding of elder abuse, neglect and exploitation. This includes the incidence and prevalence of these crimes as well as prevailing theoretical perspectives related to causality. Particular attention will also be paid to inter-professional collaborations in response to these offenses, as well as elder abuse and the law. The course will also explore long-range trends in aging in the U.S. and initiatives to protect the population's eldest members.

COURSE OBJECTIVES

At the completion of this course, students will be able to:

- ✓ Summarize the major social, biological and psychological changes associated with aging;

- ✓ List the major physical and mental indicators of different types of elder abuse, neglect and exploitation of older persons;

- ✓ Describe and give examples of the major explanations for elder crime victimization;

- ✓ Demonstrate mastery of course material by completing a field-based Academic Community Engagement (ACE) Project; and

- ✓ Make specific recommendations for at least two strategic initiatives to improve services and remedies for elder crime victims.

REQUIRED TEXTBOOK

Brandl, B. (2007). *Elder Abuse Detection and Intervention: A Collaborative Approach.* New York: Springer Publishing Company. ISBN: 0-8261-3114-X
  Available online as E-book or Rental
- Also available as E-Book from Newton Gresham Library: http://library.shsu.edu/

OPTIONAL TEXTBOOK

Quadagno, J. (2014). *Aging and the Life Course; An Introduction to Social Gerontology,* 6th edition. New York, NY: McGraw-Hill Companies, Inc. ISBN: 978-0-07-802685-0 Available online as E-book or Rental. This book is also available for 4-hour Reserve at the Main Campus Newton-Gresham Library: http://library.shsu.edu/

BOOK REVIEW 1 (CHOOSE ONE)

Broyles, Frank. 2006. *Coach Frank Broyles Playbook for Alzheimer's Caregivers.* http://shop.alz.org or http://www.broylesfoundation.com/?page_id=117

Chast, Roz. 2014. *Can't We Talk about Something More Pleasant? A Memoir.* New York: Bloomsbury USA. ISBN: 1608198065

Hodgman, George. 2015. *Bettyville.* Penguin/Random House (& Viking Press). ISBN: 0525427201

 AND

BOOK REVIEW 2 (ALL MUST REVIEW)

Diamond, Timothy. 1995. *Making Gray Gold; Narratives of Nursing Home Care.* Chicago: U. of Chicago Press Books. ISBN: 978-0226144740

ADDITIONAL READINGS IN COURSE SCHEDULE (BELOW)

- Alzheimer's Association: http://www.alz.org/index.asp

- AARP: http://member.aarp.org/?_ga=1.107499906.1611482051.1427487009

- American Bar Association Commission on Law & Aging:
  http://www.americanbar.org/groups/law_aging.html

- Better Business Bureau of Greater Houston and Galveston: http://houston.bbb.org/Contact-BBB/

- Centers for Disease Control & Prevention, "Healthy Aging" http://www.cdc.gov/aging/index.html

- Center of Excellence on Elder Abuse and Neglect: http://www.centeronelderabuse.org/

- Centers for Medicare and Medicaid Services https: //www.cms.gov/Research-Statistics-Data-and-Systems/Research-Statistics-Data-and-Systems.html

- Centers for Medicare and Medicaid Services "Nursing Home Quality Initiative"
  https://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment-Instruments/NursingHomeQualityInits/index.html

- Elder Justice Initiative (USDOJ): http://www.justice.gov/elderjustice/contact/

- Houston Financial Abuse Specialist Team (H-FAST)
  https://sites.google.com/site/hfasteam/answers-to-your-questions

- International Association of Chiefs of Police: http://www.theiacp.org/

- Justice Clearinghouse: http://justiceclearinghouse.com/feature/elder-abuse/

- National Adult Protective Services Association: http://www.napsa-now.org/

- National Institute on Aging, Age Pages: https://www.nia.nih.gov/health/publication

- National Center on Elder Abuse (NCEA) https://ncea.acl.gov

- National Center on Elder Abuse Listserv: https://ncea.acl.gov/connectwithus/stayintouch-listserv.html

- National Consumer Voice for Quality Long-term Care: http://theconsumervoice.org/

- National Long Term Care Ombudsman Resource Center: http://ltcombudsman.org/

- Office for Victims of Crime, Elder Abuse/Mistreatment Page:
  http://ovc.ncjrs.gov/topic.aspx?topicid=100

- Office on Violence against Women (USDOJ): http://www.justice.gov/ovw

- Texas Elder Abuse & Mistreatment Team
  http://www.dfps.state.tx.us/Adult_Protection/About_Adult_Protective_Services/team.asp

- Texas Department of Protective & Regulatory Services; "It's Everyone's Business"
  http://www.dfps.state.tx.us/everyonesbusiness/News_Releases/default.asp

- UT Health Science Center Consortium on Aging: https://www.uth.edu/aging/geriatric-education/training-videos.htm

NATIONAL ADVOCATE CREDENTIALING PROGRAM

CRIJ 5370 has been approved by the National Advocate Credentialing Program (NACP) for Credentialed Advocate CEUs (45 hours) and can be applied towards the *Basic or Advanced Specialty training* requirements. For more information about the NACP credentialing, click on http://www.trynova.org/help-crime-victim/nacp/ .

COURSE REQUIREMENTS

	Points
Group Discussions (5) @ 10 points each	50
ACE Reports	10
Book Review #1	15
Book Review #2	15
Final Examination	10
Total	100

ACADEMIC COMMUNITY ENGAGEMENT PROJECTS

This Academic Community Engagement (ACE) project is especially designed to foster civic engagement. In this course, students will not only become familiar with the theories, skills and content in *Elder Crime Victimization* but will use this knowledge to propose improvements in the quality of life for elders in your community, directly or through agencies that serve senior adults.

It is estimated that you will spend 9-10 hours of your time this semester on this term project related to aging and/or elder abuse. Each of you will: (1) select an agency, organization or at least three senior adults in your community, (2) determine a problem or program need that they or their elder client constituents could use assistance with, (3) develop a proposed remedy for the problem, (4) deliver this program or remedy, (5) solicit their feedback on the effectiveness of your intervention, (6) write up this ACE project in the form of a report, (7) share it with your classmates and (8) receive peer comments about the project.

Details of this ACE project are found in the ACE link of our course dropdown menu.

(Also, you may learn more about SHSU Community Engagement at: http://www.shsu.edu/academics/cce/index.html)

GRADING

90-100 points	A	80-89 points	B	70-79 points	C	<70 points	D

STUDENT ACADEMIC POLICIES

Policies related to Attendance, Academic Honesty, Disabled Student and Services for Disabled Students, and Absences on Religious Holy days may be found at: http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html

SafeAssign anti-plagiarism software will be used in this course.

Because this is a distance learning course, your class attendance will be based upon your participation in weekly assignments.

TOLERANCE

You are expected to be courteous and respectful in everything you communicate online in this course. You can state your thoughts, including disagreements with other students, but do so in a socially acceptable way. Anyone using profanity or derogatory language may be subject to dismissal from the class or referral to the Dean of Undergraduate Studies.

LATE ASSIGNMENTS & MAKE-UP POLICY

Late assignments are not accepted without express prior approval. Even with prior approval, more than two late assignments will result in a maximum grade of "C" for this course.

COURSE INCOMPLETES

University policy specifies that any student who seeks an Incomplete for a course must have passed a minimum of 50% of the course requirements with a C or better and have extenuating circumstances (e.g., documented health problems) that prevent him or her from completing the course.

USE OF TELEPHONES AND TEXT MESSENGERS IN ACADEMIC CLASSROOMS AND FACILITIES

http://www.shsu.edu/dept/academic-affairs/aps/aps-curriculum.html

SHSU ONLINE SUPPORT DESK

This is for problems with videos, course tools or features, course access, browser / plugin / display issues, or help with wikis, blogs, podcasts, or installation of Respondus Lock Down Browser.

MON. - FRI.	SATURDAY	SUNDAY
24*HRS*	7 a.m. - Midnight	1 p.m. - Midnight

936.294.2780

Toll-free: 877.759.2232
@blackboardshsu

online.shsu.edu/support
blackboard@shsu.edu

*The SHSU Online Support Desk is closed during university holidays and observes shorter hours during interim sessions.

IT@SAM HELP DESK

This is for problems or questions about computers on campus, or to reset your password.

Email: helpdesk@shsu.edu
Phone: 936.294.1950
Hours: Mon. - Thurs. 8:00am - 9:00pm
Fri. 8:00am - 6:00pm

YOUR PROFESSOR

   This is if you need to reset a test or quiz, have questions about your course content, grades, discussion board participation, or when assignments are due. Read your syllabus, professor/staff information, or virtual office for contact information.

SHSU ONLINE

   This is for questions about online programs or admission requirements.
Email: delta@shsu.edu
Phone: 936.294.2420
Hours: Mon. - Fri. 8:00am - 5:00pm

ACADEMIC ENRICHMENT

   As a student of Sam Houston State University, several valuable resources are available to you with all of your courses. These include:

 **Student Advising and Mentoring (SAM) Center http://www.shsu.edu/~sam_www/
 **Sam Houston Reading and Writing Center http://www.shsu.edu/~rdg_www/

ACADEMIC CALENDAR

See http://www.shsu.edu/~reg_www/academic_calendar/

SEE NEXT PAGE FOR COURSE SCHEDULE & OUTLINE

COURSE SCHEDULE & OUTLINE
(Note: This schedule is subject to change as needed and will be posted on the course website.)

MODULES/DATES	TOPICS / READINGS-VIDEOS / TASKS

MODULE 1
 	
AUGUST 23-27
	Topic
	   Welcome & Introductions
	
	Readings/Videos
	   Study Syllabus
	
	Tasks
	   Rent or buy textbooks
	   Introduce Yourself to the Class (by August 27)

MODULE 2
 	
AUGUST 27 –
SEPTEMBER 3
	Topics
	   Aging in the 21st Century
	   Demographics and Social Aspects of Aging
	
	Readings/ Videos
	   Quadagno, Chapters 4, 8, 9
	   AARP website
	   National Institute on Aging website
	
	Tasks
	   Study Lecture Notes
	   Submit or visit Virtual Office for student questions
	   Complete Group Discussion 1 (Step 1 Wed. Aug. 30
	                    & Step 2 Sun. Sept. 3 Deadlines)

MODULE 3
 	
SEPTEMBER 3-10
	Topic
	   Physical Aspects of Aging
	
	Readings/ Videos
	   Quadagno Chapters 6, 11
	    "Healthy Aging" – Review in Centers for Disease Control & Prevention website
	
	    "Vulnerable Adult Abuse," Justice Clearinghouse Video
	
	Tasks
	   Study Lecture Notes
	   Submit or visit Virtual Office for student questions
	   Subscribe to Justice Clearinghouse Training Videos
	              (see Instructions under Course Content)
	   Begin work on Caregiver Book Review 1

MODULES/DATES	TOPICS / READINGS / TASKS

MODULE 4
 	
SEPTEMBER 10-17
	Topic
	   Psychological Aspects of Aging
	
	Readings/ Videos
	   Quadagno, Chapter 7
	   Alzheimer's Association "Safe Return Program for Law Enforcement" – website
	
	 Tasks
	   Study Lecture Notes
	   Submit or visit Virtual Office for student questions
	   Continue work on Caregiver Book Review 1

MODULE 5
 	
SEPTEMBER 17-24
	Topic
	   Economic Aspects of Aging
	
	Readings/ Videos
	   Quadagno, Chapters 5, 14, 15
	   Centers for Medicare & Medicaid Services – visit website
	   Houston Financial Abuse Specialist Team (H-FAST) – visit website
	
	   "Later Life Planning Care Conversations……" *Journal of Applied Gerontology*
	
	Tasks
	   Study Lecture Notes
	   Submit or visit Virtual Office for student questions
	
	   Caregiver Book Review #1 due September 24 (11:59 p.m. CST)

MODULE 6
 	
SEPTEMBER 24 – OCTOBER 1
	Topics
	   Historical Context of Elder Abuse
	   Defining Elder Abuse
	
	Readings/ Videos
	   Brandl, et al., Chapters 1 & 2
	   Natl. Center on Elder Abuse – visit website
	   Center of Excellence on Elder Abuse & Neglect – visit website
	
	Tasks
	   Study Lecture Notes
	   Submit or visit Virtual Office for student questions
	
	   Work on ACE Projects

MODULES/DATES	TOPICS / READINGS / TASKS

MODULE 7
 	
OCTOBER 1-8
	Topics
	    Dynamics of Elder Abuse
	    Identification & Reporting
	
	Readings/ Videos
	    Brandl, et al., Chapters 3 & 4
	
	    National Adult Protective Services Association http://www.napsa-now.org/
	
	    "The Hidden Nature of Elder Abuse," Justice Clearinghouse Video
	
	     "How Case Characteristics Differ across Four Types of Elder
	    Maltreatment:…"*Journal of Applied Gerontology*
	
	Tasks
	    Study Lecture Notes
	    Submit or visit Virtual Office for student questions
	
	    **Complete Group Discussion 2 (Step 1 Wed. Oct. 4
	                                    & Step 2 Sun. Oct. 8 Deadlines)**
	
	    Continue working on ACE Projects

MODULE 8
 	
OCTOBER 8-15
	Topics
	    Systemic Responses to Elder Abuse
	    Collaborative Efforts; Benefits & Obstacles
	
	Readings/ Videos
	    Brandl, et al., Chapters 5 & 6
	
	Tasks
	    Study Lecture Notes
	    Submit or visit Virtual Office for student questions
	
	    ACE Project Plan due to Dr. Titterington Oct. 15 (11:59 CST)

MODULE 9
 	
OCTOBER 15-22
	Topics
	    Effective Intervention & Informal Collaboration
	    Team Processes
	
	Readings/ Videos
	    Brandl, et al., Chapters 7 & 8
	
	Tasks
	    Study Lecture Notes
	    Submit or visit Virtual Office for student questions
	
	    **Complete Group Discussion 3 (Step 1 Wed. Oct. 18
	                                    & Step 2 Sun. Oct. 22 Deadlines)**

MODULES/DATES	TOPICS / READINGS / TASKS

MODULE 10
 	
OCTOBER 22-29
	Topics
	    Work of a Case Management Team
	    Enhancing Victim Safety via Collaboration
	
	Readings/ Videos
	    Brandl, et al., Chapters 9 & 10
	
	Tasks
	    Study Lecture Notes
	    Submit or visit Virtual Office for student questions
	
	    Begin work on *Making Gray Gold* Book Review #2

MODULE 11
 	
OCTOBER 29 – NOVEMBER 5
	Topics
	    Holding Abusers Accountable
	    Systems Review & Change
	
	Readings/ Videos
	    Brandl, et al., Chapters 11 & 12
	    ABA Commission on Law & Aging – visit website
	
	    "Successful Investigation & Prosecution of Elder Abuse,"
	        Justice Clearinghouse Video
	Tasks
	    Study Lecture Notes
	    Submit or visit Virtual Office for student questions
	    Complete Group Discussion 4 (Step 1 Wed. Nov. 1
	                              & Step 2 Sun. Nov. 5 Deadlines)
	
	    Continue Work on *Making Gray Gold* Book Review #2

MODULE 12
 	
NOVEMBER 5-12
	Topic
	    Caring for the Frail Elderly
	
	Readings/ Videos
	    Quadagno, Chapters 5, 14
	    National Consumer Voice for Quality Long-term Care – visit website
	    Centers for Medicare & Medicaid Services – visit website
	
	    "Health Care Provision for Older Persons: The Interplay between Ageism and Elder Neglect" *Journal of Applied Gerontology*
	
	Tasks
	    Study Lecture Notes
	    Submit or visit Virtual Office for student questions
	
	    Continue Work on *Making Gray Gold* Book Review #2

MODULES/DATES	TOPICS / READINGS / TASKS
MODULE 13 **NOVEMBER 12-19**	**Topic** Institutional Elder Abuse **Readings/Videos** National Long Term Care Ombudsman Resource Center http://ltcombudsman.org/ **Readings** Quadagno, Chapter 12 "Dementia in Relation to Family Caregiver Involvement and Burden in Long-Term Care" *Journal of Applied Gerontology* **Tasks** Study Lecture Notes Submit or visit Virtual Office for student questions *Making Gray Gold* **Book Review #2 due November 19 (11:59 CST)**
NOVEMBER 22-24	**Thanksgiving Break !!**
MODULE 14 **NOVEMBER 26 – DECEMBER 3**	**Topic** Strategies to End Elder Abuse **Readings/ Videos** Quadagno, Chapter 16 Brandl, et al., Chapter 13 **Tasks** Study Lecture Notes Submit or visit Virtual Office for student questions **Submit ACE Reports in ACE Project Dropbox for Dr. Titterington (Nov. 26)** **Complete Group Discussion 5** **(Step 1 Wed. Nov. 29 & Step 2 Sun, Dec. 3 Deadlines)**
MODULE 15 **DECEMBER 3-6**	**Final Examination** **National Center on Elder Abuse, Elder Justice Roadmap Project** Exam **opens**: 12:01 a.m. **Dec. 3 (Sunday)** Exam **closes**: 11:59 p.m. **Dec. 6 (Wednesday)**
DECEMBER 8,9	**Fall Commencement – Bernard J. Johnson Coliseum**