



Course Syllabus

Course Number:	GERON 3220/5220, section 090
Title:	Caregiving & Aging Families
Current Semester:	Spring 2019
Total Credits:	3
Didactic Credits:	3
Clinical Credits:	0
Academic Terms Offered:	Spring Semester
Faculty:	Dr. Katarina Friberg Felsted, PhD
Designation:	Community Engaged Learning (CEL)
Meeting Time and Location:	This course is fully online and asynchronous
Faculty Office Hours:	By appointment. In person, or via Skype, or over the phone

Course Description:

The course addresses issues facing caregivers, how the caregiving role impacts other areas of their lives, and the impact caregiving has on the way caregivers are viewed by professionals and peers. Research findings, materials depicting caregiving experiences, off-site visits and texts based on community experiences with caregiving are used to provide practical information about dealing with caregiving issues and aging family members. Students, family members, friends, and professionals are equipped with information to provide quality care for older adults while taking care of their own needs for respite and support.

Please note: This course is an environment where all identities are respected.

Didactic Course Objectives:

By the end of the semester, the student will:

1. Identify/ Differentiate the changing demographics and roles associated with caregiving.
2. U: Describe the changes associated with aging as well as the common health problems caregivers may face themselves.

G: Analyze the changes of aging and examine the impact of common health problems that caregivers may face themselves.
3. Enumerate/Summarize and discover/categorize ways in which family caregivers can remain healthy.
4. Assess a caregiver mentor to determine/ construct the needed resources and services.
5. Research and indicate/ evaluate available caregiver resources.
6. Develop/ Prepare a written plan and advise/guide the caregiver based on the mentoring and assessment process.

Teaching Methods:

Experiential learning, module notes, discussions, assigned resources, case studies.

Cross listing:

This course is crosslisted as geron 3220 (undergraduate) and geron 5220 (graduate). Please be sure you are registered for the right class. When you log into Canvas, you will see geron 3220 as all sections are crosslisted. Check in the campus information system (your CIS portal) to make sure you are registered for the correct 3220 or 5220 course. More quality in each assignment and assessment is expected of the 5220 level student and they are graded more critically.

Evaluation:

Evaluation includes the quality and depth of participation in discussions, assigned exercises, and written assignments. On line attendance is gauged by CANVAS analytics, where individual student participation is assessed through such means as

participation in discussion boards, accessing CANVAS modules, and overall time spent inside the course. Participation may be evaluated in additional ways as specified by the individual faculty's syllabus. Dismissal from a course and/or the college can result from unprofessional behavior.

The grade you earn in this course is based on the points you earn for the assignments. Your final grade will be determined by the percentage of the overall points available in the course, and correspond to the grading scale below.

Grading Scale:

Letter Name	Range	
A	100%	to 93%
A-	<93%	to 90%
B+	<90%	to 87%
B	<87%	to 83%
B-	<83%	to 80%
C+	<80%	to 77%
C	<77%	to 73%
C-	<73%	to 70%
D+	<70%	to 67%
D	<67%	to 63%
D-	<63%	to 60%
E	<59%	to 0%

Topical Outline of Major Areas to be Covered:

General Course Overview

Interview/ Communication Skills

Changes with Aging
Personal Perspectives: Caregiving in the New Normal
Community Resources
Threats to Family Caregiving in the US
Choosing a Caregiver
Caregiver Support Groups
Caregiver Assessment Process
Policy Considerations and Family Caregiving
Legal and Financial Issues
End of Life Questions
Housing Concerns
A New Vision for Supporting Caregivers in the Future
Caregiver Plan
Compendium of Resources

Course Assignments:

Students will be evaluated on the following course requirements:

On-line class discussion and participation

The student is expected to actively participate in class discussion and shared learning through peer-to-peer, student to teacher and teacher to student interaction. In order to participate in discussions, relevant readings must be completed prior to posting your discussion and reply post.

Written Reflections

Students will turn two written reflection papers on experiences through course work, community experience, and direct work with caregiver mentor. This class provides methods to help students think about and reflect about what they have learned through their experience from working directly with an individual caregiver-mentor from the community.

Off-Site: Attend two Support Groups, Discussions & Peer Interaction*

*(Requirements differ for 5220)

Each student will attend two caregiver support groups and post a discussion to respond to questions and describe experiences, including:

- a. Description of the group, its participants, and discussion topics
- b. Information about group leadership structure and group interactions
- c. Eligibility criteria and methods of payment for participation in group
- d. Strengths and limitations you observe about the support group
- e. Your ideas for improvements in the support group...what would make you recommend it?

*(5220 only) make at least two recommendations for future discussion topics for this support group off-site experience. Discuss your recommendations in 1 – 2 paragraphs and include how those recommendations would benefit the experience of the group participants as well as your own experience as an observer.

Caregiver-Mentor Agreement, Assignment & Assessments

Complete Caregiver-Mentor Agreement, Assignment and required Caregiver Assessments

2 Assessments & Applications

Assessments and applications are typically short answer and will cover material from each of the Learning Module readings and discussions.

Caregiver Draft & Final Plan (Requirements differ for 5220) *

The caregiver plan is an assessment of the needs of a caregiver of an older family member, friend, or other individual who is currently in need of assistance or will be in the near future. The plan will address areas of daily living, socialization, housing, financial, and legal matters and more. The student will develop a plan for meeting the needs of the caregiver serving an elderly person. It will be necessary for the student to arrange interviews with the caregiver and talk with resource people or agencies to determine how they could provide assistance. You do not have to actually acquire services, but must know how they would be acquired and provided, if and when needed. An assessment form and guidance for planning will be provided by the instructor. The plan must be turned in by the last class of the semester. References and names of resources (person, services, and agencies) must be included. It is required that you discuss your developing plan with the instructor and submit a draft, at least 2 weeks before the last day of class to receive feedback before turning in the final plan. The student will also develop a written plan and a creatively prepared compendium of resources to present

to the caregiver. The written plan should include resources and referrals to available services in the community to assist the caregiver and family in their role.

*Students registered for 5220 must include at least 3 recent journal article references what caregivers need in order to continue to perform their caregiving role. You must include a brief 2-3 sentence statement with each journal article reference, explaining how the article applies to the caregiver you are assisting.

Required Textbook:

- Gaugler, J. E., & In Kane, R. L. (2015). Family caregiving in the new normal. London: Academic Press. (May be purchased online or in person at the University Bookstore or at a vendor of your choice)
- A collection of readings specifically chosen for this course consisting of selected journal articles, book chapters, and reports, available through Canvas.

Late Policy:

Assignments are due the dates and times specified in the syllabus. Although it is understood that emergencies can arise that may require special arrangements with the instructor, assignments submitted late are subject to a deduction equivalent of one grade (i.e., an A to a B, A B+ to a C+, a B- to a C-, and so forth). To receive any partial credit, all work must be turned in by the date of the last assignment at 11 am.

No late work will be accepted. It is the student's responsibility to ensure that all work is submitted SUCCESSFULLY in the correct format by the identified due date and time. The student is responsible for contacting faculty prior to an extenuating circumstance or situation and it is the faculty's discretion to decide if make-up work will be given.

Interactive Video Conferencing:

Any dialogue you engage in on interactive video conferencing sites that the University of Utah supports, such as ACANO, is publicly available. This is true even in "private" chat rooms or while "instant messaging." Professional dialogue and behavior is expected at all times.

University of Utah Student Code:

The Student Code is spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the code. The code also specified proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. Students will receive sanctions for violating one or more of these proscriptions. The faculty will enforce the code. Students have the right to appeal such action to the Student Behavior Committee.

Plagiarism:

Please be aware that I may use Canvas' plagiarism detection service in this course, and as such you will be required to permit future papers to be processed through such a service as part of your assignment. Canvas handles this seamlessly, and you will not need to turn in your assignments in a different place. If your Turnitin score is too high, I cannot grade it and you will need to resubmit under the late policy grading option.

Please refer to University Regulations- Policy 6-400 - Code Of Student Rights and Responsibilities. *Plagiarism* means the intentional unacknowledged use or incorporation of any other person's work in, or as the basis for, one's own work offered for academic consideration or credit, or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. While students may not realize they are plagiarizing, the consequences may be significant and may affect program progression. It is the student's responsibility to be familiar with these and other official documents.

Students with Disabilities:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you have physical or mental health disabilities that may compromise your success with program progression and will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

If you are struggling with mental health concerns, please contact the University Counseling Center at 801-581-6826 during business hours. For after-hours urgent concerns, contact the 24/7 Crisis line at 801-587-3000.

Student Names & Personal Pronouns

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

Wellness Statement:

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness; www.wellness.utah.edu: 801-581-7776

ADA – Nondiscrimination and Disability Access Statement:

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practices not consistent with these policies should be reported to the University's ADA/Section 504 Coordinator: Director, Office of Equal Opportunity and Affirmative Action, 201 S. Presidents Cr., Rm 135, Salt Lake City, UT. 84112. (801)581-8365 (V/TDD).

Sexual Misconduct, Harassment, or Assault:

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park

Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776.

Veteran's Statement:

If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8- 5pm. Please visit their website for more information about what support they offer, a list of

ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center:

If you are a member of the LGBTQIA community, I want you to know that my classroom is a safe zone. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

Learners of English As A Second Language:

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Online Guidelines:

There are unique responsibilities that come with taking an online course.

Computer literacy: You will need to gain access to a computer and to the Internet at least twice a week, as well as to MS Word®, & PowerPoint®. It is assumed that you have a basic knowledge of computers, including but not limited to how to navigate the Internet, attach a document to an email and send the email with the attachment, and use basic software packages (e.g. MS Word®).

Electronic or equipment failure: It is your responsibility to maintain your computer and other equipment needed to participate in online forums. Equipment failures are not an acceptable excuse for late or absent assignments, quizzes, or exams.

Assignment archiving: To prevent problems involving corrupt or lost files, each assignment should be saved in at least two places (e.g. on hard and flash drive; or on drive and as attachment to an email message you send to yourself). Each student is responsible for making sure assignments are submitted before the deadline, via the Submit Assignment link in Canvas, using the requested software in the required version, with the required extension. This generally means a MS Word® (.docx) or MS PowerPoint® (.pptx) files.

Classroom equivalency: You are expected to log into the class a couple of times a week. Since we meet asynchronously, your presence in class is measured in this way.

Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the Student Code. Specifically:

- E-mail, e-journals, and other online communications in the course are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.
- Instructors are required to respond to e-mails in a "reasonable" amount of time. If you have not received a reply to an email communication within 3 business days (Monday through Friday), please contact the instructor again - emails occasionally do not reach the intended recipient.
- Posting photos or comments that would be off-topic in a classroom are still off-topic in a discussion thread.
- Off-color language is never appropriate.
- Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.
- Do not use ALL CAPS, except for titles, since it is the equivalent of shouting online, as is overuse of certain punctuation marks such as exclamation points !!!! and question marks ????.

Communication and Correspondence:

You may reach me at the office number listed on the homepage of our Canvas course, and find me in the office room number listed. You are always welcome to call or stop by, and I am also happy to make an appointment with you, to meet in person, via Skype, or over the phone.

- Email communication is the official communication medium of the University. Faculty will respond to your email correspondence within 3 business days (i.e. Monday through Friday) and expect that students will respond to faculty email correspondence in the same time frame. Please re-send your email and/or contact faculty by phone if you do receive a response to your email within these parameters.
- Faculty expects that students will check their Canvas email at least every other day. You can easily set up Canvas options to alert you immediately upon receipt of a Canvas message.
- Students may email faculty through our Canvas email.
- Electronic communication etiquette includes respectfully addressing the recipient of the email and use of appropriate font (use of all caps, all bolded, or all italicized font is equivalent to yelling or 'flaming' and is, as mentioned, unacceptable). Please write out all words. The use of acronyms may lead to misinterpretation. If you are uncertain of your electronic communication, please speak directly with me.

Syllabus Changes:

The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification, particularly when the modification is done to rectify an error that would disadvantage the student.
