**Course Description**

Oftentimes, people are thrust into caring for an elderly family member or friend without much training. This course introduces students to common issues that affect the elderly and provides a base of knowledge to draw upon for future reference.

**Learning Outcomes:**

1. Develop strategies to better communicate with the elderly
2. Analyze common issues that affect the elderly, e.g. abuse, dementia, housing, medication usage
3. List types of legal documents recommended to have on file
4. Examine the challenges associated with caregiving
5. Describe how aging affects various body parts
6. Demonstrate improvement in library research, writing, and presentation skills

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<td>Campus Carry</td>
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See end of syllabus for Course Schedule

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**COURSE DESCRIPTION**

Oftentimes, people are thrust into caring for an elderly family member or friend without much training. This course introduces students to common issues that affect the elderly and provides a base of knowledge to draw upon for future reference.

**Learning Outcomes:**

1. Develop strategies to better communicate with the elderly
2. Analyze common issues that affect the elderly, e.g. abuse, dementia, housing, medication usage
3. List types of legal documents recommended to have on file
4. Examine the challenges associated with caregiving
5. Describe how aging affects various body parts
6. Demonstrate improvement in library research, writing, and presentation skills
Required Readings: Assigned by instructor throughout the semester

Assignments:

Writing Assignments:
• Movie review and analysis: 2 pages
• Elder interview analysis: 2 pages
• First draft of research paper on selected topic: 4-8 pages
• Research paper on selected topic: 4-8 pages

Presentations:
• A verbal presentation of your movie review and analysis (5 minutes)
• A verbal presentation of your interview with an elder and analysis (5 minutes)
• Final presentation on research paper (10-15 minutes)

Grading:

Attendance and Participation – 15%

Writing Assignments – 40%
• Movie Review and Analysis: 100 points
• Elder Interview Analysis: 100 points
• Research Paper and correlating assignments: 250 points
  • Point breakdown:
  • Topic exploration worksheet: 10 points
  • Search strategy and 5 references: 10 points
  • Outline: 15 points
  • Annotated bibliography: 15 points
  • Research Paper for Initial Review: 50 points
  • Revised Research Paper for Grading: 150 points

Presentations – 30%
• Movie Review and Analysis: 50 points
• Elder Interview Analysis: 50 points
• Research Paper Topic: 100 points

Other Assignments – 15%
• Service Project Development/Implementation: 25 points
• University Lecture Series Discussion Board Assignment: 25 points
• LBJ Library Reflection: 25 points
• Completion of surveys related to course content: 4 – 8 points each
• Quality of Peer Review of Interview Paper: TBD

Total 100%

Missing a deadline will result in 5% off per day after deadline. To successfully complete the course, students must turn in a complete research paper, which is free of plagiarism, and present their research to the class.
Grading Scale:

- 94% - 100% = A
- 90% - 93% = A-
- 87% - 89% = B+
- 84% - 86% = B
- 80% - 83% = B-
- 77% - 79% = C+
- 74% - 76% = C
- 70% - 73% = C-
- 67% - 69% = D+
- 64% - 66% = D
- 60% - 63% = D+
- 59% and below = F

**POLICIES & RESOURCES**

**CLASSROOM POLICIES:**
Please read the following course policies and procedures. It is important that you understand this information before the course begins.

A Word about Conduct: Every student has the **right** to learn as well as the **responsibility** not to deprive others of their right to learn.

1. Please attend all scheduled class meetings and arrive on time. Late arrivals and early departures are disruptive and may result in loss of attendance points. If you are not able to attend class due to illness, let me know at least 30 minutes **before** class starts via e-mail.

2. At the beginning of/during each class or field trip, a class roster will be distributed or a Canvas quiz will be administered. Students must sign the class roster or complete the Canvas quiz to verify attendance. The signed class roster is considered an official university document. Thus, falsifying the document (such as signing in for another student or sharing a quiz code with a student outside of class) will be considered scholastic dishonesty.

3. Students are required to attend all classes. I realize illnesses and other life factors can result in unavoidable absences; therefore, the lowest two attendance scores will be dropped in determining your grade. Use these excused absences wisely.

4. If you have trouble hearing in class because of distractions around you, quietly ask those responsible for the distractions to stop. If the distraction continues, please let me know.

5. All phones must be silenced during classes. Laptop computers, iPads, tablets, etc. should only be used to review lecture slides and materials, take notes, and/or complete classroom assignments.

6. Messaging through Canvas is the official method for faculty to communicate with students in this course. Keep your email address on the UT DIRECT up to date. See [https://ut.service-now.com/utss/KAhome.do?number=KB0012276](https://ut.service-now.com/utss/KAhome.do?number=KB0012276) to change your email address.

7. Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

8. No writing assignment or presentation grades will be dropped. For every day that an assignment is late, 5% will be deducted from the grade on that assignment.

9. Plagiarism constitutes scholastic dishonesty. Therefore, plagiarism on writing assignments will not be tolerated. Penalties for plagiarized assignments will be assessed in collaboration with Student Judicial Services.
Signature Course Mission and Course Essentials:
The Signature Courses at the University of Texas at Austin connect students with distinguished faculty members in unique learning environments. By way of this rigorous intellectual experience, students will develop college level skills in research, writing, speaking, and discussion through an approach that is interdisciplinary, collaborative, experiential, and contemporary.

This course addresses the Signature Course essentials in the following ways:
- Information Literacy, Writing, Oral Communication
- University Gem
- University Lecture Series

SHIFT (shift culture around substance use):
This course takes part in UT Austin’s SHIFT initiative and incorporates protective factors to promote student wellness and mitigate the risks associated with drug and alcohol misuse, including adverse academic outcomes. Learn more at shift.utexas.edu.

Writing Flag:
This course carries a Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers’ work. Thus, a substantial portion of your grade comes from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Writing Center:
You are strongly encouraged to use the University Writing Center (UWC), http://uwc.utexas.edu, PCL 2.330, 512-471-6222. The UWC offers free, individualized, expert help with writing for any UT student, by appointment or on a drop-in basis. Any student enrolled in a course at UT can visit the UWC for assistance with any writing project. The consultants there work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing that has "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

Plagiarism and Academic Integrity:
Using someone else’s work in your own writing without giving proper credit is considered plagiarism, a serious form of academic dishonesty that can result in severe penalties. Copying someone else’s work, buying a paper and submitting it as your own, copying and pasting text (even with changes), or borrowing images from an online source, are some examples of plagiarism. Even if you plagiarize accidentally, you can be held responsible and penalized.

Learning to cite sources appropriately is an important part of becoming a professional. When you are unsure about citation, you are encouraged to ask your instructor (who is already an expert in the discipline) what is appropriate in the context of your assignment. Consultants at The University Writing Center can also help you determine whether you are citing sources correctly—and they have helpful guides online for using direct quotations and paraphrasing. Reviewing those skills will help you feel confident that you are handling sources professionally in your writing.
You can read the University’s definition of plagiarism and other forms of academic dishonesty in Sec. 11–402 of the Student Conduct Code. For more information, visit the Dean of Students’ site.

University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Cell/Smart Phones and Laptops:
- Phones should never be heard during class or lab. Out of respect to others in the class, including the instructor, silence phones or turn them off prior to the beginning of class and lab.
- Phones should not be used during class. Sending or reading text messages during class is unacceptable.
- Sending or reading emails during class is unacceptable.
- Laptops may be used during class for taking notes.
- Using your laptop for activities other than taking notes causes a disruption to the classroom environment to those around you.
- Penalties for misuse are at the discretion of the instructor.

Course Website and Communications: The official Canvas® web site for this course can be accessed either through UTDirect or via https://canvas.utexas.edu. Either access point is UTEID-protected, and provides you links to the courses in which you are currently enrolled. You are strongly encouraged to visit this site for additional resources associated with this course (your grades, the discussion board, Canvas messaging, electronic versions of suggested and required readings and hyperlinks). Surveys may be administered via the Canvas® website during class, so be sure to bring an electronic device capable of accessing Canvas® to complete your quizzes. The website will also be used for official, course-related announcements and to exchange class information and questions via the discussion board and collaborations. Be aware that any information posted to the discussion board and collaborations are available to all enrolled students and faculty. Support for Canvas is provided by the ITS Help Desk. Please see http://it.utexas.edu for information regarding helpdesk availability and support options. For Canvas tutorials, see https://utexas.instructure.com/courses/633028/pages/studenttutorials.

Use of E-Mail for Official Correspondence to Students: E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—I recommend daily—to stay current with university-related communications, some of which may be time-critical. Link to update your email address in UTDIRECT: https://registrar.utexas.edu/services

Canvas Communications: Please make sure to set your Canvas settings such that you receive emails and announcement notifications in a timely manner. The student is responsible for accessing and reading any announcement that is posted in Canvas.

To edit your Canvas settings, click on “Account” on the left hand column of the screen. Then, select “Notifications”. You can select how often you receive notifications from the course via Canvas. I recommend setting Announcements, Conversations, et al to be sent to you right away so that you receive emails immediately. You can choose how often you want to receive notifications from Canvas – either right away, daily, weekly or never. Regardless of your personal settings, you are responsible for any course changes or communications that are posted in Canvas. In addition, if you click on “Settings” in the left hand column, you may link your settings to additional email accounts, Facebook, Twitter, etc.
Student Rights & Responsibilities

• You have a right to a learning environment that supports mental and physical wellness.
• You have a right to respect.
• You have a right to be assessed and graded fairly.
• You have a right to freedom of opinion and expression.
• You have a right to privacy and confidentiality.
• You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
• You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

• You are responsible for taking care of yourself, managing your time, and communicating with me and with others if things start to feel out of control or overwhelming.
• You are responsible for acting in a way that is worthy of respect and always respectful of others.
• Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers’ experiences.
• You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
• You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding me accountable as well.

Personal Pronoun Use (She / He / They / Ze / Etc):
Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name, unless they have added a “preferred name” with the Gender and Sexuality Center (http://diversity.utexas.edu/genderandsexuality/publications-and-resources/). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records.

University Policies

Religious Holy Days: In accordance with University of Texas at Austin policy, you must notify the course coordinator of your pending absence from class at least two weeks prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Students with Disabilities: The University of Texas at Austin provides, upon request, appropriate academic adjustments for qualified students with disabilities. All University rules concerning accommodations must be followed, including the student arranging for special accommodations at least two weeks prior to the examination. In the absence of such prearrangement, the student will be expected to take the exam with the rest of the class at the regularly scheduled exam time. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259 (voice) or 512-410-6644 (video phone) or http://diversity.utexas.edu/disability/about/.

Behavioral Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and the University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://besafe.utexas.edu/behavior-concerns-advice-line.
Emergency Evacuation Policy:
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office gives you instructions.

University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, visit the Student Conduct and Academic Integrity website at: http://deanofstudents.utexas.edu/conduct/.

Campus Carry: Students should familiarize themselves with the information provided by the University regarding the implementation of “Campus Carry” legislation. You will find an information sheet specifically for students (as well as sheets for parents, visitors, faculty, and staff) at http://campuscarry.utexas.edu/info-sheets.

Emergency Evacuation: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
## UGS 302 Caring for the Elderly
### Tentative Course Schedule

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| Jan 21 | • Course Introduction/Syllabus Review  
• Canvas Collaborations  
• Discuss Movie Review Selection and Assignment  
• Determine lecture series to attend |                                                                 |
| Jan 23 | • Guest Speaker: Kelsey Lamsey  
• Coping with the ups and downs of College Life | Select movie by 11:59 pm using Google docs under Canvas                    |
| Jan 27 | •                                                                                  | Survey due by 5 pm: Preferred Care Location                                |
| Jan 28 | • History of Caring for Elders  
• Senior Care Options |                                                                 |
| Jan 30 | • Communicating with the Elderly guide  
• Aging Simulation Part 1 | Movie Review due by 11:59 pm in Canvas. Format paper in Microsoft Word and upload to Canvas. |
| Feb 4  | • Workshop: Sentence Clarity and Revision Practice  
• Field Trip Prep – services provided by each type of facility  
• Research Paper Assignment & Topic Selection – time permitting | Display writing examples on doc cam. Students to recommend revisions in class. |
| Feb 6  | Field Trip to AGE                                                                 |                                                                           |
| Feb 11 | Field Trip to Heritage Park Rehab and Nursing                               | Field Trip Survey due by 11:59 pm. Revised Movie Review due by 11:59 pm. Format paper in Microsoft Word and upload to Canvas for grading. |
| Feb 13 | • Field Trip Debrief  
• Aging Simulation Part 2  
• Library Preparation  
• Research Paper Assignment & Topic Selection | Eyes on Teaching!!                                                             |
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<td>Feb 18</td>
<td>Library Overview and Information Literacy: Amber Welch PCL Learning Lab 2; PCL 2.340</td>
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<td>Feb 20</td>
<td>• Decide facility for Service Project • Presentation strategies</td>
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<tr>
<td>Feb 25</td>
<td>Movie Review Presentations</td>
<td><strong>Topic Exploration Worksheet Due 11:59 pm</strong> Format paper in Microsoft Word and upload to Canvas for grading</td>
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<td>Feb 27</td>
<td>Movie Review Presentations</td>
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<td>Mar 3</td>
<td>Elder Interview Assignment Information Questions to ask parents/grandparents</td>
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<td>Mar 5</td>
<td>Generational Comparisons Service Project Ideas</td>
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<td>Mar 10</td>
<td>Field Trip: University Gem – LBJ Presidential Library</td>
<td>LBJ survey due by 11:59 pm</td>
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<tr>
<td>Mar 12</td>
<td>Midsemester surveys: UGS and Canvas Caregiving</td>
<td><strong>Five (5) references for research paper. For one of your scholarly journal articles, one search strategy and one associated annotated bibliography due by 11:59 pm.</strong> Upload assignment to Canvas.</td>
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<td>Mar 17</td>
<td>Spring Break</td>
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<tr>
<td>Mar 19</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>Mar 24</td>
<td>Peer Review of Elder Interview Analysis</td>
<td>Upload Elder Interview Analysis for peer review in Canvas by 9 am. Format paper in Microsoft Word and upload to Canvas.</td>
</tr>
<tr>
<td>Mar 26</td>
<td>Med Adherence Simulation</td>
<td><strong>Analysis of elder interview for grading due by 11:59 pm.</strong> Format paper in Microsoft Word and upload to Canvas for grading.</td>
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<td>Mar 31</td>
<td>Med Adherence Simulation Debrief Prepare for service project</td>
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<tr>
<td>DATE</td>
<td>TOPIC</td>
<td>DEADLINES</td>
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<td>Apr 2</td>
<td>Service Project</td>
<td><strong>Research paper and outline due by 11:59 pm.</strong> Feedback will be given in ~ 10 days. Format paper in Microsoft Word and upload electronic copy in Canvas</td>
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<td>Apr 7</td>
<td>Interview Presentations</td>
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<tr>
<td>Apr 9</td>
<td>Interview Presentations</td>
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<td>Apr 14</td>
<td>Dementia et al</td>
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<td>Apr 16</td>
<td>When should seniors hang up the keys? Overview of Elder Abuse</td>
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<tr>
<td>Apr 20</td>
<td></td>
<td><strong>Revised Research Paper due by 11:59 pm.</strong> Format in Microsoft Word and upload electronic copy in Canvas.</td>
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<tr>
<td>Apr 21</td>
<td>Topic Presentations – Group 1</td>
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<td>Apr 23</td>
<td>Topic Presentations – Group 2</td>
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<tr>
<td>Apr 28</td>
<td>Topic Presentations – Group 3</td>
<td><strong>UGS Lecture Series Discussion Board replies due by 11:59 pm</strong></td>
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<td>Apr 30</td>
<td>Topic Presentations – Group 4</td>
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<td>May 5</td>
<td>Topic Presentations – Group 5</td>
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<tr>
<td>May 7</td>
<td>Course Wrap Up and Evaluations</td>
<td>Megan and I to write a few questions for our own mid-semester survey.</td>
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