



## AGE 440: Legal Issues in Aging

### Student Syllabus for the Adult Degree Programs

#### Course Description

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This course introduces legal and policy issues affecting older adults and their families, as well as care providers. Both national and state policies that impact the services and care available to older adults and access points for these services will be presented. AGE 440 provides information on long-term care facility types and how they are licensed; Medicare and Medicaid services and coverage; mental health and veterans' services; abuse and protective services; legal planning for aging, including health care directives and powers of attorney; and advocacy and the legal processes that vary by state. The course focuses on how each program contributes to a web of services for older adults, as well as areas in which services may be lacking.

#### Course Outcomes

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Upon completion of this course, the learner will be able to:

1. Identify legal challenges and barriers that older adults and their caregivers face in areas such as health and long-term care.
2. Analyze legal challenges and propose possible solutions that are of particular importance for older adults of various diversity dimensions.
3. Examine major principles of ethics and law, including autonomy, beneficence, and justice, and their special relevance to older adults.
4. Apply a critical perspective to the ways we view older adults' rights and our obligations to protect them.
5. Synthesize interdisciplinary approaches to ethical and legal issues facing older adults, their families, and society.
6. Demonstrate the ability to use scholarly literature from multiple disciplines in order to examine a legal problem or topic in the field of aging.
7. Incorporate biblical values and principles into working with older adults.

#### Course Texts

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Frolik, L. A., & Kaplan, R. L. (2014). *Elder law in a nutshell* (6<sup>th</sup> ed.). West Academic.  
ISBN-13: 978-1628100099  
ISBN-10: 1628100095

## Textbook Disclaimer

The textbooks for this course were chosen because their primary content directly relates to the objectives of this course. At times, there may be items or issues that are not presented from a proper Christian worldview. As such, the textbooks do not represent an endorsement by Geneva College or the relevant academic department at Geneva College.

## Learning and Physical Disabilities Policy

Geneva College values diversity and inclusion and recognizes disabilities as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive, ultimately leading to the success of our students in and beyond college. Therefore, Geneva College complies with the ADA as well as Section 504 of the Rehabilitation Act by affording reasonable accommodations to qualified students with disabilities. Any student with a disability who needs academic accommodations should contact Geneva's Student Success Center (SSC) to arrange a confidential appointment with the Director of the SSC before or during the first week of classes. (Some accommodations may take time to put into place, so it is advised to request this appointment as early as possible.) Legally, no retroactive accommodations can be provided. Accommodations for disabilities are available only as recommended by the SSC. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their instructors in relation to course requirements. Students who have questions about their right to benefits or have grievances under these statutes should contact the Director of the SSC. For more details, visit the [Student Success Center website](#) or call 724-847-5005.

## The Grading System in the ADP

The grading scale for the Adult Degree Program is A, B, C, D, and F. Geneva includes pluses (+) and minuses (-) in the determination of the grade point average (GPA). Grade points are assigned for each semester hour of credit earned according to the following system:

Letter Grade	Percentage	GPA	Explanation
A	93.00% - 100.00%	4.0	Excellent
A-	90.00% - 92.99%	3.7	
B+	87.00% - 89.99%	3.3	
B	83.00% - 86.99%	3.0	Good
B-	80.00% - 82.99%	2.7	
C+	77.00% - 79.99%	2.3	
C	73.00% - 76.99%	2.0	Satisfactory
C-	70.00% - 72.99%	1.7	

D+	67.00% - 69.99%	1.3	
D	63.00% - 66.99%	1.0	Less than Satisfactory
D-	60.00% - 62.99%	0.7	
F	< 60.00%	0.0	No Credit Given
WX, WP, WF			Withdrawal

## Policy on Academic Honesty

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Geneva College has adopted a campus wide policy on academic honesty; the main portions of which are summarized here. Students should become aware of the fuller policy found in Appendix A of the student handbook.

When an instructor has reason to believe that dishonest behavior has occurred, the parties involved should be confronted as soon as possible by the instructor and notification made to the Department of Professional and Online Graduate Studies (see Appendix A of the student handbook).

Sanctions may be levied on the student, which could range from an informal warning to expulsion, based on the seriousness of the student's offense (see Appendix A of the student handbook).

Students may appeal any disciplinary action by following the procedure laid out in the College's Policy on Academic Honesty (see Appendix A of the student handbook).

Students are encouraged to visit [www.plagiarism.org](http://www.plagiarism.org) in order to clarify what constitutes plagiarism as well as a number of other academic standards. This website also provides directives as to how to avoid committing this act and how to properly cite academic sources.

## Turnitin Policy

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Students agree that by taking this course all required papers may be subject to submission for textual similarity review to [Turnitin.com](http://Turnitin.com) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. Students must agree to the End User License Agreement (EULA) for Turnitin. Use of the Turnitin service is subject to the Usage Policy and Privacy Pledge posted on Turnitin.com. Assignments that are not submitted through Turnitin will not be graded and will not receive credit.

## Participation Policy

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In the online environment, **participation is marked by the completion of an academic event in each session (week) of the course.** Academic events include, but are not limited to, submission of a class assignment, participation in class discussion forum, or completion of a quiz/exam.

**If no academic event is completed within the first session (Week 1) of a course, the student will be administratively withdrawn from the course.** Beyond the first session, if no academic event is completed for a class session, the student will be considered as having not participated in that week of class, which in some cases may result in zeros on the missed assignments and a half-letter grade deduction from the student's final course grade.

**If a student does not complete an academic event for two consecutive sessions, the student will either be administratively withdrawn from the course or will receive a final course grade of F,** depending on how much of the course has transpired at the time of the second week of nonparticipation. For more details, please review Geneva's Student Handbook ([Undergraduate](#) and [Graduate](#)).

## Course Evaluation

Criteria	Points Breakdown	Points
Discussion Forums (7)	30 points each	210 points
Reflection Essays (2)	60 points each	120 points
Exams (3)	80 points each	240 points
Media Assignment	One Submission	60 points
Case Study	One Submission	60 points
Legal Issue Paper Topic Selection Forum	One Submission	20 points
Oral Presentation of Legal Issue Paper	One Submission	100 points
Legal Issue Paper	One Submission	200 points
Total		1010 points

## Assignment Descriptions

### *Discussion Forums*

Class participation is monitored by postings and responses in the discussion forum. Typically, class participation is composed of two parts:

- a. Part 1 – Requires you to go to your discussion forum and post a response to a question or prompt that is written in your syllabus by 11:55 pm (EST) Wednesday of your scheduled session week. Your instructor will generally respond to your post within 24 hours. Depending on the nature of the assignment, the instructor may have a follow up question for you, ask you for

clarification or further details, or direct your conversation to someone else for rebuttal.

- b. Part 2 – Respond back to your instructor’s post. In addition, post a response to at least two of your fellow classmates’ postings, using 1 or 2 paragraphs. Your response should further the discussion (e.g., ask a question, provide further information or examples, or introduce a different opinion). In particular, one response to a classmate **MUST** be in the form of a question that seeks to further the conversation. Your question must be posed by 11:55 pm (EST) Friday of the scheduled session week so that your classmate has adequate time to answer it.

Likewise, if a question is posed to you by Friday night, you are also required to answer it.

Part 2 of these online activities (response to instructor, response to classmates’ questions of you, and responses to your classmates) must be completed by 11:55 pm (EST) Saturday of each session.

**NOTE:** How to earn full credit in discussion forums:

1. Become familiar with the discussion forum rubric, which is available to you in all of your Moodle classroom discussion forums.
2. Be thoughtful in your responses and incorporate examples from your personal and professional experiences and references to the course material (e.g., readings, lecture, videos, audio clips, scripture, etc.) when appropriate. Remember to cite all sources and references according to proper APA style.
3. Respond to the discussion contributions of at least 2 peers and be sure to adequately address all posts your instructor may pose to you throughout the week. This level of participation is **REQUIRED** as the minimum in all discussion forums (see the rubric for more detail).

Your posting and responses will be graded by your instructor. For a detailed description of your responsibility in discussion forum postings, please see the “Interacting in the Online Environment” section in the ADP Student Handbook.

## *Reflection Essays*

During the first half of the course, students will write two reflection essays that will facilitate introspection of course content.

- Session 1: Reflection Essay 1
- Session 4: Reflection Essay 2

Students may use their reflection essay to discuss new knowledge acquired or insights gained or to share personal opinions, perceptions, or experiences related to the course material studied during the respective session.

Students may wish to consider the following prompts when writing their reflection essays:

- Chapter/discussion reflections or summary
- I learned...
- I was surprised by...
- I am beginning to question...
- I am thinking about...
- Relevance and/or application of course content to my current work or future career

Each of the reflection essays will be graded on content, style, and timeliness. They should adhere to all page length requirements and typical APA style and formatting (double spacing, proper APA citations, etc.).

All written assignments are due by 11:55 pm (EST) Saturday of the designated session week.

## Exams

During this course, there will be three exams that cover the essential elements of the text and help students review and identify important legal issues in the field of aging. These exams will include multiple choice and true/false questions.

- Session 2 – Students will take an online exam on Chapters 3-6 of the text (80 points)
- Session 5 – Students will take an online exam on Chapters 7, 9, 10, and 16 of the text (80 points)
- Session 7 – Students will take an online exam on Chapters 11-14 of the text (80 points)

Students will be allowed to consult their text and notes when taking online exams. However, exams will be timed, and students will need to have a working knowledge of the material before taking the exam. There will simply not be enough time to “look up” every answer in your text and materials.

If a student does not take an exam by Saturday at 11:55 pm (EST) of the designated session week, they will not have an opportunity to make it up.

## Media Assignment

In Session 3, students will select a legal issue in aging and two current news stories (newspaper, magazine, online news outlet, etc.) pertaining to the chosen issue. After reading and reflecting on the two news stories, students will need to address the following for each of their news articles:

1. Briefly summarize the article.
2. Highlight and analyze the important theoretical, methodological, and/or policy relevance that is present in or absent from the news account.

Along with their analysis, students will need to submit either a URL link to their news articles or a scanned copy of the articles for the instructor to review.

In total, this paper should be 2-3 pages in length and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

The Media Assignment is due by 11:55 pm (EST) Saturday Session 3.

### *Case Study*

In Session 6, students will analyze two case study scenarios. These case studies can be found in the document “AGE 440 Case Study Assignment” available in the Moodle classroom. The purpose of the case study assignment is to provide students with an opportunity to conduct more thorough analysis of situations and to provide solutions to existing issues, which may require some outside research and critical thinking skills.

In total, your paper should be 2-3 pages in length and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

The case study assignment is due by 11:55 pm (EST) Saturday Session 6.

### *Legal Issue Paper*

In order to develop a deeper understanding of the legal issues relevant to the field of aging, students will select a legal issue of interest to research beyond the course materials.

In Session 2, students will select their topic and receive approval from their instructor. After a topic has been approved, students can begin researching their topic using a variety of resources, such as the online McCartney Library databases, Google Scholar, and/or other reputable sources (online or print). As a minimum, each student must reference at least six outside sources throughout their final paper.

In total, the Legal Issue Paper should be 6-9 pages in length (not including cover sheet and reference page) and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.). Be sure to use subtitles to identify the three distinct sections of the paper.

The Legal Issue Paper is due by 11:55 pm (EST) Saturday Session 8.

### *Oral Presentation*

In Session 8, students will create a 5-7 minute oral presentation providing an overview of the legal issue they selected as the topic of their final paper for the course.

The oral presentation will be an audio embedded PowerPoint presentation that will be uploaded to a forum in your Moodle classroom. Your fellow classmates and instructor will be able to view your presentation, ask questions, and make comments. Instructions for recording and uploading your audio embedded PowerPoint will be available in your Moodle classroom.

After uploading your PowerPoint presentation, watch 5 of your classmates' presentations. Ask questions and give feedback to each of these 5 students' presentations. Feedback should be approximately 50 words and include opportunity for constructive feedback on the presentation's content, style, and delivery. This is not an opportunity to be critical, but to help each other to improve and develop skills in presenting.

Students must post their audio embedded PowerPoint by 11:55 pm (EST) Wednesday Session 8.

Feedback on classmates' presentations must occur by 11:55 pm (EST) Saturday Session 8.

## Professional Skills in Your Online Courses

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All courses in your Geneva College Online program will provide you with an opportunity to develop valuable skills that can positively influence your professional and career development. Each course at Geneva provides numerous opportunities to develop skills employers desire in their employees and job candidates in areas including, but not limited to, written communication, research, critical thinking, and decision-making. However, targeted skill sets are also developed through the learning in particular courses.

After successful completion of this course, you will be able to add these particular skills to your bank of professional assets:

### Consultation Skills



Skillful in seeking outside opinions and thoughts to synthesize into one's desired course of action

### Research Skills



Skillful in compiling, organizing, and using data to enhance planning and effectiveness

### Collaboration Skills



Skillful in collaborating with others to identify problems, provide advice, and develop agreeable solutions

### Design Skills



Creation of a plan or convention for the construction of an object, system, or measurable human interaction