

**Advanced Research Methods: Elder Mistreatment**  
University of San Francisco  
Tuesdays & Thursdays 2:40 to 4:25pm in Kalmanovitz G15

**Instructor:** Pi-Ju (Marian) Liu

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**Office location:** Kalmanovitz G43

**Office hours:** Tuesdays & Thursdays 4:25 to 4:55pm, or by appointment

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**Teaching assistant:** Morganne Dodds

**How to reach us:** I am most easily reached via the inbox function on Canvas or email at [pliu11@usfca.edu](mailto:pliu11@usfca.edu); nonetheless, please allow a minimum of 48 hours for a response. Morganne Dodds is the teaching assistant for the course, and she can be reached at [mrdodds@dons.usfca.edu](mailto:mrdodds@dons.usfca.edu).

**Description of the course:**

This is a 4-unit advanced research methods course covering major concepts and emerging issues in the field of elder mistreatment. Hands-on data collection and data analysis are required from students to successfully complete the course.

Pre-requisites for this course include General Psychology (Psyc 101), Psychological Statistics (Psyc 260), and Research Design (Psyc 265). Students must have completed the above courses with a C or better grade. Students who did not take those classes need to get permission from the instructor before enrollment. It is assumed that you remember concepts that were covered in Psychological Statistics and Research Design. To refresh your memory, a test will be given on basic statistics and research methods concepts during the second day of our first week class session (January 23, Thursday). The goal of the preliminary test is to help you focus on reviewing important concepts before we focus on the specific research topics covered in this course.

The format of this class consists of (1) presentations by the instructor covering selected content topics and data analysis approaches in the area of elder mistreatment, as well as (2) discussions lead by the students on cutting-edge topics in elder mistreatment. Class attendance and participation are required, and are essential for successful learning. The course is organized topically. We will begin by studying research methods in aging studies, so that everyone has background in research methods specifically on adult development and aging. Next, introduction to elder mistreatment will take place, including topics on types of abuse (physical, psychological/emotional, sexual abuse, neglect, and financial exploitation), as well as risk and protective factors. Various statistical analysis approaches will also be introduced each week. In addition, the second half of the course consists of students' presentations covering emerging topics in the area of research. Finally, data collection will be conducted throughout the semester. Students are expected to propose research ideas, recruit participants, conduct data collection, analyze research data, and write up research findings.

***Learning outcomes of the course:***

One goal of the course is to gain an understanding of topics in elder mistreatment. In addition, through the class, students are expected to think critically about the topics in elder mistreatment. By the end of the semester, students obtaining a passing grade in this course will be able to:

1. Demonstrate their knowledge of research design and ethical issues in research on elder mistreatment by recognizing types of research designs, explaining the nature of hypothesis testing and sampling, and describe ethical issues in research.
2. Evaluate the strengths and weaknesses of research studies by analyzing the quality of the sources found in the library and online by reviewing the strengths and weaknesses of different research designs in elder mistreatment research.
3. Demonstrate critical thinking and writing skills by analyzing work of researchers, and offering constructive criticism, critiquing current research in the area of elder mistreatment and suggesting feasible alternative hypotheses and research studies.
4. Construct a database, conduct data collection, complete data analysis, and produce a written report including introduction, methods, results, and discussion of an original research project.

Assessment of these learning outcomes will occur by means of a preliminary test, participant recruitment, class participation, quizzes on course materials, preparation and presentation of a class discussion on an assigned course reading, a statistical paper, a reaction paper to a film, and a research paper.

***Required readings:***

1. Readings, including websites, book chapters, or empirical articles, will be posted weekly on Canvas (access from your USF Connect portal, under the Learning Technologies tab). Please check that you can access the course site and contact ITS helpdesk if you have problems. It is the students' responsibility to check course site frequently for updates and announcements.
2. *Publication Manual of the American Psychology Association*. Sixth Edition.

***Recommended readings:***

1. For adult development and aging, read "Whitbourne (2008) *Adult Development & Aging* (3<sup>rd</sup> ed). Wiley & Sons, Inc."
2. For statistical concepts, read "Howell (2009). *Statistical Methods for Psychology* (7<sup>th</sup> ed). Wadsworth Publishing." For SPSS assistance, read "Field (2009). *Discovering Statistics Using SPSS* (3<sup>rd</sup> ed). SAGE Publications Ltd."
3. For research help, read "Psychology Research Help Guide: <http://psychologyresearchhelp.wiki.usfca.edu/Psychology+Research+Home>".

***Course requirements and grading:*** Attendance and completion of assignments are required, whether taking the course for credit or auditing. The course grade will be based on the following:

3%	Preliminary exam
10%	Class participation
3%	Participant recruitment for statistical paper
3%	Participant recruitment for research paper
15%	In-class quizzes
11%	Student-led presentation & discussion
15%	Film reaction paper
15%	Statistical paper
25%	Research presentation & paper

*Preliminary exam:*

An in-class exam will be administered on **January 23 (Thursday)**. Materials covered in Research Design and Psychological Statistics are potential questions of the exam. You are welcome to bring textbooks or notes to the exam. Test questions include multiple choice and fill-in-the-blank.

*Class participation:*

Students are required to finish assigned readings before class, so that class discussion will involve everyone's thoughts and opinions. To facilitate discussion sessions, students should generate at least two questions related to each assigned reading. Students are not required to turn in those questions, but it is expected that everyone will be able to contribute to class discussion by raising critical or insightful questions and observation.

*Participant recruitment for statistical paper:*

For the statistical paper, each student should recruit at least 5 participants to complete an online survey. The last day to complete this assignment is **February 20 (Thursday)**.

*Participant recruitment for research paper:*

For the research paper, each student should recruit and conduct the research study set up by the class with an older adult above the age of 60. This is most likely going to be a paper-and-pencil survey plus interview. The last day to complete this assignment is **March 27 (Thursday)**.

*In-class quizzes:*

To foster students' learning process, quizzes will be administered at the beginning of some class sessions. The quizzes may not be announced in advance. For those quizzes announced in advance, expect short essay questions during the following class session. For those quizzes not announced in advance, expect 1 to 3 multiple choice questions. All quizzes will cover the content that is going to be discussed, as well as review of the previous session. Please bring blank papers for quizzes.

*Student-led presentation & discussion:*

Each student will lead a class session. Modified from Problem Based Learning, students will work with the instructor to identify an article of interest, then put together a forty-minute presentation about the article, and lead a class discussion around the topic of interest.

The process of student-led presentation & discussion is as following:

1. Meet with the instructor two weeks before scheduled presentation date (Please bring your article(s) of choice along with the reasons for choosing those articles.)
2. Decide on the article of presentation one week before scheduled presentation date
3. Clarify unknown terms / concepts at the beginning of presentation
4. Defining the topic or problem, listing the key points (the presentation part)
5. Analyzing the topic or problem, explanations, brainstorming (the discussion part)
6. Uploading PowerPoint slides or presentation materials to Canvas

Each student should adopt one topic of interest to prepare for the presentation and discussion. The article of choice is open to various topics, such as scales and measurement, or risk and protective factors of specific type of elder mistreatment. Examples of individual-level risk factors include: ethnicity, gender, dementia, financial capacity, substance abuse of victims or perpetrators. Example of interpersonal-level risk factors include: social support, isolation, and undue influence. Examples of community-level risk factors include: long-term care facilities, older prisoners in California, and community deprivation.

During each session, the student will start with a presentation on the assigned article, and lead the class to discuss related issues. Designing related class activities or the use of media are encouraged, but not required. The responsibility of the student leader includes maintaining order of the class, leading the discussion within the topic, deciding when to proceed to the next discussion topic.

Students will be assessed according to their ability to adhere the scheduled timeline (eg., finding articles two weeks before the presentation date and meeting with the instructor), materials presented in class, and leadership in facilitating class discussion.

*Statistical paper:*

The scheduled tentative due date for the statistical paper is **March 20 (Thursday)**, a week after data analysis approaches are taught. The statistical paper will be tied to regression lectures on data analysis. Each student can choose to work with one study partner, but each of you should turn in your individual statistical paper, so that each student is fully involved with all of the problems, including computer analyses and interpretations. Remember that copying answers from each other, or using SPSS output from fellow students is strictly prohibited and will result in zero score for the entire assignment. You need to turn in a hardcopy of your assignment at the beginning of class on the date when the statistical paper is due. Also, a soft copy should be turned in via Canvas. Turn-it In will be used to detect potential plagiarism. Please note, late papers will not be accepted. If you will miss class on the due date, please place your paper in my inbox in the psychology department before the due date, and remember to upload your paper via Canvas before the due date.

*Film reaction paper:*

After spring break, we will watch a movie together in class. The focus is to identify different types of elder mistreatment in the film. Each student is required to turn in a reaction paper in a week after we watch the film. The paper should be between 3 to 5 pages long, double-spaced with 12 point font and one inch margins, start with a title, then identify types elder mistreatment as well as risk and protective factors in the film. It would be great if you also provide potential solutions to resolve the mistreatment scenario (decreasing risk factors, or increasing protective factors).

*Research presentation & paper:*

Research consists of two parts, a paper and a presentation. Students will form research hypothesis, recruit research participant and run the study, conduct appropriate analysis, and report findings. Please follow the timetable announced in class. Your grade will be affected if you do not follow the timeline (e.g., turn in your measures on time). Presentations will be held in the form of conference presentation on **May 6 & 8 (Tuesday & Thursday) from 2:40-4:25am**. You have to be able to attend the final presentation to take this course. The paper has to be written in APA style, and is due **at 3:00pm on May 13 (Tuesday)** in my office. Be sure to submit a hard copy to my office by the deadline, but also upload a softcopy via Canvas. Again, Turn-it In will be used to detect potential plagiarism, and late papers will not be accepted. More details on the presentation and paper will be given later in class.

*Grading:*

A+ = 97-100%	A = 93-96%	A- = 90-92%
B+ = 87-89%	B = 83-86%	B- = 80-82%
C+ = 77-79%	C = 73-76%	C- = 70-72%
D+ = 67-69%	D = 63-66%	D- = 60-62%
F = Below 60%		

Please note, satisfactory performance for any assignment or paper deserves a B. Only work with exceptional performance gets an A.

**Extra credit policy:** Optional statistical assignments on t-test, ANOVA, and correlation will be announced. These statistical analyses were covered in Psychological Statistics. However, some of you may want to use them in your research paper, so we will review these techniques in class. After each class session covering the topic, I will assign an optional paper. You will have to run corresponding statistical analysis to answer research questions, and write a short report. Each optional paper is due the following Thursday. Credit will be given to compensate/complement your performance on the statistical paper.

**Accommodating students with disabilities:** For students requiring extra time or other accommodations related to disabilities, I am happy to help optimize the learning experience in this course. Please provide me with written documentation from Student Disability Services (SDS) prior to the due date of our first assignment (the optional statistical paper on t-test) so that we can arrange for a mutually agreeable alternative time for accommodations as needed.

**Class policies:** I expect students to behave professionally and value other students' right to learn. To limit distractions, please avoid coming late to class, have no food during class sessions, turn off cell phones and smart phones, and leave your laptop in your bag. All written products should be the student's own work. Students should not submit papers that have been written for prior or concurrent courses. In addition, all students should review university policies on plagiarism. Plagiarism is a serious offense, even if unintentional, and is subject to serious sanctions. It is also assumed that you will:

- Attend all classes and arrange to get what you need from others if absent.
- Raise relevant questions and appropriate observations on the topic.
- Participate through reflection on both your relevant professional experiences, as well as your completion of the reading assignments.
- Depend on each other as well as me, for learning.
- Learn and have fun!

*Class attendance:* All students are expected to attend all class sessions. Please be on-time to class. Late students should enter the classroom quietly and take an available empty seat closest to the entrance. If students need to leave the class prematurely, be sure to inform the instructor before class starts, take the seats closest to the exit, and leave quietly during class. Students are responsible for everything that is covered in the lecture, including announcements of assignments, due dates, and changes in the syllabus. You will need to take notes, but you are expected to use something other than a laptop or other electronic device to do so. If you are unable to come to class, please arrange to get lecture notes from fellow students. If you are a student athlete or have to participate in department or university events (Psi-Chi, march band) and will miss class sessions, please provide written documentations from appropriate authority for each of the class session before that session takes place. Absence of family emergency or sick leave will also need proper documentation submitted right after you are back on campus. Missing classes with no written documentation will affect your grade.

*Cell phone and other electronic device use:* Cell-phones and smart-phones use are prohibited in the class. Please turn off any ringing or beeping electronic device before class starts. Students are expected to take notes without a laptop. If students need to take notes with a laptop due to special needs, please advise the instructor. If students are found checking emails or browsing websites unrelated to the class, class participation grade will be affected, and the privilege of laptop use will be reprimanded.

*Disruptive behaviors:* Please do not carry on a personal conversation during class. Chatting with other students is distracting, and highly disrespectful to fellow students' right to learn. A student responsible for continual disruptive behavior may be required to leave class pending discussion and resolution of the problem.

*Appeal to re-grade:* If you believe that your assignment or paper has been misgraded, please write a paragraph and submit the paragraph as well as your original assignment or paper to the instructor in a week. The paragraph should include explanation and arguments on the part that had been misgraded. The instructor will review your assignment again, and assign an appropriate grade. Please note, the new grade can stay the same, go up, or even be lower than the original grade.

*Academic honesty:* Written work you submit must reflect your own work and completely indicate with citations material that came from another source. Any paper that fails to do so will receive a failing grade. "Plagiarism is a most serious offense in academia, subject to severe sanctions, including expulsion from school. Ignorance is no excuse, so it is important that you know what plagiarism is & how to avoid it. Plagiarism is presenting

words or ideas of another without giving appropriate credit. Even if plagiarism is unintentional, it is still a serious breach of ethical standards in academia, and the plagiarist is subject to sanctions. The most obvious form of plagiarism is when exact words are taken from someone else's work and presented without a proper citation. Less obvious, but still plagiarism, is when ideas are taken and used without proper citation. Even if the work of another is paraphrased into your own words, you must cite the original source. Exact words must be enclosed in quotation marks and a citation given. If you draw material from a secondary source, you must cite both the original writer and the author of the secondary source. See the *APA Publication Manual* for detailed examples of proper citation format." (abstract from <http://www.cgu.edu/pages/903.asp>)

### Tentative Schedule of Topics and Readings

#### **1. January 21 & 23 – Course Introduction & Preliminary Exam**

- \*\*\*Turn in personal information sheet on January 21.\*\*\*
- \*\*\*Preliminary Exam is on January 23.\*\*\*
- \*\*\*Students pick presentation time & topic on January 23.\*\*\*

#### **2. January 28 & 30 – Types of Elder Mistreatment & t-test**

- \*\*\*APA's Special Report on Elder Abuse and Neglect: In Search of Solutions  
<http://www.apa.org/pi/aging/resources/guides/elder-abuse.aspx> on Jan 28.\*\*\*
- \*\*\*T-test on January 30.\*\*\*
- \*\*\*Introduce online survey for the statistical paper.\*\*\*

#### **3. February 4 & 6 – Research Methods in Adult Development & Aging**

- \*\*\*Whitbourne Chapter 3 on February 4.\*\*\*
- \*\*\*Literature search with Librarian Deborah Malone on February 6.\*\*\*
- \*\*\*Start data collection for statistical paper.\*\*\*
- \*\*\*Brainstorm research paper ideas.\*\*\*

#### **4. February 11 & 13 – Risk & Protective Factors of Elder Mistreatment & ANOVA**

- \*\*\*Empirical article presented by the instructor on February 11.\*\*\*
- \*\*\*ANOVA on February 13.\*\*\*
- \*\*\*Discuss research paper measurements.\*\*\*

#### **5. February 18 & 20 – State of the Field & Correlation**

- \*\*\*Empirical article presented by the instructor on February 18.\*\*\*
- \*\*\*Correlation on February 20.\*\*\*
- \*\*\*Stop data collection for statistical paper.\*\*\*
- \*\*\*Turn in research paper measurements.\*\*\*
- \*\*\*Form research paper hypothesis.\*\*\*

#### **6. February 25 & 27 – Linear Regression**

- \*\*\*Review dataset used for statistical paper.\*\*\*
- \*\*\*Train on research paper data collection.\*\*\*

#### **7. March 4 & 6 – Binary Logistic Regression**

- \*\*\*Start data collection for research paper.\*\*\*
- \*\*\*Mid-semester evaluation.\*\*\*

#### **8. March 11 & 13 – Spring Break**

- \*\*\*Class does not meet on March 11 & 13.\*\*\*

#### **9. March 18 & 20 – Film Day**

- \*\*\*Film Day on March 18.\*\*\*



\*\*\*Statistical paper due on March 20.\*\*\*

**10. March 25 & 27 – Student-Led Discussion & Student-Led Discussion**

\*\*\*Film reaction paper due on March 27.\*\*\*

\*\*\*Stop data collection for research paper.\*\*\*

**11. April 1 & 3 – Student-Led Discussion & Data Entry**

**12. April 8 & 10 – Student-Led Discussion & Student-Led Discussion**

**13. April 15 & 17 – Student-Led Discussion & Individual Consultation**

\*\*\*Individual consulting session on research paper is on April 17 (optional).\*\*\*

\*\*\*Easter Holiday begins at 4pm.\*\*\*

**14. April 22 & 24 – Student-Led Discussion & Student-Led Discussion**

**15. April 29 & May 1 – Student-Led Discussion & Writing in Psychological Sciences**

\*\*\*Writing in psychological sciences, including APA style, on May 1.\*\*\*

**16. May 6 & 8 – Research Paper Presentation**

\*\*\*Research paper presentation is on May 6 & 8.\*\*\*

**17. May 13 – Final Week**

\*\*\*Research paper due at 3pm on May 13 in the instructor's office.\*\*\*

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The above schedule is subject to change in case of unforeseen events (e.g., natural disasters) or topic shifts (e.g., we decided to spend additional time on certain topics). Readings and due date for assignments may also vary given progress in the course. The instructor and the department reserve the right to revise this syllabus, verbally or in writing. Students are responsible for materials indicated above, whether explicitly discussed in class or not. The instructor does not own the copyright of any readings or films shown in class. Readings and films are used for educational purpose only.

## Personal Information Sheet

Please fill out the following information about yourself. All information will be used within the context of the course and will remain confidential.

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

I prefer to be called \_\_\_\_\_

Major & Minor \_\_\_\_\_

Year in the program \_\_\_\_\_

Intended Career \_\_\_\_\_

(if related to education or counseling, please specify age – e.g., elementary school, adolescence, college, older adults)

Imagine I called on you to give your thoughts/opinions on a topic in class, and circle the number on the scale below that best represented your likely reaction.

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Good luck shutting me up</b>	<b>I usually enjoy sharing my opinion</b>	<b>A bit uncomfortable, but I can handle it</b>	<b>Pretty nervous</b>	<b>I may actually throw up</b>

What do you hope to learn from this class? (Be as specific or general as you like.)

What techniques/activities/strategies have other teachers used before that helped you learn?

Anything else you would like me to know about your background, recreational interests, research interests, current work, future goals, learning style, or expectations?