Directed Study

Spring 2014

Class meets on T 1:00-2:30 and Th 1:30-2:00

Instructor:	Dr. Violet Cheung	Prof. Pi-Ju (Marian) Liu
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Office hours:	T 1:30-2:30 Th 11:30-12:30	T and Th 4:25-4:55
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Course Description

The number and complexity of cases involving elder financial exploitation have grown significantly over the past decade. Though it is only one type of elder abuse, financial exploitation takes many forms. While the vast majority of the cases involve perpetrators who are related to, or in a trusting relationship with, the victim, scams and frauds by strangers are also very common. Effective ways to address elder financial exploitation include working through multi-disciplinary teams with law enforcement and financial institutions. However, it is unclear whether victims or potential victims from all backgrounds have access or are willing to utilize the existing mechanisms.

This course offers an in-depth survey of elder financial exploitation by a) exposing the student to a body of scholarly literature and b) allowing the student a close-up view of some cases through interviews. Specific topics include prevalence, risk factors, perception, and the social issues among Asian Pacific Americans as compared to Caucasian Americans. Special attention will be paid to the differences in help-seeking behaviors by referencing mental health literature and collecting interview data from actual cases.

Learning Outcomes

At the completion of this course, you will:

- Be familiar with various forms of elder financial exploitation
- Understand prevalence and risk factors, particularly how they relate to issues of access and equality
- Understand how we can better address, manage, and/or eliminate financial exploitation
- Determine whether Asian Pacific Americans and Caucasians differ in help-seeking behaviors and explore the underlying reasons
- Demonstrate your understanding of elder financial exploitations by producing an original research report
- Reinforce, integrate, and implement classroom concepts through weekly meetings with the instructors
- Be able to constructively participate in critical academic and non-academic exchanges regarding elder financial exploitations in society, and ways to address it.

Grading

The total points consist of:

Tutorials at weekly meetings	150	points
Research proposal (methods and instruments)	150	points
Collection of research data	200	points
Background paper on financial exploitation	150	points
Background paper on help-seeking behaviors	150	points
Final paper	200	points

Your grade will be based on total points.

930 - 1000	A
900 - 929	A-
870 - 899	B+
830 - 869	B
800 - 829	B-
770 - 799	C+
730 - 769	C
700 - 729	C
670 - 699	D+
630 - 669	D
600 - 629	D-
599 or below	F

An "Incomplete" can be requested in extraordinary cases of illness or emergency. To do so, you must contact the instructor immediately, receive instructor approval, and adhere to university and/or department submissions and deadlines for necessary paperwork.

Extra-credit opportunities for attending *instructor-approved*, course-relevant community events, and/ or analyzing various literature/ representations relevant to the course. (Pts will vary—not to exceed 5% [50 pts] of total grade).

Course Requirements
All items should be completely in a timely fashion. Please refer to the schedule at the end of the syllabus.
1. Tutorials
In order to reinforce and demonstrate oral comprehension and critical thinking of readings and course topics, student and instructors will meet weekly according to the schedule at the end of this syllabus. Previous readings will be commented upon, and verbal conversations branching from these will take place. Tutorials are intended to help strengthen student understandings of key terms and ideas from the course, and to help you develop confident, informed views about course issues and concepts, based on careful and extensive reading of the scholarly literature. In addition to the tutorials, you are also required to attend weekly lab meeting with Professor Liu. The thesis data collection will be incorporated with the lab's data collection. You are responsible for training RAs to employ your interview questions and scheduling older adults to participate the study.

2. Research proposal
Student must submit, in writing, a minimum of 5 interview questions that they would like to investigate in the case studies. Each question or group of questions must be accompanied by a 1-2 page (double spaced) explanation of what construct they tap and why the construct is theoretically interesting. Student and instructors will discuss the feasibility of each construct during the semester, and will agree on a final set of constructs during a tutorial. Student will write a protocol (no more than 4 double spaced pages) of how the interview questions should be administered.

3. Data collection
Student will be responsible for all aspects of data collection from 20 older adults.

4. Background papers
Student must submit two 4-5 page (double spaced) written review of the relevant major and contemporary scholarly and mainstream literature (at least 10 sources) related to each topic. The aim of

this report is to provide an overview of the topic, and a summary of any debates surrounding the topic. There are two background papers in the semester.

5. Final paper
Student must submit a 15-20 page double spaced final paper in APA format, which includes the title page, an abstract, the revised drafts of the background papers in the introduction section, the revised research proposal in the method section, a result and a discussion section followed by references. "Recommendations" should be included in the discussion to describe past and current responses to your issue, as well as at least two policy recommendations that you have good reason to believe would be viable in addressing the issue, based on what we have read and seen in the cases.

Note on Written Assignments

Since this is an upper-division course, you are expected to be writing "papers free of basic grammatical and punctuation errors." Therefore, in upholding this standard, this class will apply the following for major graded assignments.

> The paper is assigned a grade for content. An automatic grade deduction is then applied for grammatical and punctuation errors. The grade for a paper with five errors will be automatically reduce one-half step (e.g., from an A- to B+). Further errors will be penalized according to the instructor's discretion.

As deterrents, this class will randomly use Turnitin, to check for plagiarism in submitted assignments. The unoriginality score should not exceed 20% excluding references. Violations will result in the student failing the relevant assignment and/ or course, and/ or to referral to the Dean and the Committee on Student Academic Honesty, who, after review, can consider and enforce various disciplinary actions, including expulsion from the University.

Special Needs
Please notify the instructor immediately if you feel that you might need special accommodations, especially due to English-as-a-second-language and/ or disabilities, to fulfill any requirements for our independent study.

Professionalism
Student is expected to behave professionally by being punctual and keeping overall absence under 10% as workplaces typically allow for 7.5%-10% total sick/vacation time. Two occasions of tardiness are counted as one absence. Other examples of professionalism include meeting deadlines and communicating effectively (choose carefully among communication modes, such as email, in person discussions, phone etc, for each communication need). Less than professional behaviors will result in final grade penalties.