Instructor: Roxanne J. Chang, JD, MS LLP  
Email: roxanne@rjchangadvocate.com (Preferred method of communication)  
Phone: (734) 776-4466  
Meeting Times: May 18 and May 19, 2018 from 9:00 am – 5:00 pm  
Credit: 1.0  
Meeting Location: School of Social Work, Rm 3752

COURSE DESCRIPTION

This course helps students increase their understanding of the legal issues frequently encountered by older adults and persons with disability, including estate planning, planning for incapacity, guardianship, elder abuse and exploitation, advocacy for quality long-term care and other services, eligibility for long-term care benefits and services, and elder abuse and exploitation. Students will discuss readings and case studies in small groups with other students and write short reflective pieces, as well as having the option to observe court proceedings.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

- Articulate the importance of promoting self-determination and person-centered care for older adults and persons with disabilities.
- Identify ways to plan for incapacity and understand alternatives such as substituted decision-making, estate planning, guardianship, and conservatorship.
- Understand the ethical issues regarding substituted decision-making, including end-of-life treatment decisions.
- Describe long-term care options and services, how it is paid for, eligibility for government benefits, and ways to advocate for quality of life and care in various long-term care settings.
- Identify types of elder abuse and exploitation and how to address suspected abuse and exploitation.
**SIGNIFICANCE**

This course will enable social workers to effectively navigate issues related to health and financial decision-making, capacity and incapacity, quality of life and care in long-term care settings, and vulnerable adult abuse and exploitation and other legal issues related to older adults and individuals with disabilities. Social workers will learn to effectively advocate for these individuals and their families while addressing the tensions between promoting self-determination and person-centered care versus safety, protection and the best interests of the individual. This course will use multiple teaching modalities, including mini-lectures, small group discussions and self-reflection in order to help students not only understand and identify the legal issues, but to develop empathy and understanding of how these legal issues can significantly impact the well-being of the older adult and person with disabilities.

**POLICIES**

**Turning In Assignments** – Students are responsible for turning in their assignments on the date that they are due.

**Late Penalty** – If accepted, late homework assignments will be penalized 10% of the possible points for each day that the assignment is late. Be sure to turn your work in on time. If you anticipate problems in completing assignments, contact the instructor as soon as possible to discuss how to turn in your work.

**Student Learning Responsibilities** – Please complete all readings and be prepared to discuss or complete the assignments. If you are having difficulty mastering the course material, please contact the instructor.

**Syllabus Changes** – The instructor reserves the right to modify this syllabus at any point during the semester.

**REQUIRED READING**

The following articles are to be read before the first class on May 18, 2018:


COURSE REQUIREMENTS

• Assigned readings must be read in preparation for each day of class

• Class attendance for all 2 days. Class participation during discussions is required.

• A short essay/paper will be due midnight, **Monday, July 16, 2018** on the following:
  
  o A 4-5 page paper on a subject matter related to elder or special needs law,

  **OR,**

  o A 3-4 page paper of observations of probate court guardianship proceedings and reflections

GRADES

Attendance and Grading Policy:

• **Attendance.** Students are expected to attend the entire class on both days.

• **Class Participation/Discussion.** Students are expected to actively participate in discussions throughout both days of class. Class participation is an integral part of the grade. Discussions are encouraged to demonstrate critical reflection and reflective thinking related to the content of the course and to provide students with an opportunity to share experiences they may have had (both personal and professional) that are related to the content. Students are expected to share thoughtful ideas, clearly communicate ideas/opinions, and pose additional questions that deepen the discussion. Students should discuss issues with participation and assignments with the instructor.
• **Short Paper.** Students are expected to demonstrate engagement with the relevant ideas and good reasoning abilities. The student must meet the critical requirements of the assignment, and demonstrate and communicate clearly comprehension or the ability to apply, analyze, evaluate, reflect or synthesize the material and concepts.

**Assignment and Grading:**

Class participation/discussion – 70%
Short paper – 30%

**Grading Policy:**

This class will be graded as “Satisfactory” or “Unsatisfactory”

- A grade of less than 70% will be considered “Unsatisfactory”
- A grade of 70% or better will be considered “Satisfactory”