

**HS 410 Issues in Aging
Fall 2018**

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Course Meeting Time/Location: Monday, 5:30pm-8 pm, CPS 233

Course Description: Interdisciplinary focus on gerontology, outlining associated health issues and their impact on families and caregivers. Areas examined include demographics, roles and responsibilities, relationships with families, socioeconomic concerns, and barriers to health care. Prereq: BIOL 285

Text Rental:

Ferrini, A., & Ferrini, R. (2013). *Health in the later years* (5th ed.). New York: McGraw-Hill. ISBN: 978-0-07-802849-6

Learning Outcomes:

The student will:

- 1) Relate physiologic and psychosocial effects of aging and other stressors peculiar to the elderly and their impact on elders' health.
- 2) Correlate demographic trends to the health care needs of the elderly and their caregivers.
- 3) Demonstrate understanding of health care modifications to the aging population to achieve desired health outcomes.
- 4) Analyze patient-centered preventative therapies for achieving and maintaining wellness.
- 5). Articulate care-related issues prevalent in nursing homes and describe what each discipline contributes to an understanding.
- 6). Relate strategies to overcome barriers to needed health services for the aging population.
- 7). Describe differences among interpretations of age related issues in the past.
- 8). Describe the relevance of the aspects of the science to aging and societal impact.
- 9). Demonstrate broad knowledge related to aging of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced.
- 10). Apply their knowledge and skills, working in interdisciplinary ways to solve problems and addressing future concerns.

Course Calendar: Please refer to separate Course Calendar for assignment deadlines and other weekly activities.

Directions for all assignments will be provided in D2L. Assignments are to be submitted into the appropriate D2L dropbox by the due date unless otherwise specified. Further directions will be provided in class.

To assure success in this course, several strategies are recommended:

1. Complete all assigned readings prior to the class in which they are covered. These will be outlined in the class schedule and/or given in class.
2. Print the Course Calendar to stay organized.
3. Use the resources provided in D2L for guidance and to ensure the quality of work.
4. Read assignment guidelines and rubrics before beginning work on learning activities. Review criteria frequently to ensure completeness and understanding of assignment expectations.
5. Read all e-mails and the announcements in D2L. Students are responsible for any information in either of these formats.
6. Contact instructor whenever necessary for clarification of student expectations.

Late assignments: Late assignments will be docked 10% each overdue day, including weekends.

Class format: Class will consist of lecture, expert presentations, and focused classroom and discussions that increase understanding. Experts in various topics will speak; students will be expected to ask questions and engage in scholarly discussion.

Course Grade:

Interview paper	20%
Midterm Exam	15%
Family Tree/Academic paper	20%
Final Exam	20%
Reflections	25%
Total	100%

Grading scale:

Grade	Percent
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83

C+	77-79
C	74-76
C-	70-74
D	65-69
F	<64

Papers submitted may be used as anonymous examples with instructor discretion, with all identifying information removed.

Turnitin: Students assignments will automatically go into the database that is enabled. There are not any necessary passwords to complete this. **It is automatic.**

Exams: One midterm and one final exam will consist of multiple choice, short answer, matching and true-false using D2L at scheduled times. These are closed book computerized tests in a reserved lab. See Course Schedule for dates.

Participation: Students will be expected to:

- come to class having completed required readings and assigned activities.
- share perspectives on the readings.
- answer questions posed using reasoning and sound rationale.
- ask questions relevant to course content; that are based in critical thinking; and that contribute to increased understanding of the issues.
- respond to peers in class and online (when applicable)

You are encouraged to bring your technology device into the classroom for class activities only, ie: note taking, viewing lecture content. In order to promote an inclusive and optimal learning environment for everyone, unrelated web browsing, texting, or social media is not tolerated. If you need to text or take a phone call, please make sure that your device is on silent and leave the room. If you decide not to abide by this request and are disruptive, you will be asked to leave for the remainder of the class.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and

disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be

followed as outlined in the [University System Administrative Code, Chapter 14](#).

Attendance*

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. Assessment questions may arise from presentations, lectures, and guest speakers with points attached. Missed assessments will result in a “zero”. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed in writing.***

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.

- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the

specific days or dates that you will request relief from an examination or academic requirement.

- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair.

You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Accommodations

Support services are available for students with disabilities. Any student who has a disability and is in need of classroom and/or exam accommodations, please discuss with the instructor and contact the campus Office of Disability Services, 103 Student Services Center, 1108 Fremont Street.

Confidentiality

When communicating information online or face to face based on personal or work-related experiences, keep in mind rules and policies of Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is expected that students will judiciously protect the privacy of patients, peers, family, or agency/institution by not disclosing confidential information outside of the course. To maintain anonymity methods such as alias or initials should be used. For more information on these laws, please refer to the following Web sites:

FERPA <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>
HIPAA

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>