N452 Aging & Health BSN@Home

Course Syllabus

**Course Description**

Explore normal aging and lifestyle factors that promote optimal aging or lead to health alterations. Examine coping and facilitation of elders’ achievement of health goals.Shifting Perspectives About Aging Populations.

**Nursing 452/490—Aging and Health**

Student Learning Outcomes

1. Differentiate between physiological changes due to aging and those resulting from lifestyle choices.
2. Identify primary and secondary interventions (therapeutic and teaching) throughout the lifespan that promote healthy aging.
3. Demonstrate communication skills that are health literate, timely, and culturally sensitive, and that accommodate physiological changes.
4. Describe a nursing systems approach to health promotion and self-care among elders.
5. Analyze issues and trends affecting the aging population though end of life.

**Course Materials**

Miller, C. A. (2023). *Nursing for wellness in older adults* (9th ed.). Philadelphia: Wolters Kluwer. ISBN: 1-975179-13-7.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

**Other additional materials will be provided within modules.**

|  |  |
| --- | --- |
| **Assignment** | **Percentage** |
| Aging/Ageism Reflections | 15% |
| Patient interview Report | 30% |
| Case Studies | 30% |
| Discussions  | 25% |
| **Total** | **100%** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Percent** | **Points** |  | **Percent** | **Points** |
| A |  |  | **A** | 94-100 |  |
| AB |  |  | **A-** | 90-93 |  |
| B |  |  | **B+** | 87-89 |  |
| BC |  |  | **B** | 84-86 |  |
| C |  |  | **B-** | 80-83 |  |
| CD |  |  | **C+** | 77-79 |  |
| D |  |  | **C** | 74-76 |  |
| F |  |  | **C-** | 70-73 |  |
| There are differences in the final letter grade scales between campuses. UW-Madison and UW-Green Bay use an A/AB grading scale. UW-Oshkosh, UW-Milwaukee, UW-Eau Claire, and UW-Stevens Point use an A/A- scale for final letter grades. If you have questions, please contact your instructor. | **D+** | 67-69 |  |
| **D** | 64-66 |  |
| **D-** | 60-63 |  |
| **F** | <60 |  |

# Course Format:

Students are expected to be active participants in the learning process by assuming responsibility for their own learning, being active participants in the online classroom, and working collaboratively with others in the course. The role of the faculty is to facilitate students’ learning. Teaching strategies may include asynchronous lecture, readings/articles, online discussion, small group work, and written assignments. All course-related materials are located on Canvas. Students must have computer with web cam and internet access for best success. **Only campus email addresses will be used for communication.**

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

**Participation**: Students will be expected to:

-complete required readings prior to meeting and assigned activities.

- share perspectives online, engage online.

- 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.

**Course Policies**

**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 theCourse Calendar to stay organized.

3. Use the resources provided in CANVAS 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 CANVAS. 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. You must notify the instructor if you will be late with an assignment before the due date expires.

**Statement of Student Time Commitment**

For each course credit, students are expected to spend a minimum 3 hours/week on coursework. Therefore, for a three-credit 16 week course, at least 9 hours/week is expected. This is a general guideline which may vary depending on the assignments &/or quizzes. Should course be offered in shorter 8 week timeframe, use 3 hours/3 credit rule and multiple x2. (18 hours/week)

### Artificial Intelligence Policy

One goal of this course is for you to work on developing the discipline-specific writing skills that you will need to be successful as a professional in this field. I want to acknowledge that recent buzz about ChatGPT and other generative AI tools poses some interesting questions about the need for developing these skills, and how such tools can be used in higher education. Given that this technology is still in its infancy and that my goal is for you to develop your skills as writers, the unauthorized use of ChatGPT or other AI writing tools is not permitted in this course. Students found to be using such tools will be considered as engaging in conduct aimed at making false representations of a student’s academic performance and will be subject to disciplinary action as defined in the [UWSP Academic Misconduct Policies](https://www3.uwsp.edu/dos/Documents/UWSP14-Final2019.pdf).

Turnitin:

Instructors at UWSP use a software program called Turnitin® to check student work for plagiarism. The program is an instructional tool for students as well as they learn how to properly use research in their written work, from correct citation to creating accurate reference lists. Student assignments will be automatically submitted and an originality report will be produced. Papers with an originality report over 18% need revisions and citation corrections to bring the count below this number. Reports can take several hours to generate, therefore time must be built in to make necessary revisions before the paper due date.

### APA Style

Whenever ideas or information are taken from a reference source, they must be properly cited using APA format. This would apply to any written work in the course, including papers and the submissions to the discussion forums. APA format for formal papers includes title page, pagination, section headers, in-text citations, and a ‘References’ page. All documents must be submitted in Word (.doc or .docx) or Rich Text Format (.rtf).

A brief summary of the APA publication format is available online from the Online Writing Lab at Purdue University: [APA Style Introduction // Purdue Writing Lab](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

**Plagiarism**

Because of paper mills selling reports, Web pages, and full-text online databases instances of plagiarism are increasing on campuses. Using someone's words without quoting the person is plagiarism. Using someone's ideas, even though the person’s words are different from your words, without citing the source is plagiarism. Use in-text citations to cite your sources. For example, if you use the ideas cited in an article, place the author and publication year (e.g. Smith, 2010) at the end of the sentence. UW-System has subscribed to software that helps detect instances of plagiarism. Plagiarism will result in a failing grade. Reports of plagiarism are also made to University administration.

**Student Bereavement Policy**

Students who experience the death of a loved one should contact the faculty to arrange an excused absence.

# Student Support Resources

## [Academic and Career Advising Center (ACAC)](https://www3.uwsp.edu/ACAC/Pages/default.aspx)

209 Collins Classroom Center (CCC)

1801 4th Ave.

Stevens Point, WI 54481

715-346-3226

acac@uwsp.edu

## [Counseling Center](https://www3.uwsp.edu/counseling/Pages/default.aspx)

Delzell Hall

910 Fremont Street

Stevens Point, WI 54481

715-346-3553

counsel@uwsp.edu

### Mental Health Resources for Students

#### [Mantra Health](https://app.mantrahealth.com/register)

Teletherapy & Telepsychiatry

* Diverse therapists
* After-hours availability
* Medication evaluations & prescriptions

#### [You@UWSP](https://you.uwsp.edu/)

Self-help & Well-being Platform

#### Didi Hirsch Mental Health Services

24/7 M​​ental Health Support​:

* ​​Call or text:  888-531-2142
* [Start a chat session​](https://na0messaging.icarol.com/ConsumerRegistration.aspx?org=2036&pid=813&cc=en-US)
* Crisis care available

## [Dean of Students Office](https://www3.uwsp.edu/dos/Pages/default.aspx)

2100 Main Street

Old Main, Room 212

Stevens Point, WI 54481-3897

Phone: 715-346-2611

DOS@uwsp.edu

## \*Equal Access and Disability Accommodations

If you have a condition that may impact your learning and/or participation in course activities, please contact the [Disability Resource Center](https://www.uwsp.edu/disability-resource-center/) (DRC).  The DRC will engage in an interactive process with students and identify appropriate academic accommodations and auxiliary services in accordance with the University’s legal obligations.  Instructors, students, and DRC staff work collaboratively to establish any necessary adjustments or supports.  Accommodation is rarely applied retroactively so it is vital that students make timely requests.

Please let me know if you have questions.  The DRC is located in 108 Collins Classroom Center and can be reached at 715/346-3365 and drc@uwsp.edu.

## [Student Health Service](https://www3.uwsp.edu/stuhealth/Pages/default.aspx)

Delzell Hall

910 Fremont St

Stevens Point, WI 54481

715-346-4646

## [Tutoring-Learning Center](https://www3.uwsp.edu/tlc/Pages/default.aspx) (TLC)

The Tutoring-Learning Center (TLC) helps students in all disciplines become more effective, confident learners. We believe all learners benefit from sharing work with knowledgeable, attentive tutors. The TLC offers four tutoring services:

* Academic Coaching: Build skills in studying, time management, test-taking, online learning, and more.
* Course Content: Practice problems, deepen understanding, and prepare for exams in natural resources, STEM, World Languages, and more.
* Reading/Writing: Brainstorm and refine papers, essays, lab reports, citations, résumés, scholarship applications, personal writing, and more.
* Tech Essentials: Develop computer literacy and learn to use UWSP-related applications such as Canvas, Microsoft 365, and zoom.

To make an appointment, students can self-schedule using Navigate, contact us at tlctutor@uwsp.edu or 715-346-3568, or stop into CCC 234.

### [Stevens Point Campus](https://www3.uwsp.edu/tlc/Pages/default.aspx) Tutoring-Learning Center

234 Collins Classroom Center (CCC)

1801 4th Ave.

Stevens Point, WI 54481

715-346-3568

tlctutor@uwsp.edu

### [Marshfield Campus](https://www3.uwsp.edu/marshfield/academics/Pages/success-center.aspx) Tutoring-Learning Center

Library

2000 W. 5th Street

Marshfield, WI 54449

715-898-6036

roleary@uwsp.edu

### [Wausau Campus](https://www3.uwsp.edu/wausau/tlc/Pages/default.aspx) Tutoring-Learning Center

Library

518 S. 7th Ave

Wausau, WI 54401

715-261-6148

lorandal@uwsp.edu

# Additional UWSP Policies

## 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](https://www.uwsp.edu/veteran-services/Pages/short-term-leave.aspx) 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 for providing reasonable accommodation 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](https://www.uwsp.edu/finaid/veteran-services/Pages/Call-Up-Guidelines.aspx).

## Academic Integrity

At UW-Stevens Point and, in all courses, we place great emphasis on academic integrity and honesty. Plagiarism, fabrication, cheating, helping others commit these acts, and any form of dishonesty compromise the educational process and devalue the achievements of all students. All work you submit must be original and completed individually unless collaboration is explicitly allowed. Always acknowledge your sources, cite appropriately, and give credit where it's due. If instances of alleged academic dishonesty are identified, appropriate actions will be taken in accordance with the institution’s policies ([UWSP Chapter 14](https://www3.uwsp.edu/dos/Documents/UWSP14-Final2019.pdf)). These actions could include revising the assignment, receiving a lower grade or no credit for the assignment, receiving a lower grade for the entire course, or facing greater academic consequences.

*If you are unsure if something might be considered academic misconduct, you are struggling to understand the content or an assignment, or you have fallen behind for whatever reason, please contact your instructor as soon as possible.* By nurturing a community of support, honesty, and respect, we ensure that academic pursuits and your experiences at UW-Stevens Point are both meaningful and genuine.

## Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](https://www.uwsp.edu/dos/clery/Documents/ASR-ASFR.pdf). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](https://www.uwsp.edu/dos/clery/Pages/default.aspx) page.

## Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

## Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates’ ideas and experiences confidential outside the classroom unless permission has been granted to share them.

## Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](http://libraryguides.uwsp.edu/copyright?hs=a).

## Dropping UWSP Courses

It is the student’s responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](https://www.uwsp.edu/regrec/Pages/calendars.aspx) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student’s family.

## Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances.[Center for Prevention – DFSCA](https://www.uwsp.edu/dos/aoda-ipv/Pages/dfsca.aspx)

## Emergency Procedures

* In the event of a **medical emergency call 9-1-1** or use campus phone [list location in room or nearest your classroom]. Offer assistance if trained and willing to do so. Guide emergency responders to victims.
* In the event of **a tornado warning**, **proceed to the lowest level interior room** without window exposure at [list primary location for shelter closest to classroom,]. Emergency management provides [floor plans showing severe weather shelters on campus](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx). Avoid wide-span structures (gyms, pools or large classrooms).
* In the event of **a fire alarm**, **evacuate the building** in a calm manner. Meet at [state logical location to meet 200 yards away from building]. Notify instructor or emergency response personnel of any missing individuals.
* **Active Shooter – RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.
* See [UW-Stevens Point Emergency Procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point.

## FERPA

The [Family Educational Rights and Privacy Act](https://www.uwsp.edu/regrec/Pages/ferpa.aspx) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student’s education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities.  Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor’s express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

## Inclusivity Statement

([Examples found here](https://www.brown.edu/about/administration/sheridan-center/sites/brown.edu.about.administration.sheridan-center/files/uploads/InclusiveSyllabusStatements_4_1_17.pdf). Sample below from Lynn Hernandez, Brown University)

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it, please visit [the Dean of Students – Bias/Hate Incident Reporting website](https://www3.uwsp.edu/dos/Pages/Bias-Hate-Incident.aspx). You may also contact the Dean of Students' office directly at dos@uwsp.edu.

## Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

* Do not dominate any discussion.
* Give other students the opportunity to join in the discussion.
* Do not use offensive language. Present ideas appropriately.
* Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
* Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
* Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
* Never make fun of someone’s ability to read or write.
* Share tips with other students.
* Keep an “open mind” and be willing to express even your minority opinion. Minority opinions have to be respected.
* Think and edit before you push the “Send” button.
* Do not hesitate to ask for feedback.
* Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). [*Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching](http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm), 6(1).

Shea, V. (1994). [Netiquette. Albion.com](http://www.albion.com/netiquette/book/).

## Religious Beliefs Accommodation

It is UW System policy ([UWS 22](https://docs.legis.wisconsin.gov/code/admin_code/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.

## Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](https://www.uwsp.edu/DOS/sexualassault) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page.](https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx)