Stephen F. Austin State University DeWitt School of Nursing
CoSM Class Syllabus / Policy
Healthy Aging
Course Number: NUR 3254 Fall 2020

Course Instructor:
Mrs. Regina L. Brown MSN, RN

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

EACH STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for informational purposes only.
Faculty Contact Information:

Name:          Mrs. Regina L. Brown MSN, RN  
Department:    Nursing  
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Phone:         (936) 468-7724  
Office:        Nursing Admin. Bldg.: Room 170  
Office Hours:  Tuesday: 0900-1200; 1300-1600  
               Thursday: 0900-1200  
               o Additional times will be available upon request.  
               o Please email or call for an appointment.

Class meeting time and place:

Online.  
NOTE: Instructor will make every effort to respond to emails/discussion questions within 72 hours of posting. Students are expected to check the newsfeed of the course website at least three times a week for announcements, emails, and postings.

Text and Materials


Suggested or Optional:  

Course Requirements

This is a two hour class requiring participation in writing essays, a PowerPoint presentation, and discussion board (DB) posts using APA format.

Course Description

Two hour didactic content related to issues concerning aging and the elderly. Emphasis will be placed on physical, emotional, and spiritual changes and factors influencing healthy aging, such as nutrition, medications, activity and community resources available to families with an aging member, death and dying, medical power of attorney, living wills and insurance benefits.
Hours Statement for NUR 3254:

NUR 3254 Healthy Aging (2 credits; fully online undergraduate course) spans 15 weeks. The course contains extensive written content requiring students to engage in online learning modules for at least 2 hours a week. Required readings are woven into the content to support key concepts and provide Gerontological-nursing perspectives. In addition, students participate in weekly online discussions, and research assignments culminating in a written essay and PowerPoint presentation. For every hour a student spends engaging with the content, they will spend at least 2 hours completing associated activities.

D2L Information

For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.

The online instruction will incorporate a combination of learning methods, such as web links to articles, document files, discussion boards, and power point slides. All discussions/assignments are due during the week of the assigned material. To be successful in this course you are expected to have some computer skills. You will need to know how to browse the web (Steen Library website is the best resource) for research articles. You should have:

- Internet access
- Titan e-mail account
- Be organized
- Good reading, writing, and studying skills
- Time management skills
- Keep a class calendar
- Meet assignment deadlines
- Stay on schedule

Netiquette Guidelines

1. Respect the privacy of your classmates and what they share in class.
2. Ask classmates for clarification if you find a discussion posting offensive or difficult to understand.
3. **Avoid sweeping generalizations.** Back up your stated opinions with facts and reliable sources.
4. Understand that **we may disagree** and **that exposure** to other people’s opinions is part of the learning experience.
5. Be respectful of each other. We’re all in this together. Before posting a comment, ask whether you would be willing to make the same comment to a person’s face.
6. Keep in mind that everything you write, indeed every click of your mouse is recorded on the network server. On the Internet there are no take backs.
7. Keep in mind that you are taking a college class. Something that would be inappropriate in a traditional classroom is also inappropriate in an online classroom.

### Online Communication

1. Be aware that typing in all capital letters indicates shouting.
2. **Be careful with humor and sarcasm.** Both can easily be misunderstood!
3. Review all discussion postings before posting your own to prevent redundancy.
4. Check your writing for errors by reviewing what you’ve written before submitting it.
5. **Acronyms** (LOL, etc.) and **emoticons** (smilies) are commonly used online, but are not acceptable for course work.
6. Many communications with your instructor or fellow students are best handled through email. Only post on the classroom discussion board if the conversation is relevant to others in the class.

### Grading Policy

Points will be accumulated throughout the course based on completion of online assignments and discussion threads. The points for assignments will contribute to the final grade based on the point distribution listed below. The essays, PowerPoint presentation, and discussion posts and responses will be graded by the rubrics provided on the course website located under the tab of “Other Resources” then “Rubrics”.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline: Essay</td>
<td>10%</td>
</tr>
<tr>
<td>Essay</td>
<td>25%</td>
</tr>
<tr>
<td>Outline: PowerPoint Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>PowerPoint Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion Board Posts</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The letter grade earned for this course is based on the following grading scale.

Grading Scale:
- A = 90 - 100
- B = 80 – 89
- C = 70 – 79
- D = 60 – 69
- F = 59 and below

SON Rounding Policy

Policy 66 (effective June 1, 2017) for all courses:
1. Rounding is confined to the final course grade. Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (D2L) in their original form without rounding.
2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).

Attendance Policy

Attendance and participation grade will be based upon weekly class participation provided by the weekly discussion grade, as this is a 100% online course.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an
Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at
http://www.sfasu.edu/policies/academic_integrity.asp
http://www.fp.sfasu.edu/nursing/studentpolicies.htm

**Withheld Grades Semester Grades Policy**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**MISSION OF THE SCHOOL OF NURSING**

Our mission is to provide students a foundation for success as graduate nurses in the evolving world who are ethical, competent critical thinkers and life-long learners by providing an educational environment that promotes holistic health care in a community dedicated to teaching, research, creativity and service.

**Program Learning Outcomes**

The student will:
1. Apply knowledge of the physical, social and behavioral sciences in the provision of nursing care based on theory and evidence-based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assure responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Value continuing competence, growth and development in the profession of nursing.

**Student Learning Outcomes for NUR 3254:**

1. Examine current evidence in health care literature related to Gerontological nursing and healthy aging.
2. Analyze the impact of an aging society on the healthcare system.
3. Explain the physical, spiritual, emotional, and psychological assessment parameters specific to the aging population.
4. Discuss issues relating to culture, gender, and ethics of the aging population.
5. Discuss the role of the nurse and other healthcare providers in caring for the aging client and family caregivers.
6. Prevent or reduce common risk factors that contribute to functional decline, impaired quality of life, and excess disability.
7. Facilitate the older adults’ active participation in all aspects of their care.
8. Describe strategies to promote quality “end of life” care for the aging client.

**Module Objectives:**

**Module 1: Foundations of Healthy Aging**

1. Research and discuss current evidence in healthcare literature related to Gerontological nursing and healthy aging.
2. Analyze and describe the impact of an aging society on the healthcare system.
3. Discuss strategies to prepare an adequate and competent eldercare workforce to meet the growing numbers of older people across the globe.
4. Discuss interventions to improve outcomes for older adults during transitions between healthcare settings.
5. Compare and contrast the major biological and psychological theories of aging.
6. Explain cognitive changes with age and strategies to enhance cognitive health.
7. Identify nursing responses to assist older adults to maintain or improve cognitive abilities.
Module 2: Foundations of Caring

1. Describe the importance of communication to the lives of older adults.
2. Discuss how ageist attitudes affect communication with older adults.
3. Identify the findings of the physical assessment of older adults that differ in meaning from those of younger adults.
4. List the essential components of a comprehensive health assessment of an older adult.
5. Understand the implications of deviations in key abnormal diagnostic laboratory values that can occur in the older adult.
6. Define precautions the nurse should take when interpreting laboratory values for the older adult.
7. Describe the pharmacokinetic and pharmacodynamic changes that occur as a normal result of normal changes with aging.
8. Discuss barriers to medication adherence in older adults.
9. Develop a nursing plan to promote safe medication practices and prevent medication toxicity.

Module 3: Wellness and Function

1. Identify age-related changes in the eye that affect vision and discuss recommendations to promote eye health throughout life.
2. Discuss changes in hearing with age and describe their impact on quality of life and function.
3. Identify age-related changes in the integument and problems commonly found in later life.
4. Discuss nutritional requirements and factors affecting nutrition for older adults.
5. Describe special considerations in ensuring adequate nutrition for individuals experiencing hospitalization and institutionalization.
6. Identify factors that influence hydration management in older adults.
7. Discuss common oral problems that can occur with aging and appropriate assessment and interventions.
8. Identify age-related changes and other contributing factors affecting bowel and bladder elimination.
9. Identify age-related changes that affect sleep.
10. Identify appropriate exercise regimens for older adults and strategies to enhance adherence.
11. Discuss adaptations for individuals with chronic illness, mobility limitations, and cognitive impairment.
12. Identify risk factors for impaired mobility and the interventions to reduce fall risks.
13. Discuss the use of assistive technologies to promote self-care, safety, and independence.
Module 4: Wellness and Chronic Illness

1. Identify the most common chronic disorders of late life.
2. Describe the concept of frailty and explain how it applies to chronic disease.
3. Describe the normal changes and disorders in the aging cardiovascular system.
4. Describe the normal changes and disorders in the aging cerebrovascular system.
5. Describe the normal changes and disorders in the aging neurological system.
6. Describe the normal changes and disorders in the aging endocrine and immune system.
7. Describe the normal changes and disorders in the aging respiratory system.
8. Describe the normal changes and disorders in the aging musculoskeletal system.
9. Identify factors that affect the elder’s pain experience.
10. Discuss pharmacological and nonpharmacological pain management therapies.
11. Discuss factors contributing to mental health and wellness in late life.
12. List symptoms of anxiety and depression in older adults, and discuss assessment, treatment, and nursing interventions.
13. Identify the characteristics of delirium and differentiate between delirium and mild and major neurocognitive disorders (dementia) and depression.
14. Discuss common concerns in care of persons with mild and major neurocognitive disorders (communication, behavior, personal care, safety, nutrition) and nursing interventions.

Module 5: Healthy Aging for Elders and Their Families

1. Explain how health care is financed in the United States.
2. Briefly explain the history of Social Security, Supplementary Security Income, Medicare, and some of the anticipated challenges.
3. Describe the nurse’s responsibility to respect decision-making for those with limited capacity and the responsibility of their protection.
4. Identify the ethical conflicts between beneficence and autonomy in self-neglect.
5. Describe cultural differences in the perception and response to abuse.
6. Define the nurse’s role in the prevention of elder mistreatment.
7. Define long-term care and describe the long-term care system.
8. Explain issues involved in adapting to transitions and role changes in later life.
9. Discuss nursing responses with older adults experiencing role transitions.
10. Compare and contrast the needs of elders in response to varying types of losses.
11. Discuss the attributes that are needed by the nurse to provide the highest quality of care to those experiencing loss or death.
12. Differentiate a living will from DNR orders and explain the roles and responsibilities of the nurse as they relate to each of them.
13. Understand the meaning of self-actualization, transcendence, and spirituality in the lives of the aging population.
NUR 3254: Online Discussion Requirements

The purpose of the Weekly Discussions is to develop a dynamic exchange between students & faculty, promoting an active and engaging online learning community. Your success and the success of your classmates in a positive learning environment is dependent on discussion participation and timely completion of assignments.

Weekly Discussion Requirements

1. The weekly discussion posts consist of two parts: **one initial post in answer to an assigned discussion thread and a minimum of two responses to peer posts’**.

2. **There will be no “make-ups” for not posting to the Weekly Discussions.** If you need to be away or do not have computer access, you need to make alternative arrangements for participation and actively engaging in the course to meet weekly discussion requirements.

3. Students must post their initial discussion post to the Discussion board each week on or before Friday at 23:59 CST, (this ensures all students have the opportunity for active learning and engagement with peers and course faculty and ensures full timeliness points).

4. **Initial post Requirements:**
   i. For your initial entry, start a new thread. In the subject line, title it with your name, DB assignment number, & the date. For example: Brown, R- Getting Started- 08/24/20.
   ii. Must be at least ten sentences.
   iii. Must be at least two APA citations and/or references with the textbook counting as one.

5. **Peer Post Response Requirements:**
   i. To respond to a peer, click reply (from within their thread) and title your response with your name, response to (insert the peer’s name), & the date. For example: Brown, R – Response to J. Doe- 08/24/20.
   ii. Must be at least **three sentences** per peer response.
   iii. Must respond to at least two peers.
   iv. The peer responses are enabled after the initial post is completed and is due on or before Sunday at 23:59 CST.

6. All discussions posted must reflect proficient writing standards.
7. Posts must be in the correct weekly discussion module or no points will be awarded.
## Discussion Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>No Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeliness</strong></td>
<td>100 points</td>
<td>75 points</td>
<td>50 points</td>
<td>25 points</td>
<td>0 points</td>
</tr>
<tr>
<td></td>
<td>Provides more than one day for classmates to read &amp; respond prior to deadline.</td>
<td>Submitted by deadline, however, there was &lt; 1 day for others to read &amp; respond prior to deadline.</td>
<td>Contributes on the last day of the designated period w/ &lt;4 hours of deadline.</td>
<td>Post was made; however &lt;1 hour of deadline.</td>
<td>No Submission</td>
</tr>
<tr>
<td><strong>Initial Post</strong></td>
<td>High level commentary with evidence of critical thinking &amp; analysis expected of a college student. Displays outstanding integration of required reading supporting discussion &amp; comments. All references APA formatted. Meets required 10 sentences and other assignment requirements.</td>
<td>Moderate level commentary &amp;/or gave rationale for opinion &amp; cited source but incorrectly used APA format. Displays some integration of required reading supporting discussion topic &amp; comments. Most references APA formatted. Did not meet 10 required sentences.</td>
<td>Low level commentary. Did not give rationale for opinion &amp; did not include citation &amp;/or used non-credible references. Displays poor integration of required reading supporting discussion topic &amp; comments. Little if any reference made to readings. Major errors in APA format. Did not meet other assignment requirements.</td>
<td>Meaningless entries &amp;/or inappropriate messages &amp;/or unprofessional. Readings and resources not referenced or documented. Did not follow directions or assignment requirements.</td>
<td>No Submission</td>
</tr>
<tr>
<td><strong>Peer Response</strong></td>
<td>Responded thoughtfully at a level</td>
<td>Responded thoughtfully at a level</td>
<td>Responded thoughtfully at a level</td>
<td>Did not demonstrate insight or</td>
<td>No Submission</td>
</tr>
<tr>
<td>Scholarly Writing (Proofreading &amp; grammar in Post &amp; Responses)</td>
<td>Professionally written. 100% use complete sentence structure. No grammatical or spelling errors. Instructions followed 100%.</td>
<td>Mostly professionally written. 75% use of complete sentence structure. Minor grammatical &amp; spelling errors. Instructions mostly followed.</td>
<td>Some professionally written. &lt; 50% use of complete sentence structure. Significant grammatical &amp; spelling errors. Instructions vaguely followed.</td>
<td>Not professionally written. &lt; 25% use complete sentence structure. Unable to understand due to grammar &amp; spelling errors. Instructions clearly not followed.</td>
<td></td>
</tr>
</tbody>
</table>

Max score: 100 points
NUR 3254: Essay Assignment

Choose one of the two topics for the Outline and Essay Assignment:

1) Baby Boomer Topic: The objective of this assignment is to understand the impact baby boomers have on aging related to economics wellness, access to healthcare, impairments, etc.

2) End of Life Topic: The objective of this assignment is to construct an essay related to end of life issues such as; living will, refusal of treatment, prolonged treatments, etc. This assignment will give you knowledge related to the patient’s end of life decisions, the legal system, and the patient’s rights.

The components of the essay will include the following elements.

1. Student must research online and apply APA formatting to all elements of the essay.
2. Form Specifics:
   a. Create in a Word document
   b. 12-point Arial font
   c. Double spaced
   d. Title centered
3. Use of the pre-approved outline to complete the essay from one of the two topics listed above
4. Complete a cover page
5. Introduction
6. Main body of essay using 4 or 5 of your outline headers
7. Abide by the copyright laws
8. Main body of essay will consist of 2-3 pages (not including the citations and references)
9. Summary
10. Reference page (at least 4 references including the textbook)

The objective of this assignment is to construct an essay related to health aging. By using the previously constructed topic outline, you will experience a smooth flowing and well-constructed document.

Submit to the appropriate drop box folder on or before the due date.
# Essay Grading Rubric

<table>
<thead>
<tr>
<th>Category &amp; Points</th>
<th>100</th>
<th>75</th>
<th>50</th>
<th>25</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Content</td>
<td>Rich in content, full of thought, insight and synthesis with clear connections to previous or current content and/or to real life situations made with depth and detail.</td>
<td>Substantial information, thought, insight and analysis has taken place with some connection to previous or current content and/or to real life situations but lack of depth and detail.</td>
<td>Generally competent in summarizing learning, but information is thin and commonplace with limited connections and vague generalities.</td>
<td>Rudimentary and superficial regurgitation of content with no connections and/or completely off topic.</td>
<td>No submission.</td>
</tr>
<tr>
<td>Relevance</td>
<td>The key issues are identified and answered. The discussion is consistently clear with few digressions.</td>
<td>The key issues are identified but not all answered. The discussion is clear most of the time.</td>
<td>Some of the key issues are identified but not answered. The discussion is not clear.</td>
<td>Confused, hard to follow and the key issues are not identified or answered.</td>
<td>No submission.</td>
</tr>
<tr>
<td>Reading and Resources</td>
<td>Readings and other resource materials are used to support comments. All references are APA documented and formatted.</td>
<td>There is some reference to readings and other resource material. Most references are documented.</td>
<td>Little if any reference is made to readings. Major errors in references documented.</td>
<td>Readings and resources are not cited.</td>
<td>No submission.</td>
</tr>
</tbody>
</table>
Professionalism:  
Spelling, Sentence Structure, Grammar, & adherence to assignment instructions  

| Written in a professional manner, free of typos, spelling and mechanical errors. Uses complete sentences with strong sentence structure 100% of time, 0 spelling, grammar, or APA errors. Instructions followed. | Most writing in a professional manner. Uses complete sentences with strong sentence structure at least 75% of time, 3 or < spelling, APA, &/or grammar errors. Instructions mostly followed. | Some writing written in a professional manner. Uses complete sentences w/strong sentence structure <50% of time, 4 or > & <6 spelling, APA, &/or grammar errors. Instructions vaguely followed. | NOT written in a professional manner. Uses complete sentence structure < 25% of time, 7 or > spelling, APA, &/or grammar errors. Instructions not followed. | No Submission. |

Max score: 100 points

**NUR 3254: PowerPoint Presentation Assignment Instructions**

Each student will select one of the listed topics related to Healthy Aging, (the topic **must** be the same as the PowerPoint outline previously submitted).

- Living Well with Chronic Illness
- Communication
- Loss of Hearing and Loss of taste
- Nutrition, Hydration, and Oral Care
- Physical Activity and Exercise
- Bereavement and Loss of Family Member/Spouse
- Cardiovascular and Cerebrovascular Health
- Geopharmacology
- Falls, Risk Reduction, and Safety
- Neurodegenerative Disorders
- Endocrine and Immune Disorders
- Respiratory Health and Illness
- Musculoskeletal Concerns
- Mental Health
- Care of Individuals with Neurocognitive Disorders
The components of the PowerPoint Presentation will include the following elements.

1. Title slide
2. Introduction slide
3. 8 Content or main body slides
   a. The eight content slides will require notes in the note sections. (The notes are critical to the overall grade!)
      i. Notes: for each one of your slides will count for half of the overall grade.
      ii. The notes should consist of at least two paragraphs with three to five sentences.
4. Incorrect APA formatting, spelling, grammar, sentence structure, and mechanical errors will result in points subtracted from grade. Please refer to appropriate grading rubric.
5. Conclusion slide.
6. Reference slide (Refer to your assigned reading and the university online library for peer-reviewed articles to support your topic.)
   i. Reference slide is required.
   ii. There must be at least 4 APA formatted citations from references including the textbook.

Submit to the appropriate drop box folder on or before the due date. Early submissions will be accepted
<table>
<thead>
<tr>
<th>Category &amp; Points</th>
<th>100</th>
<th>75</th>
<th>50</th>
<th>25</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Content</td>
<td>Rich in content, full of thought, insight and synthesis with clear connections to previous or current content and/or to real life situations made with depth and detail.</td>
<td>Substantial information, thought, insight and analysis has taken place with some connection to previous or current content and/or to real life situations but lack of depth/detail.</td>
<td>Generally competent in summarizing learning, but information is thin and commonplace with limited connections and vague generalities.</td>
<td>Rudimentary and superficial regurgitation of content with no connections and/or completely off topic.</td>
<td>No submission</td>
</tr>
<tr>
<td>Slide notes</td>
<td>The key issues within the notes are identified and answered in at least 2 paragraphs w/ 3-5 sentences. The discussion is consistently clear with few digressions.</td>
<td>The key issues within the notes are identified but not all answered. The discussion is clear most of the time. Requirements for notes minimally covered.</td>
<td>Some of the key issues within the notes are identified but not answered. The discussion is not clear. Attempted notes pages not as directed.</td>
<td>Confused, hard to follow and the key issues within the notes are not identified, not present, not answered.</td>
<td>No submission</td>
</tr>
<tr>
<td>Reading and Resources</td>
<td>Peer-reviewed readings/resourse materials are used to support comments. All references are APA formatted and documented</td>
<td>There is some reference to readings and other resource material. Most references are documented appropriately.</td>
<td>Little if any reference is made to readings. Major errors in references documented.</td>
<td>Readings and resources are not cited.</td>
<td>No submission</td>
</tr>
<tr>
<td>Slide configuration</td>
<td>Slides are professional, easy to read, balanced, not overcrowded, no typos, spelling, and mechanical errors. APA format followed 100% of time. Follows assignment instructions</td>
<td>Most writing in a professional manner, free of typos, spelling and mechanical errors. 3 or &lt; spelling, grammar, or APA format errors. Instructions mostly followed.</td>
<td>Some writing written in a professional manner, contains some typos, spelling, and mechanical errors. 4 or &gt; but &lt; 6 spelling, grammar, or APA format errors. Instructions vaguely followed.</td>
<td>Most writing <strong>not</strong>: written in a professional manner, free of typos, spelling and mechanical errors. 7 or &gt; spelling, grammar, and/or APA format errors. Instructions clearly not followed.</td>
<td>No submission</td>
</tr>
</tbody>
</table>

Max score: 100 points
# Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Week #</th>
<th>Class Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class begins</td>
<td>Week #1</td>
<td>Introduction and Textbook purchase and survey</td>
</tr>
<tr>
<td>Monday, 8/24/20</td>
<td></td>
<td>Review Syllabus and Course requirements</td>
</tr>
<tr>
<td>Monday, 8/31/20</td>
<td>Week #2</td>
<td><em>Module 1</em>: Foundations of Healthy Aging: (BIO thread post due by 9/6/20 @ 23:59)</td>
</tr>
<tr>
<td>Monday, 9/7/20</td>
<td>Week #3</td>
<td>Cont. Week #3: (Discussion post with peer responses due by 9/13/20 @ 23:59)</td>
</tr>
<tr>
<td>Monday, 9/14/20</td>
<td>Week #4</td>
<td><em>Module 2</em>: Foundations of Caring: Week #3 (Discussion post with peer responses due by 9/20/20 @ 23:59)</td>
</tr>
<tr>
<td>Monday, 9/21/20</td>
<td>Week #5</td>
<td>Cont. Week #4: (Essay Outline &amp; Discussion post with peer responses due by 9/27/20 @ 23:59)</td>
</tr>
<tr>
<td>Monday, 9/28/20</td>
<td>Week #6</td>
<td><em>Module 3</em>: Wellness and Function: Week #5 (Discussion post with peer responses due by 10/4/20 @ 23:59)</td>
</tr>
<tr>
<td>Monday, 10/5/20</td>
<td>Week #7</td>
<td>Cont. Week #7: (Discussion post with peer responses due by 10/11/20 @ 23:59)</td>
</tr>
<tr>
<td>Monday, 10/12/20</td>
<td>Week #8</td>
<td>Cont. Week #8: (Essay &amp; Discussion post with peer responses due by 10/18/20 @ 23:59)</td>
</tr>
<tr>
<td>Monday, 10/19/20</td>
<td>Week #9</td>
<td><em>Module 4</em>: Wellness and Chronic Illness: Week # 9: (Discussion post with peer responses due by 10/25/20 @ 23:59)</td>
</tr>
<tr>
<td>Monday, 10/26/20</td>
<td>Week #10</td>
<td>Cont. Week # 10: (PowerPoint Outline &amp; Discussion post with peer responses due by 11/1/20 @ 23:59)</td>
</tr>
<tr>
<td>Monday, 11/2/20</td>
<td>Week #11</td>
<td>Cont. Week #11: (Discussion post with peer responses due by 11/8/20 @ 23:59)</td>
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<tr>
<td>Monday, 11/9/20</td>
<td>Week #12</td>
<td><em>Module 5</em>: Healthy Aging for Elders and their Families: Week #12: (Discussion post with peer responses due by 11/15/20 @ 23:59)</td>
</tr>
<tr>
<td>Monday, 11/16/20</td>
<td>Week #13</td>
<td>Cont. Week # 13: (PowerPoint presentation &amp; Discussion post with peer responses due by 11/22/20 @ 23:59)</td>
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<tr>
<td>Monday, 11/23/20</td>
<td>Week #14 Holiday</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Monday, 11/30/20</td>
<td>Week #15</td>
<td>Week # 15: Typhon Course Evaluations</td>
</tr>
</tbody>
</table>