

# Syllabus for HWM 310 Changes Across the Lifespan

## **IMPORTANT:**

This course syllabus document contains basic information of each course. **Please refer to the content pages under the Course Information module on each course site for detailed guidelines, project information, rubrics, course/university policies, and other course-related information for each course.**

## **Instructor Information**

Dr. Judy Springer

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## **Course Description**

This course explores research and theory regarding the nature and processes of human development from early adulthood through old age and death. Key topics include biological theories of aging, the changing body, disorders of the brain, personality development, changing memory and thinking skills, relationship issues, careers and retirement, and death/dying.

**Prerequisite(s):** UW Colleges BIO 101 Concepts of Biology or equivalent

## **Course Learning Outcomes**

By the end of this course, you will be able to:

- Identify how attitudes, beliefs, and coping skills impact longevity.
- Identify preventive health strategies to enhance health and longevity.
- Identify ways to improve clinical services to "baby boomers" and seniors.
- Identify how cognition tends to change with aging.
- Identify challenges in aging and how to foster happier lives.
- Summarize research on positive psychology and aging.

## **Course Activities**

### **Readings:**

The weekly readings correspond to the chapters in the book and parallel the PowerPoint lessons. The content in the book is a bit dense in places, so it may be helpful to read the chapter first and then watch the PowerPoint lesson, which helps explain concepts that may have seemed complex.

### **Lectures:**

A PowerPoint video lesson corresponds with the content focus of each week. Take notes on the weekly PowerPoint video lessons to highlight key concepts. This course was developed by Dr. Betsy Barrett, Dr. Jodee Schaben, and Dr. Judy Springer, who are the presenters in these PowerPoints. There is no PowerPoint video lesson in week one and week twelve. Instead, two documentaries are used as the content focus.

**Assignments:**

The assignments have been designed to assess your learning of material and to assess how you apply what you are learning. There are one assignment each week. For most assignments, there is an application or experiential piece and a reflection piece. A thoughtful reflection involves deeper level thinking; connecting results/concepts to personal experience/learning; applying; thinking about the implications; sharing changes/growth in thinking/understanding; comparing/contrasting; giving examples; and pondering questions.

To develop your ability to apply discipline-specific standards of communication and express your thoughts in writing in a succinct, grammatically correct, organized fashion (including appropriate grammar, word choice, clarity, punctuation, formatting), your written skills will be evaluated along with the content of your work. Specific instructions and a rubric used in the evaluation will accompany each assignment. Assignments utilizing text language will be returned to you to fix. Upon resubmission, all points assigned to grammar will be lost but the remaining points can be earned. If the text language is not fixed, the assignment will earn a zero. If you have any questions at all about an individual assignment, please connect with me. Due dates are Sunday at 11:59 p.m. of the respective week.

**Video Presentation and Online Discussion of Current News**

You will be asked to search for one current news item that aligns with the lesson theme. You will present this issue in a self-recorded or filmed 2-3 minute presentation. Your presentation should provide a general overview that is then tied back to specific information from our chapter. The presenter will facilitate the discussion during that week and post a summary from the discussion. Non-presenters will need to participate in the weekly discussion. The contribution to a discussion might consist of one entry, or several entries. You will be graded on the degree to which your contributions are relevant, thoughtful, engaging, respectful and incite further quality discussion.

**Quizzes:**

A 10-point multiple-choice quiz will correspond with each week's PowerPoint lesson and readings. The purpose of these quizzes is to reinforce key concepts and give me (as the instructor) feedback regarding student comprehension of concepts covered in the PowerPoints and readings. You will have ONE attempt at each quiz. Quizzes will be available Monday through Sunday at 11:59 p.m. of their respective week.

**Suggested Weekly Sequence:**

As a general guideline, an effective sequence for accomplishing weekly assignments is the following:

1. Check your email regularly. If I have announcements, updates regarding content or weekly instructions, I will send them through email.
2. Review the online PowerPoint video presentation/Documentary and take notes.
3. Complete weekly readings.
4. The presenter of the online discussion each week needs to post the discussion video prompt by Monday at 11:59 p.m. CST and facilitate the online discussion during the week.
5. The presenter needs to post a summary from the weekly discussion by Sunday at 11:59 p.m. CST.
6. Non-presenters need to participate in the online discussion.
7. Complete the weekly assignment and submit by due date (Sunday at 11:59 p.m. CST).
8. Prepare for and complete the weekly quiz by Sunday at 11:59 p.m. CST.

9. Check your assignment submission for instructor feedback/comments on Tuesday or Wednesday of the next week (accessible via the Dropbox). Reading the feedback given for each assignment is of paramount importance. It ensures the two-way street of learning that is so essential and is a particular concern/challenge with online courses. The feedback may help you develop your thinking and grow as a wellness professional, and thus help you in your completion of upcoming assignments.

## Grading Policy

- **Assignments**

There are 13 assignments (13 @ 30 points each for a total of 390 points).

- **Quizzes**

There are 14 Quizzes @ 10 points each for a total of 140 points.

### Discussion

- There is one video discussion topic and summary (Presenter) @ 30 points.
- There are 12 online discussion participation @ 6 points each (Participant) for a total of 72 points.
- The total possible points for online discussion is 102 points.

**TOTAL Possible Points = 632**

### Grading Scale:

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A 90-100%

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B 80-89%

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C 70-79%

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D 60-69%

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F 59% and lower