

# UNIVERSITY of NORTH TEXAS

Department of Kinesiology, Health Promotion, and Recreation

FALL 2023

## **RESM 4060 – Activity Intervention and Aging**

Dr. M. Jean Keller  
[Jean.Keller@unt.edu](mailto:Jean.Keller@unt.edu)  
940-565-3427

Tuesday and Thursday – 9:30 – 10:50 AM – Gateway 131

Office Location & Hours

PEB – Room 205K

Monday 1- 2 PM. Appointments are welcome in person, by Zoom or by Phone

### **Course Description:**

This course is designed to help you develop an awareness of the physiological and psychosocial aspects of aging that affect recreation, event, and sport behaviors and involvement patterns. Emphasis is on successful Ulyssean aging through engagement in recreation, event, and sport activities. This is a service-learning course so you will collaborate with an older adult mentor as part of your learning experience.

### **Purpose of the Course:**

To develop professionals who can assist older individuals in using leisure to contribute to the quality of their lives. Information about the biological, cognitive, and psychosocial aspects of aging will be explored. The notion of leisure, recreation, event, and sport and their roles in later life will be discovered with particular attention to enriching the quality of life and aging successfully. While learning includes the acquisition of knowledge through study, this course structure will also focus on knowledge acquired through active learning experiences with an older adult mentor. An opportunity to engage with an older adult deepens the learning and makes it more relevant. The reflective aspect of service learning is important to understand the theories and concepts presented in this course and to help you develop positive attitudes toward aging and older adults. This blending of knowledge acquired through study and service learning promotes genuine learning.

### **Student Learning Outcomes:**

1. Know and understand key biological, cognitive, and psychosocial factors and theories related to aging.
2. Understand the role of leisure, recreation, and sport in diverse older adults' lives and how diversity influences successful aging.
3. Demonstrate assessing, planning, and implementing skills needed to provide recreation, event, and sport activities with older adults to help them age successfully.
4. Describe and analyze the impact of selected recreation, event, or sport activities on the older adults' abilities to age successfully.
5. Explore your attitudes towards aging and older adults.

**RESM Program Philosophical Statement:** The Recreation, Event, and Sport Management faculty value leisure and recreation and believe in its diverse personal, community, and societal benefits. We also believe in an inclusive, holistic, and lifespan approach to leisure and recreation. Our program attempts to prepare students for professional service in an evolving and diverse world by addressing changing demographics, political, financial, and technological issues related to recreation, event, and sport management. As a team, the Recreation, Event and Sport Management faculty, collaborating with you, strive to create a student-centered learning environment that lays a foundation to promote lifelong learning, effective human relations skills, critical thinking, problem-solving abilities, and creativity.

**Required Text:** McGuire, F.A., Boyd, R. K., Janke, M. & Aybar-Damali, B. (2013) *Leisure and Aging: Ulyssean Living in Later Life (5<sup>th</sup> Edition)*. Urbana, IL: Sagamore-Venture.  
**ISBN:** 978-1-57167-698-6 and 978-1-57167-699-3 (e-book)

**Methods of Instruction:** Lectures, videos, readings, research, discussions, exams, written reflections, service-learning with an older adult mentor, and in-class exercises.

### **Course Requirements and Assessment of Learning**

RESM Assignments	Point Value	Due Dates
Exam 1 – Chapters 1-4	75 points	09/07
Mentor Interview	75 points	09/28
Exam 2 – Chapters 5-8	75 points	10/03
Mentor Activity Plan	75 points	10/19
Mentor Activity Participation - Written Reflection	50 points	11/02
Mentor Activity Leadership - Written Reflection	50 points	11/16
Exam 3 – Chapters 9-12	75 points	11/30
Group Presentations of Special Event with Older Adults	50 points	12/07
Summary of Learning with My Mentor – Our Story	75 points	12/12
<b>Total:</b>		<b>600 points</b>

In-class and in Canvas learning materials, along with grading rubrics will be provided for every assignment. If you have questions, please ask.

### **Course Grading - The following grading scale will be used**

A = 600 – 540 points  
 B = 599 – 480 points  
 C = 479 – 420 points  
 D = 419 – 360 points  
 F = Less than 360

### **Course Policies and Practices**

#### **Assumptions**

We share the common goal of you successfully completing this course and achieving the course learning outcomes. To do this, we will need to:

- Complete readings as assigned;
- Come to class prepared to lead and engage in discussion of the topics on the course schedule;
- Work with your older adult mentor on a regular basis throughout the semester; and
- Recognize that materials on the exams will come from class discussions, and all materials associated with the course (text, Canvas, service-learning, and videos).

### **Classroom Norms and Expectations**

We will minimize distracting technology; read and watch assigned materials; come prepared to discuss and share ideas, engage in conversation, listen to each other; and demonstrate respect for ideas that may be different from yours. By preparing and engaging in class, we will accomplish our work effectively and efficiently. We will function as a group, if one person is not following norms and expectations, it affects all.

### **Late Assignments**

Please plan so your work can be completed and uploaded by the due dates. You can always upload in advance. If you have a death in the family or a medical emergency, please share proper documentation with the instructor for accommodations, as soon as possible.

### **Attendance and Participation**

You are a valued member of this learning community, and your ideas contribute to the learning of all. Please come prepared to contribute by reading and preparing for class. Please notify the instructor if you will miss class. You are expected to be in class and on time. We miss you and your contributions when you are not present.

### **Use of Electronic Communication Devices**

As key members of this learning community, we will show respect for each other by actively listening. Cell phones should be in silent mode. There will be opportunities to use technology for in-class activities. We will expect digital citizenship from each other.

### **Eagle Mail (e-mail) and Canvas**

Please activate and regularly check your Eagle Mail and RESM 4060 Canvas website for announcements and updates.

### **Canvas**

This course will use Canvas for posting materials, sharing course information, and posting assignments and grades. Please check Canvas regularly to stay up to date with this course.

### **Writing Requirements**

APA guidelines for writing will be used for this course. Purdue's OWL is a good resource - [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_form.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_form.html) All written assignments should be typed in 12-point Times Roman font, double-spaced with 1-inch margins. There should also be a reference page to identify the sources used in your work. Please carefully proofread your writing for content sense-making, clarity, grammar, punctuation, and spelling. These elements will be part of the grading criteria. Please upload your written assignments as doc files.

### **Copy Assignments**

Please make a copy of your work before turning it in.

### **Prohibition of Discrimination, Harassment, and Retaliation** (Policy 16.004):

The University of North Texas prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### **Students with Disabilities**

**Americans with Disabilities Compliance:** The University of North Texas makes reasonable academic accommodations for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide the faculty information to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation every semester. Students are strongly encouraged to discuss their reasonable accommodations with the instructor. For additional information see the Office of Disability Accommodation website at [disability.unt.edu](http://disability.unt.edu).

### **Family Educational Rights and Privacy Act (FERPA Information)**

Students have the right to expect their grades will be kept confidential. Every attempt will be made to keep your information confidential. Other students or faculty members will not see your course grades or individual assignment grades. Grades will not be provided to anyone other than the student unless authorized, in writing, by the student.

### **Emergency Notification & Procedures:**

UNT uses a system called Eagle Alert to notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event UNT closes, please refer to Canvas for contingency plans for covering course materials.

### **Academic Integrity Standards and Consequences:**

According to UNT Policy 06.003, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, use of artificial intelligence without citing its form, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. You will find the policy and procedures at <https://policy.unt.edu/policy/06-003>.

*If you have any questions or concerns at any time, please ask. I am here to help you be successful.*

### **CANVAS**

- A. The course will utilize Canvas, as it is UNT's learning management system.
- B. Assignments will be submitted to the instructor via Canvas in supported files.

### **POSTING OF GRADES**

Grades will be posted on Canvas. Please frequently check your grades on Canvas. Ask questions if you have concerns. There will be an open Canvas discussion for course questions.

### **SYLLABUS**

The instructor may change this course syllabus, at any time during the course, to enhance the student learning experiences. All changes will be discussed with the students.

## **Tentative Course Calendar**

Aug. 22      *Course Introduction and Setting Course Norms and Expectations*  
*Interfacing with Older Adults – Mentor and Mentee Service-Learning Experiences*

You will collaborate with an older adult mentor this semester and journey with them doing activities

**Get to know each other (Extra Credit)**

Aug. 24      *Aging: A Journey and Theoretical Perspectives*  
Come to class having read Chapters 1 and 2 in your text

You will present the aging theories in class

Aug. 29      *A Positive Perspective of Aging – Ulyssean Living*  
*Biological Processes Related to Aging*  
Come to class having read Chapter 3 and having reviewed Mentor Interview Assignment

Be prepared to discuss changing biological processes related to aging

Aug. 31      *A Positive Perspective of Aging – Ulyssean Living*  
*Cognitive Aspects of Aging*  
Come to class having read Chapter 4

Be prepared to work in small groups discussing how biological and cognitive processes of aging interface as you prepare for your mentor interview

Sept. 5      *A Positive Perspective of Aging – Ulyssean Living*  
*Psychosocial Aspects of Aging*  
Come to class having read Chapter 5

Be prepared to work in small groups discussing how biological, cognitive, and psychosocial processes of aging work together and will be used to help you finalize your mentor interview questions.

Sept. 7      Complete Exam 1 in Canvas

**Exam 1 – Chapters 1-4 and Class Discussions – 75 points**

Sept. 12      *The Importance of Leisure, Recreation, Sport, and Fitness Experiences in the Lives of Older Adults*  
Come to class having read Chapter 6

Mentors will be assigned to students

Sept. 14      Time to Meet Your Mentor

- Sept. 19      *Meaningful Leisure, Recreation, Sport, and Fitness Experiences in the Lives of Older Adults – Come to class having read Chapter 7 and having reviewed the Mentor Interview Assignment in Canvas*
- Discussion of the mentor interview assignment
- Sept. 21      Time to Meet with Mentor to Complete Mentor Interview
- Sept. 26      *Motivations, Meanings, and Constraints Related to Engaging in Activities with Mentor Time and Activities in Retirement: On Being or Becoming Ulyssean.*  
Come to class having read Chapter 8
- Bring a copy of your nearly completed mentor interview
- Sept. 28      **Mentor Interview - Due – 75 points**
- Oct. 3          Complete Exam 2 in Canvas
- Exam 2 – Chapters 5-8 and Class Discussions – 75 points**
- Oct. 5          *Aging Journey with A Mentor*
- Discussion of mentor activity plan  
Discussion of special events with older adults assignment
- Oct. 10        *Intersection of Race, Ethnicity, and Gender: Impact on Recreation, Event, and Sport with Older Adults*  
Come to class having read Chapter 9
- Come prepared to discuss and ask questions about the mentor activity plan assignments in Canvas
- Oct. 12        Time to Meet with Mentor to Complete Activity Plan and Meet with Staff about Special Event
- Oct. 17        *Working with Older Adults: Lessons Learned*  
Come to class having reflected on your work with your mentor and a draft of your Activity Plan
- Oct. 19        **Mentor Activity Plan - Due – 75 points**
- Oct. 24        *Living Environments of Older Adults*  
Come to class having read Chapter 10
- Continued discussion of your activity participation and leadership of an activity with your mentor, and learning with your mentor  
Come prepared to discuss your activities, interactions, and outcomes with your mentor, and questions about the mentor reflection assignments in Canvas  
Come with questions about your group's special event assignment

Oct. 26	<u>Time to Meet with Mentor and Engage in Activities and Meet with Staff about Special Event</u>
Oct. 31	<i>Aging Journey with Mentor</i> Discussion of learning with your mentor and your participation in an activity as well as your reflection assignment Discussion of your group work related to a special event with older adults
Nov. 2	<b><u>Reflection of Participation with Mentor in An Activity – 50 points</u></b>
Nov. 7	<u>Time to Meet with Mentor and Lead an Activity</u>
Nov. 9	<i>Aging and Leisure in Various Environments</i> Come to class having read <u>Chapters 11 and 12</u>
Nov. 14	<i>Aging Journey with Mentor</i> Discussion of learning with your mentor and you leading an activity with your mentor
Nov. 16	<b><u>Reflection on Leading an Activity with Your Mentor – 50 points</u></b>
Nov 21 & 23	<u>Happy Thanksgiving</u>
Nov. 28	<i>Aging and Leisure in Various Environments</i> Come to class having read <u>Chapters 11 and 12</u>
Nov. 30	<u>Complete Exam 3 in Canvas</u> <b><u>Exam 3 – Chapters 9-12 – 75 points</u></b>
Dec. 5	<u>Time to Meet and Finalize Your Group Presentations on Preparing and Leading Special Events with Older Adults</u>
Dec. 7	<b><u>Group Presentations on Special Events with Older Adults – 50 points</u></b>
Dec. 12	<u>Summary of Learning with An Older Adult Mentor</u> <b><u>Summary of Learning with An Older Adult Mentor – “Our Story: My Mentor and Me” – 75 points</u></b>