

Spring 2021

## **RESM/AGER 4060 – Therapeutic Activity Intervention and Aging**

Wednesday – 11:00 – 12:20PM – Hall Park A 128 - Frisco

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Office Location & Hours  
PEB – Room 205K  
After class  
Appointments welcomed by Zoom and Phone

### **Course Description**

This course is designed to develop an awareness of the physiological, psychological, economic, and sociological processes of aging that affect leisure-time behavior and involvement patterns. Emphasis is on age-related illness, disease, disability, and therapeutic activity intervention.

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

To develop professionals who are able to 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 and its role in later life will be discovered with particular attention to enriching quality of life. While learning includes the acquisition of knowledge through study, this course structure will also focus on knowledge acquired through learning experiences with older adults. Opportunities to practice and engage with older adults deepens the learning and makes it more relevant. The reflective aspect of experiential learning is important to understanding the theories and concepts presented in this course and to developing your attitudes and values toward aging and older adults. This blending of knowledge acquired through study and experience promotes the genuineness of academic learning and deepens your respect for older adults and the aging process.

### **Student Learning Outcomes:**

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

**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 and oral reflections, self-learning with a mentor, in-class exercises, and knowledge checks.

**Course Requirements and Assessment of Learning**

<b>RESM/ AGER 4060 Assignments</b>	<b>Point Value</b>	<b>Due Dates</b>
Knowledge Audit – Quiz 1 – Chapters 1-4	25 points	02/03
Mentor Assessment	50 points	02/10
Knowledge Audit - Quiz 2 – Chapters 5-8	25 points	02/17
Mentor Activity Plan	50 points	02/24
Exam 1 – Chapters 1-6	50 points	03/03
Reflection 1 of Activity Implementation	50 points	03/10
Reflection 2 of Activity Implementation	50 points	03/24
Knowledge Audit - Quiz 3 – Chapters 9-12	25 points	04/07
Reflection 3 of Activity Implementation with Theories	75 points	04/14
Your Learning with Your Mentor Presentation	50 points	04/14 and 04/21
Exam 2 – Chapters 9-12	50 points	04/28
<b>Total:</b>		<b>500 points</b>

In-class and in Canvas learning materials and discussion 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 = 500 – 450 points  
B = 449 – 400 points  
C = 399 – 350 points  
D = 349 – 300 points  
F = Less than 300

**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:

- A. Complete readings by the date on the course schedule;
- B. Come to class prepared to lead and engage in discussion of the topics on course schedule;
- C. Select your mentor, complete the assessment, activity plan, and reflections by the due dates; and
- C. Recognize that materials on the exams will come from readings, class discussions, and all materials associated with the course (text, Canvas, 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 sensitive or different from yours. By preparing and engaging in class, we will accomplish our work effectively and efficiently. We will function as a group and create an effective learning community.

### **Late Assignments**

Plan ahead so your work can be completed and uploaded in advance and if help is needed you can get assistance. Interruptions in Canvas or other technology difficulties are not valid excuses. If you have a death in the family or an emergency, please share 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. Due to COVID-19, class attendance will be reported. You are expected to be in class and on time with your mask on and adhering to social distancing practices.

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

As a key member of this learning community, we will show respect for each other by actively listening. Cell phones should be in a 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 of materials, sharing course information, and posting assignments and grades. Please check Canvas regularly to stay updated 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\\_at.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_form_at.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 proof your writing for content, clarity, grammar, punctuation, and spelling. These elements will be part of the grading criteria.

### **Copy Assignments**

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

### **Students with Disabilities**

The University of North Texas makes reasonable academic accommodation 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 for every semester. Students are strongly encouraged to discuss their reasonable accommodation during faculty office hours or by appointment. 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 will not see your course grades nor individual assignment grades.

### **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). In the event UNT closes, please refer to Canvas for contingency plans for covering course materials.

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

Consistent with the University of North Texas policies, scholastic dishonesty will result in you failing the course. The course will be governed by all policies described in the **UNT Code of Student Conduct** and **UNT policy on Student Standards for Academic Integrity**. If you are unsure about academic or professional behaviors, please ask.

### **CANVAS**

- A. The course will utilize Canvas, as it is UNT's online learning platform.
- B. Assignments will be submitted to the instructor via Canvas.
- C. In addition to class meetings, we may use Zoom for discussions and check-ins with each other.

### **POSTING OF GRADES**

Grades will be posted on Canvas. Please frequently check your grades on Canvas. Please ask questions if you have concerns.

### **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 course participants.

### **Tentative Course Calendar**

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| Jan. 13 | <i>Course Introduction and Setting Course Norms and Expectations.<br/>Interfacing with Older Adults as Mentors<br/>Your Course and Your Interests</i><br><br><div style="text-align: center;"><p>Begin to think about an older adult that will serve as your mentor this semester</p><p><b>Get to know each other (Extra Credit)</b></p></div> |
| Jan. 20 | <i>Aging: A Journey and Theoretical Perspectives – Read Chapters 1 and 2</i><br><br><div style="text-align: center;"><p>Be prepared to present on aging theories in class</p><p>Discussion of mentor assessment questions</p></div>  |

- Jan. 27      *Biological Processes Related to Aging* – Read Chapter 3
- You should have selected an older adult mentor**  
 Continued discussion of mentor assessment questions  
 Discussion of mentor activity plan  
 Discussion of interactions with your older adult mentor.
- Feb. 3      *Cognitive and Psychosocial Processes Related to Aging* – Read Chapters 4 and 5
- Knowledge Audit over Chapters 1-4 - Quiz 1 - 25 points**  
  
 Be prepared to work in small groups discussing biological, cognitive, and psychosocial aspects of aging to finalize your assessment questions that will help you prepare your activity plan with your mentor
- Feb 10      *The Importance of Leisure and Meaningful Leisure Experiences in the Lives of Older Adults* - Read Chapters 6 and 7
- Bring a copy of your nearly completed mentor assessment  
 Continued discussion of mentor activity plan
- Mentor Assessment - 50 points**
- Feb. 17      *Activities, Activity Modification and Adaptation with Older Adults*
- Come ready to discuss your interactions with your older adult mentor  
 Discussion of reflection assignments  
 Finalizing your mentor activity plan
- Knowledge Audit 2 over Chapters 5-8 - Quiz 2 - 25 points**
- Feb. 24      *Intersection of Race, Ethnicity, and Gender: Leisure and Older Adults* – Read Chapter 9
- Bring a copy of your nearly completed mentor activity plan  
 Discussion of your activities and interactions with your mentor based on your assessment and activity plan ideas
- Mentor Activity Plan - 50 points**
- March 3      **Exam 1 (Chapters 1-6) – 50 points**
- March 10      *Reflections of Activity Engagement and Interactions with Older Adults*
- Come prepared to present your reflection 1 assignment - activity, interactions, outcomes, and reflections  
  
 Discussion of reflection 2 and 3 and your learning with your mentor presentation
- Reflection 1 - 50 points**

March 17	<p><i>Living Environments of Older Adults and Working with Older Adults</i> - Read Chapter 10</p> <p>Continued discussion of reflections 2 and 3 and your learning with your mentor presentation</p> <p>Come prepared to present your reflection 2 assignment - activity, interactions, outcomes, and reflections</p>
March 24	<p><i>No in-class session – Time to Prepare Your Reflections</i></p> <p><b>Reflection 2 - 50 points</b></p>
March 31	<p><i>Aging and Leisure in Various Environments</i> – Read Chapters 11 and 12</p> <p>Continued discussion of reflection 3 and your learning with your mentor presentation</p> <p>Come prepared to share your ideas and theories related to reflection 3 assignment based on the activities, interactions, outcomes, and reflections with your mentor</p>
April 7	<p><i>Ulyssean Living in Later Life and Course Summary</i></p> <p>Continued discussion of reflection 3 and your learning with your mentor presentation</p> <p>Come prepared to share your ideas and theories related to reflection 3 assignment based on the activities, interactions, outcomes, and reflections with your mentor</p> <p><b>Knowledge Audit over Chapters 9-12 - Quiz 2 - 25 points</b></p>
April 14	<p><i>Presentations</i></p> <p><b>Your Learning with Your Mentor: A Presentation - 50 points</b></p> <p><b>Reflection 3 with theories - 75 points</b></p>
April 21	<p><i>Presentations</i></p> <p><b>Your Learning with Your Mentor: A Presentation - 50 points</b></p>
April 28	<p><i>Exam 2</i></p> <p><b>Exam 2 (Chapters 7-12) - 50 points</b></p>