

FALL 2018

RESM/AGER 4060 – Therapeutic Activity Intervention and Aging

Monday – 3:30 – 6:20PM Wooten Hall - 316

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Office Location & Hours
PEB – Room 205K
After class Monday – 6:30 - 7:30 pm
Appointments welcomed

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 psychological 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 service and community engagement 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 service learning while engaging the community 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 community service as academic learning and deepens your respect for older adults.

Role of Service and Community Engaged Learning in RESM/AGER 4060 and in Students' Learning:

RESM/AGER 4060 has intentional integration of learning objectives with a service and community engagement with older adults at the Vintage Senior Care Center; there will be reciprocal benefits for students, community partner - Vintage Senior Care Center, and older adult participants. This service and community engagement learning experience will: help **students** learn through ongoing reflection and developing critical thinking skills; support the **Vintage Senior Care Center** in serving its residents with one-on-one social interactions; and benefit **older adult participants** by enhancing their use of leisure time for successful aging.

Student Learning Outcomes:

1. Know and understand key biological, cognitive, and psychological factors and theories related to aging.
2. Understand the role of leisure in diverse older adults' lives and how it can impact 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 the selected recreation, event, or sport activity on the older adult's ability to age successfully.
5. Explore your attitudes and values towards aging and diverse older adults.

Text:

Leisure and Aging (5th Edition). Frances A. McGuire, Rosangela K. Boyd, Megan Janke, and Begum Aybar-Damali. Sagamore Publishing. 2013, ISBN print: 978-1-57167-698-6; ISBN eBook: 978-1-57167-699-3; LCCN: 2013944281.

Methods of Instruction:

Lectures, videos, readings, research, discussions, exams, written and oral reflections, self-learning with a mentor, and in-class exercises.

Course Requirements and Assessment of Learning

RESM/AGER 4060 Assignments	Value	Due Dates
Exam 1	50	10/01
Assessment	35	10/08
Activity Plan	40	10/22
Activity Engagement and Interaction - Reflection 1	40	11/05
Exam 2	50	11/26
Activity Partner Celebration	35	12/03
Lessons Learned, Conclusions, and Recommendations - Reflection 2	50	12/10
Total	300	

Course Grading - The following grading scale will be used

A = 300 – 270 points
B = 269 – 240 points
C = 239 – 210 points
D = 209 – 180 points
F = Less than 180

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, you 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. Recognize that materials on the exams will come from readings, class discussions, and all materials associated with the course;
- D. Be professional with Vintage Center staff and participants in your communications and appearance. Please dress in business casual. This means shirts, casual slacks or skirts, and closed toe shoes. Avoid shorts, leggings, jeggings, clothing with tears and holes. Interact with older participants **not your phone when on-site**. Be professional if calling, emailing, or texting staff and participants.

Classroom Norms and Expectations

As discussed and agreed on in class. 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 than yours. By preparing and engaging in class, we will accomplish our work effectively and efficiently. We will function as a group, so if one person is not following norms and expectations, it impacts all.

Late Assignments

Plan ahead so your work can be uploaded 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 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 on exam days unless you have a death in the family or a medical emergency, please share proper documentation with the instructor for accommodations.

Use of Electronic Communication Devices

As a key member of this learning community, we will **not use cell phones** in class as we show respect for each other by actively listening. Cell phones should be in a silent mode and should not be taken out during class. There will be opportunities to use technology for in-class activities. We will expect digital citizenship from each other. If any electronic device disturbs the teaching and/or learning environment, the user will be asked to leave the class.

Eagle Mail (e-mail) and Canvas

Please activate and regularly check your Eagle Mail and RESM/AGER 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. I recommend you use Purdue's OWL <http://owlenglish.purdue.edu/> as a guideline. All written assignments should be typed in 12-point Times Roman font, double spaced with 1-inch margins. A cover page with the name of the assignment and your full name should be attached. There should also be a reference page to identify the sources you used in your paper. 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. Keep all of your graded papers until your final grade is posted.

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 you with a reasonable accommodation letter to be delivered to faculty 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 and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. The student has the responsibility of informing the course instructor of any disabling conditions that will require course modifications. For additional information see the Office of Disability Accommodation website at disability.unt.edu.

Family Educational Rights and Privacy Act (FERPA Information):

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size of the size and/or nature of the class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, assignments, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting ONLY their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any individual assignment will be posted in a way that could result in your being identified by other students or faculty members.

Emergency Notification & Procedures:

UNT uses a system called Eagle Alert to quickly 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 of a university closure, 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 an academic or professional behaviors, please ask.

Syllabus

The instructor may change this course syllabus at any time during the course.

Tentative Course Calendar

- Aug. 27 *Course Introduction and Setting Course Norms and Expectations.
What is Service Learning and Community Engagement and Why It Is Relevant to You?
Our Class, and Your Careers?*
- You will complete volunteer applications, confidentiality statement, criminal history check, and orientation for work at the Vintage Senior with older adults.
- Sept. 3 *Labor Day - no class*
- Sept. 10 *Aging: A Journey and Theoretical Perspectives – Read Chapters 1 and 2*
- Be prepared to present on the theories in class - Knowledge Audits
- Discussion of Assessment (Assignment 1)
- Sept. 17 Up to 20 students will meet at **3PM (Note time change)** at the Vintage for *Meet and Greet Perspective Participants (Meet in the Main Dining Room)*
- Meet at the Vintage Senior Care, 205 N Bonnie Brae St, Denton, TX 76201**
- Class will begin at 4:30PM** *Biological, Cognitive, and Psychological Processes Related to Aging – Read Chapters 3, 4 and 5*
- Continued Discussion of Assessment (Assignment 1) - Selection, Interaction, and Reflection with an Older Adult. Review Assessment Interview Questions - Bring your draft assessment to class
- Be prepared to work in small groups using biological, cognitive, and psychology aging processes to create your assessment - Knowledge Audits
- Sept. 24 Students who need a participant will meet at **3PM (Note time change)** at the Vintage for *Meet and Greet Perspective Participants*
- Meet at the Vintage Senior Care, 205 N Bonnie Brae St, Denton, TX 76201**
- No Class after Meet and Greet**
- Oct. 1 *The Importance of Leisure and Leisure Experiences in the Lives of Older Adults - Read Chapters 6 and 7*
- Exam 1 - Over Chapters 1 - 5**
- Oct. 8 *Activities and Time: Intersection of Diversity among Older Adults - Reader Chapters 8 and 9*
- Bring a copy of your **completed assessment** and come prepared to discuss and work on your **Activity Engagement and Interaction Plan (Reflection 1 Assignment)**
- Assessment Due**
- Oct. 15 *Living and Leisure Environments - Read Chapters 10, 11, and 12*
- Come ready to discuss your interactions with your older participant

- Oct. 22 *Activity Engagement and Interaction with Older Adult - Time with Participants - No Class*
- Activity Plan Due**
- Oct. 29 *Planning a Celebration Activity*
- Bring creative ideas and be prepared to participate in an event planning session. We will thank participants and **showcase** your fine work with them.
- Nov. 5 *Reflections of Activity Engagement and Interaction with Older Adult*
- Come prepared to present your Reflection 1 assignment - activity, interactions, outcomes, and reflections
- Continued planning for Celebration Activity
- Discussion of Lessons Learned, Conclusions, and Recommendation (Reflection 2 assignment)
- Reflection 1 Due**
- Nov. 12 *Activity Modification and Adaptation*
- Come prepared to present your Reflection 1 assignment - activity, interactions, outcomes, and reflections
- Continued planning for Celebration Activity and discussion of evaluation
- Nov. 19 *Activity Engagement and Interaction with Older Adult*
- Nov. 26 *Reflections of Activity Engagement and Interaction with Older Adult*
- Final planning for Celebration Activity
- Exam 2 - Over Chapter 6 - 12**
- Dec. 3 *Activity Partner Celebration - Show Time*
- Meet at the Vintage Senior Care, 205 N Bonnie Brae St, Denton, TX 76201 at 3:00PM**
- Dec. 10 *Lessons Learned and Recommendations*
- Reflections and Celebrating You*
- Reflection 2 Due**