

FALL 2019

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

Monday – 3:30 – 6:20PM Terrill Hall - 121

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

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

Mr. Parker Sheppard  
[Parker.Sheppard@unt.edu](mailto:Parker.Sheppard@unt.edu)  
Learning Facilitator  
214-709-0784

### **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. This is a service-learning course so you will have experiential and real world learning in the community with older adults. This course is part of the Career Connect experience at UNT.

### **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 service and community engagement opportunities with older adults at the Good Samaritan Society-Lake Forest Village; and there will be reciprocal benefits for students, community partner - Good Samaritan Society-Lake Forest Village, 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 staff of Good Samaritan Society-Lake Forest Village 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 psychosocial 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.

**Required Text:**

*Recreational Therapy for Older Adults*. Nancy E. Richeson and Betsy Kemeny. Sagamore-Venture Publishing. 2019, ISBN print: 978-1-57167-949-9; ISBN ebook: 978-1-57167-950-5; ISBN etext: 978-1-57167-951-2.

**Methods of Instruction:**

Lectures, videos, readings, research, discussions, exams and quizzes, written and oral reflections, self-learning with a mentor, in-class exercises, experiential field project, and incentivized knowledge checks.

**Course Requirements and Assessment of Learning**

RESM/ AGER 4060 Assignments	Point Value	Due Dates ( <b>Note:</b> <b>Not Chronological</b> )
Service-learning Paperwork Completion	25 points	8/26
Assessment and Activity Plan with Mentor	50 points	9/30
Reflection 1	50 points	10/21
Reflection 2	50 points	11/4
Reflection 3 with Theory	100 points	12/2
Showcasing Service Learning Activity	50 points	11/18
Knowledge Quiz 1	25 points	9/23
Knowledge Quiz 2	25 points	10/7
Knowledge Quiz 3	25 points	11/11
Exam 1	50 points	10/14
Exam 2	50 points	12/9
<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. Recognize that materials on the exams will come from readings, class discussions, and all materials associated with the course;
  - D. Be professional with Good Samaritan Society-Lake Forest Village 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 when 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 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 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 quiz and exam days as there are no make-up quizzes or exams, 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 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. Please add the iClicker app to your phone so you can join class experiences:  
<https://macmillan.force.com/iclicker/s/iclicker-reef-students> 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 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. 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](http://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 and/or nature of some classes, 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 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.

## **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 class participants.

## **Tentative Course Calendar**

- Aug. 26      *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?* Read Chapter 1 and 2.
- You will complete volunteer applications, confidentiality statement, criminal history check, and orientation for your work at Good Samaritan Society-Lake Forest Village with an older adult mentor
- Paper work due at the end of class - 25 points**
- Sept. 2      *Labor Day - no class - nice opportunity to catch up on your readings*
- Sept. 9      *Aging: A Journey and Theoretical Perspectives* – Read Chapters 7 and 8
- Be prepared to present on the theories in class
- Discussion of Assessment and Activity Plan with Mentor
- Sept. 16      *Biological, Cognitive, and Psychological Processes Related to Aging* – Read Chapters 3, 4, 5, and 6
- Continued Discussion of Assessment and Activity Plan with Mentor - Selection, Interaction, and Reflection with an Older Adult. Review Assessment Interview Questions - Bring your draft assessment and activity plan to class for review and discussion
- Sept. 23      *Service-learning Mentor Selection*
- Meet at Good Samaritan Society - Lake Forest Village, 3901 Montecito Drive, Denton, TX 76205**
- Knowledge Audit - Quiz 1 - 25 points**
- Sept. 30      *Biological, Cognitive, and Psychological Processes Related to Aging (continued)* – Read Chapters 3, 4, 5, and 6
- Be prepared to work in small groups using biological, cognitive, social, and psychology aging processes to create your assessment and activity plan
- Assessment and Activity Plan with Mentor - 50 points**
- Oct. 7      *The Importance of Leisure and Leisure Experiences in the Lives of Older Adults* - Read Chapters 9 and 10
- Bring a copy of your completed assessment and activity plan
- Knowledge Audit - Quiz 2 - 25 points**

- Oct. 14 *Activities, Activity Modification and Adaptation, and Time: Intersection of Diversity among Older Adults* - Canvas materials to review
- Come ready to discuss your interactions with your older adult mentor
- Exam 1 - 50 points**
- Oct. 21 *Service-learning Project Time*
- Reflection 1 - 50 points**
- Oct. 28 *Activity Modification and Adaptation and Planning a Showcasing Service Learning Activity Event* - Canvas materials to review
- 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. 4 *Service-learning Project Time*
- Reflection 2 - 50 points**
- Nov. 11 *Reflections of Activity Engagement and Interaction with Older Adult*
- Come prepared to present your Reflection 1 and 2 assignments - activity, interactions, outcomes, and reflections
- Continued planning for Showcase Activity
- Discussion of Lessons Learned, Conclusions, and Recommendation in preparation for Reflection 3
- Knowledge Audit - Quiz 3 - 25 points**
- Nov. 18 *Showcasing Service Learning Activity*
- Meet at Good Samaritan Society - Lake Forest Village, 3901 Montecito Drive, Denton, TX 76205**
- Showcasing Service Learning Activity - 50 points**
- Nov. 25 *Service-learning Project Time*
- Dec. 2 *Careers in Working with Older Adults and Lessons Learned* - Read Chapter 11
- Reflection 3 with Theory - 100 points**
- Dec. 9 **Exam 2 - 50 points**