



Department of Recreation and Leisure
Studies Faculty of Applied Health Sciences

RECL 3P12: Leisure and Aging
Fall 2020

Instructor: Pei-Chun Hsieh, PhD, CTRS
Class Time: Mondays/Wednesdays/Fridays, 3 pm - 4 pm
(Note: Four synchronous meetings will be hosted during the scheduled class time.)
Office Hours: Mondays, 1 pm - 3 pm (or by request)
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Course Calendar: This course is designed to enable students to explore the role of leisure in adult development with specific focus on the aging process, leisure needs and leisure services. Basic concepts associated with leisure, aging, targeting leisure services, research and public policy will be discussed.

Restriction: open to RECL majors and GERO minors with a minimum of 7.0 overall credits until date specified in Registration guide

Prerequisite(s): RECL 1P90 (1F91), 1P03 or permission of the instructor

Learning Objectives:

1. **Explore** current issues and trends in the field of aging and determine their implications for recreation and leisure.
2. **Examine** the impact of social attitudes toward aging and of the attitudes and self-concepts held by older adults toward aging.
3. **Gain an understanding** of later life leisure in the context of physiological, cognitive, and psychological aging processes.
4. **Identify** best practices in recreation and leisure programming for older adults and consider the contributions of leisure to aging well.

Course Format: This course is designed with both synchronous and asynchronous online learning activities. Lectures and other materials will be made available on Sakai every Monday at 3 pm. Course readings are listed for each week - please see the class schedule. Students can work on the asynchronous course activities at their own pace; however, they are expected to complete all the weekly assigned tasks (e.g., readings, lecture videos, forum discussion, or quizzes) before 11 pm that Friday. There are four synchronous class meetings to promote a collaborative learning environment and to engage students in intellectual discussions with practitioners about current issues and trends in the field of aging. The time of these synchronous meetings are identified in the course schedule. All students are expected to attend these synchronous meetings via Microsoft Teams.

Course Technology / Communications: Success in this course is dependent on effective communication and academic citizenship. Please communicate with each other and with me in a respectful, polite manner. This expectation for communication includes telephone communication, in-person communication, and electronic communication. If you have issues you wish to discuss or with which you need extra help, please feel free to contact me. I will make an effort to respond to your

email within 48 hours, though this may not be possible in every instance, especially on the weekends. **Due to Brock University confidentiality policies, I will only respond to emails from addresses that are part of the Brock University Badger student email system.** Be sure to include 'RECL 3P12' in the subject line of your email.

Students are asked to access Sakai for lecture materials, assignment requirements, and individual grades. Please note that I will also use this account to periodically contact students or provide course announcements throughout the term.

Course Evaluation

Component	Value	Dates
Class Participation	20%	Weekly
Reading Quizzes	10%	Completed by 11 pm, Friday of Week 3 & Week 7
Leisure & Aging Well Presentation	25%	Week 8 - 12
Sensory Box Project	30%	November 27
Final Exam	15%	Week 14

Note: All course evaluation activities are subject to the policies as described at the end of this outline. They also follow Brock University academic regulations for misconduct as outlined in the Undergraduate Calendar.

1. Class Participation (Value 20%)

Full student participation is vital to the success of this course. To promote an interactive learning environment and engage students in 'real-time' class discussion, students are required to attend four scheduled synchronous meetings. The scheduled meeting times can be found in the course schedule. Attendance will be taken. Each meeting is worth 2% of your final grade, so arrange your schedule accordingly.

There will be 8 discussion forums throughout the semester. You are expected to be an active participant on the discussion board. An active participant is characterized by posting their weekly response to the discussion question(s) before **11 pm on Wednesday** and by responding to at least one peer's post by **11 pm on Friday of that week**. Each forum is worth for 2%. Please note that your comment should be based on the assigned learning materials and be at least one paragraph long. While you are expected to post and comment to other's post for 6 weekly forums, you can earn 4% bonus points if you participate in all 8 discussion forums.

2. Reading Quizzes (Value 10%)

There are two reading quizzes to assess students' understanding of the learning materials. Each quiz is worth 5%. You are expected to complete the quizzes before 11 pm on Friday of that week. Further details of the quiz format and topic will be provided on Sakai.

3. Leisure and Aging Well Presentation (Value 25%)

To allow students to practice their oral presentation skills and expand their understanding of the relationship between leisure and aging well, students are expected to work with a peer and make a 10-minute presentation on how leisure can support older adults in one of the following domains of well-being: physical, psychological, social, cognitive, and spiritual. For the presentation, students should use at least five peer-reviewed journal articles that were published within the past ten years. Additionally, to help engage other students in the learning process, the student presenters are asked to develop one discussion question for the discussion forum that week and three quiz questions (multiple choice, T/F, fill-in-blank, or short answer questions) based on their presentation. The quiz questions will be included in the final exam question pool. Students will submit their presentation video by 11 pm of the Friday before the scheduled topic week. For example, if you are presenting on the topic of leisure and physical well-being, the deadline to submit your video would be at 11 pm on October 23. Further details of this assignment will be

provided on Sakai as well as during the first synchronous meeting.

4. Sensory Box Project (Value 30%)

For this service-learning project, students will work in pairs and conduct a virtual meeting with an older resident to explore their life history and leisure interests with the goal of creating a sensory box that will support their leisure engagement in the setting. To collect meaningful information efficiently, students are expected to work with their partner to develop a list of interview questions prior to their scheduled interview. Based on the interview, students will then create a box that includes items that will stimulate the five senses: sight, smell, taste, touch and hearing, as well as will engage the older resident in meaningful leisure activities or allow the person to reminisce about a meaningful event. When creating this box, students should consider the older resident's health condition, the agency's COVID guidelines, and how the box can benefit the individuals in terms of five domains of well-being. With their partner, students will create a 5-minute video to explain why they selected the specific items for their sensory box and discuss how to use this sensory box to engage older residents in a meaningful way. The video will be shared with the agency and posted under the Week 13 Learning Module to allow students to learn from each other. Additionally, each student is required to write a three-page reflection paper (double-spaced, 12 pt. font size, 1-inch margins) relating to personal perceptions of aging, their experience of meeting and interacting with older adults at Tabor, and the knowledge gained related to course material. The Sensory Box Project is due at 11 pm, November 27. Further details of this assignment will be provided on Sakai as well as during the synchronous meetings.

5. Final Exam (15%)

The final exam link will be available between 3 pm, December 7th and 11 pm, December 11th. It will be comprised of multiple choice, T/F, fill-in-blank, short answer, and essay questions. The final exam will be drawn from class content, assigned readings, and quiz questions developed by student presenters between Weeks 8 and 12. Further details of the format will be shared on Sakai.

COURSE POLICIES

Re-evaluation: If a student wishes an evaluative component to be re-evaluated s/he must put their specific concerns in writing in the form of a one-page, single-spaced explanation. These concerns must be presented within one week upon return of the evaluative component. In the process of re-evaluation, the initial mark may increase, decrease, or remain the same at the discretion of the instructor.

Course Policy Regarding Late Assignments: Any assignment submitted after the due date and time is considered late. A late assignment handed in after the due date will be devalued by 5%. Late papers will then be devalued by **10% per day**. **No assignments will be accepted beyond 3 days after the due date.** In special circumstances where the due dates cannot be met, it is the student's responsibility to provide acceptable written documentation (e.g., student medical certificate, copy of death certificate, police report) substantiating the reasons for not meeting the deadline. Students with acceptable documentation must contact the instructor no later than 48 hours after a due date to make alternative arrangements. **Students without acceptable documentation or those who contact the instructor after the 48-hour deadline will be given a mark of "0" for the assignment.** The Faculty of Applied Health Sciences requires that a student's medical certificate, or the University Health Services Student Medical Certificate, be completed in order for a student to receive medical accommodation from academic studies.

Effective Written Communication: Clear, effective, and concise written communication is a skill that must be developed throughout your tenure as an undergraduate. A number of resources are available that specifically help students write more effectively by improving the structure and expression of

their ideas and the content of their papers. It is not expected that your writing will be flawless. It is best to view writing as a process that requires the feedback of your peers and instructors and an acknowledgement that improvement is incremental. When necessary, students should take advantage of writing workshops organized by the Student Development Centre. Taking active steps to improve your writing is an investment that will serve you well throughout your education and into your career.

Computer Problems: In the past, students have had problems with computers or their internet connection. Make sure that your assignment is completed at least 24 hours prior to the due date to avoid the stress of having to submit your assignment at the last minute. Computer glitches will never be a good excuse for an extension.

Respect Policy: Brock University is committed to building and maintaining a diverse and inclusive community where our students, staff, and faculty, course participants, volunteers and visitors can work and learn in an environment that respects the dignity and worth of members of the Brock community. Each individual has the right to participate, learn, and work in an environment that promotes equal opportunities and prohibits all forms of harassment and discrimination. Each individual is responsible for his/her own behaviour and actions and for recognizing and supporting the right of all individuals to dignity at work and school and to maintain an environment in which this can flourish. To ensure that every student feels safe to express opinions and to share personal experiences, please observe the following guidelines:

1. Students will attend and positively contribute and advance the discussion in all weekly forums and class meetings with reflective and thoughtful comments.
2. Remember that we all come to the classroom with different life experiences. We need to be sensitive to, and acknowledge, that often we can only speak from our own perspectives. Also, remember to avoid using non-inclusive language, or making statements that could be interpreted as racist, sexist, ableist, or otherwise subscribing to stereotypes.
3. Diversity needs to be respected for a successful learning environment.

UNIVERSITY POLICIES

Academic Integrity: Academic integrity is a core value of the academic mission at Brock University, defined as the pursuit of knowledge and scholarship through the provision of academic programs and a learning environment of the highest quality. It is in the interest of the University's academic mission that every student adheres to the highest standards of scholarly integrity. As such, academic dishonesty is taken very seriously and will not be tolerated.

Academic dishonesty, defined as academic misconduct, consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences (e.g., a lower grade or failure on the assignment or examination, notation on the student's official transcript, or withholding or rescinding a Brock University degree or certificate).

It is your responsibility to understand what constitutes academic misconduct. For information on the various kinds of academic dishonesty, please refer to the Brock University Undergraduate Calendar.

The following illustrates only four examples of academic dishonesty:

1. Plagiarism: defined as presenting work done (in whole or part) by someone else as if it were one's own, or for which other credit has been obtained (e.g., using direct quotations or large sections of paraphrased material without acknowledgement).
2. Improper collaboration (e.g., copying from another student, or making information available to other students knowing that this is to be submitted as the borrower's own work).
3. Impersonation, copying or using unauthorized aids in tests and examinations.
4. Obtaining medical or other certificates under false pretenses.

****Please note: All written assignments submitted through Sakai for this course will be**

automatically assessed by Turnitin.com upon submission

Intellectual Property Notice: All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under Brock's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

Academic Accommodations: As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Student Accessibility Services in the Student Development Centre (ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

Academic Accommodations due to Religious Obligations: Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory, or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

Medical Exemption Policy: The University will accommodate students whose studies become interrupted, or who may be unable to complete academic work, due to an incapacitating medical condition. In these situations, the student must complete the Brock University Student Medical Certificate (or in case of a concussion, the Brock University Student Health Services Medical Concussion Certificate) and include any relevant medical documentation to support his/her request for academic accommodation based on medical grounds. The University may, at its discretion, request more detailed documentation in certain case.

TENTATIVE CLASS SCHEDULE & LIST OF SUPPLEMENTARY MATERIAL

Date	Topics	Assigned Readings	Learning Activities
Week 1 Sept. 9 - 11	Orientation	<p>Liang, J., & Luo, B. (2012). Toward a discourse shift in social gerontology. From successful aging to harmonious aging. <i>Journal of Aging Studies</i>, 26(3), 327-334.</p> <p>Fonda, J. (2011). Life's third act [Video file]. Retrieved from https://www.ted.com/talks/jane_fonda_life_s_third_act#t-14838</p>	Synchronous Meeting at 3 pm, Sept. 9
Week 2 Sept. 14 - 18	Theories of Aging	<p>Hooyma, N. R., & Kiyak, H. A. (2011). Social theories of aging. In N. R. Hooyma & H. A. Kiyak (Eds.), <i>Social gerontology</i> (9th ed., pp. 312-338). Boston, MA: Allyn & Bacon.</p> <p>Nimrod, G., Janke, M. C., & Kleiber, D. A. (2008). Expanding, reducing, concentrating and diffusing: Activity patterns of recent retirees in the United States. <i>Leisure Sciences</i>, 31(1), 37-52.</p> <p>Nyad, D. (2013). Diana Nyad: Never, ever give up [Video file]. Retrieved from https://www.ted.com/talks/diana_nyad_never_ever_give_up</p>	Forum Discussion
Week 3 Sept. 21 - 25	Leisure Across the Later Life Span	<p>Karev, I., & Doron, I. (2017). The human right to leisure in old age: Reinforcement of the rights of an aging population. <i>Journal of Aging & Social Policy</i>, 29(3), 276-295.</p> <p>Genova, L. (2017). Lisa Genova: What you can do to prevent Alzheimer's [Video file]. Retrieved from https://www.ted.com/talks/lisa_genova_what_you_can_do_to_prevent_alzheimer_s</p>	Quiz
Week 4 Sept. 28 - Oct. 2	Long-Term Care & COVID-19	<p>Orava, S. B., Cook, K., & Brown, A. (2020). Maintaining a positive patient experience during COVID-19 in a rehabilitation and complex care setting. <i>Patient Experience Journal</i>, 7(2), 98-102.</p> <p>Chu, C. H., Donato-Woodger, S., Dainton, C. J. (2020). Competing crises: COVID-19 countermeasures and social isolation among older adults in long-term care. <i>Journal of Advanced Nursing</i>. doi.org/10.1111/jan.14467</p> <p>Son, J. S., Nimrod, G., West, S. T., Janke, M. C., Liechty, T. & Naar, J. J. (2020). Promoting older adults' physical activity and social well-being during</p>	Synchronous Meeting at 3 pm, Oct. 2 (Guest Speaker: Norma Restivo, RT at Tabor Manor)

		COVID-19. Leisure Sciences, DOI: 10.1080/01490400.2020.1774015	
Week 5 Oct. 5 - 9	Social Attitudes towards Aging	Dionigi, R. A. (2015). Stereotypes of aging: Their effects on the health of older adults. <i>Journal of Geriatrics</i> , 1-9. Applewhite, A. (2017). <i>Ashton Applewhite: Let's end ageism</i> [Video file]. Retrieved from https://www.ted.com/talks/ashton_applewhite_let_s_end_ageism	Forum Discussion
Week 6	Reading Break		
Week 7 Oct. 19 - 23	Diversity and Aging	Ward, V. E. (2000). Immigrant elders: Are we missing them? An examination of leisure participation and identity among immigrant elders. <i>Journal of Aging and Identity</i> , 5(4), 187-195. White, E. (2017). Elizabeth White: An honest look at the personal finance crisis [Video file]. Retrieved from https://www.ted.com/talks/elizabeth_white_an_honest_look_at_the_personal_finance_crisis	1. Synchronous Meeting at 3 pm, October 19 (Guest Speaker: Grace Nelson) 2. Quiz
Week 8 Oct. 26 - 30	Leisure and Aging Well: Physical Well-being	Mick, P., Parfyonov, M., Wittich, W. Phillips, N. & Pichora-Fuller, M. K. (2018). Associations between sensory loss and social networks, participation, support, and loneliness. <i>Canadian Family Physician</i> , 64, e33-e41. Menesini, M. (2016). Monica Menesini: Why do our bodies age? [Video file]. Retrieved from https://www.ted.com/talks/monica_menesini_why_do_our_bodies_age	Forum Discussion
Week 9 Nov. 2 - 6	Leisure and Aging Well: Psychological Well-being	O'Shea, D. M., Dotson, V. M., & Fleo, R. A. (2019). Aging perceptions and self-efficacy mediate the association between personality traits and depressive symptoms in older adults. <i>International Journal of Geriatric Psychiatry</i> , 32, 1217-1225. Carstensen, L. (2011). <i>Laura Carstensen: Older people are happier</i> [Video file]. Retrieved from https://www.ted.com/talks/laura_carstensen_older_people_are_happier	1. Synchronous Meeting at 3 pm, Nov. 4 (Guest Speaker: Maïke Kurtze, RT at Joie De Vivre) 2. Forum Discussion
Week 10 Nov. 9 - 13	Leisure and Aging Well: Social Well-being	Taylor, H. O., TAYLOR, R. J., Nguyen, A. W., & Chatters, L. (2018). Social isolation, depression, and psychological distress among older adults. <i>Journal of Aging and Health</i> , 30(2), 229-246. Waldinger, R. (2015). Robert Waldinger: What makes a good life? Lessons from the longest study on happiness [Video	Forum Discussion

		file]. Retrieved from https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness?referrer=playlist-what_s_the_secret_to_living_longer	
Week 11 Nov. 16 - 20	Leisure and Aging Well: Cognitive Well-being	Stephan, Y., Sutin, A. R., Caudroit, J., Terracciano, A. (2016). Subjective age and changes in memory in older adults. <i>Journal of Gerontology: Psychological Sciences</i> , 71(4), 675-683. van Amerongen, Y. (2015). Yvonne van Amerongen: The "dementia village" that's redefining elder care [Video file]. Retrieved from https://www.ted.com/talks/yvonne_van_amerongen_the_dementia_village_that_s_redefining_elder_care#t-195964	Forum Discussion
Week 12 Nov. 23 - 27	Leisure and Aging Well: Spiritual Well-being	Malone, J., & Dadswell, A. (2018). The role of religion, spirituality and/or belief in positive ageing for older adults. <i>Geriatrics</i> , 3, 28. Cave, S. (2013). Stephen Cave: The 4 stories we tell ourselves about death [Video file]. Retrieved from https://www.ted.com/talks/stephen_cave_the_4_stories_we_tell_ourselves_about_death	1. Forum Discussion 2. Assignment: Sensory Box Project is due at 11 pm, November 27.
Week 13 Nov. 30 - Dec. 4	Sensory Box Exhibit & Forum Discussion		
Week 14 Dec. 7 - 11	Final Exam		

Note: Last day for withdrawal without academic penalty is November 2nd, 2020.

