

Leisure and Aging: Ulyssean Living in Later Life, 5th ed.
McGuire, Boyd, Janke, Aybar-Damali

Sample Syllabus

SAGAMORE
P U B L I S H I N G

Sample Syllabus

COURSE DESCRIPTION

This course will examine the needs of older individuals and the development of service-delivery systems to meet those needs.

COMPETENCIES

Unit 1: Basic concepts

- Upon completion of this unit, the student will be able to:
- Write a definition of “Ulyssean adulthood” judged correct by the instructor;
- List the differences between a deficit model of aging and growth model of aging;
- Write a definition of “social role” judged correct by the instructor;
- List five stereotypes of aging;
- Write a definition of “ageism” judged correct by the instructor;
- List Rowe and Kahn’s six common myths about aging;
- Identify five strategies for combating ageism;
- Describe the three patterns of age-differentiated behavior and the consequences of each;
- List seven demographic trends related to the aging of America

Unit 2: Social theories of aging

- Upon completion of this unit the student will, the student will be able to:
- Contrast aging theories based on a personal model, theories based on a social model and hybrid theories;
- Define each of the following theories of aging:
 - Disengagement
 - Activity
 - Continuity
 - Socialization
 - Age stratification
 - Modernization
 - Life course
 - Selective optimization with compensation
 - Socioemotional selectivity
 - Gerotranscendence
 - Innovation
- List one implication of each of the above theories for the delivery of leisure services

Unit 3: Physical Aging

Upon completion of this unit the student will be able to:

- List two programmed theories of aging and five error theories;
- List Kalish’s five questions for examining physical decline in the later years;
- Contrast primary and secondary aging;
- List seven factors that accelerate the aging process;
- List at least three age-related changes in each of the following areas:
 - Physical appearance
 - Musculoskeletal system
 - Cardiovascular system
 - Respiratory system
 - Gastrointestinal system

Urinary system
Endocrine system
Reproductive state
Nervous system
Vision
Hearing
Touch
Smell
Taste

- List at least two Ulyssean strategies for intervening in the changes listed above

Unit 4: Psychological and cognitive aging

At the completion of this unit the student will be able to:

- List at least three age related changes in each of the following:
 - Intelligence
 - Learning
 - Memory
 - Creativity
- List at least three Ulyssean strategies for intervening in the changes listed above;
- Contrast crystallized intelligence, fluid intelligence and practical intelligence;
- Contrast sensory memory, primary memory, secondary memory, remote memory, working memory, implicit memory, explicit memory, episodic memory, and non-episodic memory.
- List at least two developmental tasks related to aging;
- Identify the most frequent mental health problem of the elderly;
- List at least three symptoms of depression;
- Identify two interventions for depression in the elderly;
- Contrast the suicide rate of older individuals to younger cohorts;
- List three “red flags” related to suicide;
- Define each of the following:
 - Delirium
 - Dementia
 - Alzheimer’s Disease
- Describe the progression of Alzheimer’s Disease, specifying characteristics in early, middle and later stages;
- List at least ten strategies in each of the following areas for working with individuals with cognitive impairments:
 - Communications
 - Selecting and conducting activities
 - Environment

Unit 5: The leisure experience

At the completion of this unit the student will be able to:

- Define leisure within each of the following frameworks:
 - Time
 - Activity
 - State of mind
- Define the two central dimensions of leisure;
- List the four components of the successful aging equation;
- List the five components of a physical activity program;
- List the 12 precautions to consider before initiating an exercise program;
- List 10 benefits of exercise to older individuals;
- Define each of the following in relation to leisure:

Serious leisure

Identity formation and affirmation

Whitburne's model of identity

Buffer and coping theory

Flow

- Discuss the link between each of the above and Ulyssean adulthood;
- List the components of Ansley's "A" and "FFIG" model of mental health;
- List George's five themes for examining social psychology in later life;
- List two methods in which leisure can contribute to each of George's themes;
- List three social benefits of leisure;
- List three areas where older individuals may need assistance in adjusting to retirement;
- List the four basic activities George Vaillant's research found were linked to rewarding retirement;
- Define leisure competency;
- List three techniques for increasing leisure competence in older adults
- List 10 reasons why older adults participate in leisure;
- Identify Gordon and Gaitz's "objectives of leisure;"
- Define "self-determination;"
- List the three components of self-determination;
- Identify three ways to help older adults achieve each of the three components of self-determination;
- Contrast "seeking" and "escaping" as motivations for leisure:
- Define the "optimum arousal" model of leisure;
- List three ways to help older adult achieve optimum arousal;
- List the three levels of personal meaning in later life;
- List five constraints to leisure engagement in later life;
- List three strategies for overcoming constraints.
- Contrast the use of time by pre- and post-retirement adults;
- List the most common leisure activities of older adults;
- Discuss longitudinal changes in activity participation across the life span:
- List three factors related to the engagement by older individuals in sports;
- Contrast the physical performance of pre- and post-retirees;
- List two formal sports competitions for older adults:
- List three special needs of older travelers;
- List three sub-groups of older travelers.
- Explain each of the following theories:
 - Marginality
 - Ethnicity
 - Acculturation/assimilation
 - Differential access
- Describe the feminist perspective on leisure and its link to aging

Unit 6: Environments, services and settings

At the conclusion of this unit the student will be able to:

- Define the ecological model of adaptation;
- Identify factors influencing the micro environment;
- Describe factors affecting the macro environment;
- Identify three models of long term care;
- Describe levels of care in nursing homes;
- Describe at least three program strategies used in long term care facilities;
- Describe the Family Model of care;
- Describe the Eden Alternative model of care;

- List at least six housing options for older adults living in the community;
- Describe seven types of community services available to older adults

TEXTS

McGuire F., Tedrick R. and Boyd R. (2013) Leisure and aging: Ulyssean living in later life (5th ed). Champaign: Sagamore

Other readings will be assigned for each unit.

CLASS REQUIREMENTS

1. Exams (120 points – 60 points each) - There will be a mid-term and a final examination. Both will be open book and notes, essay based opportunities to show what you know. The exams will be comprehensive and integrative in nature.
2. Unit Activities (60 points – 10 points each) - Unit activities are included at the end of each unit. You must complete six of these activities, one activity at the completion of each unit. Submit the completed activities to me via an email attachment, unless otherwise directed.
3. Discussion Board (20 points – 4 points each – 2 points for your original posting and 2 points for your response) - I will post one discussion question for each unit. You must respond to the question and also respond to at least one response from a classmate. Each unit’s work will be worth four points. You must participate in all six unit discussion boards and I will drop your lowest grade. This activity will be completed on the course discussion board accessible through Blackboard.

GRADING

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
Mid term	60	End of week 7
Unit Activities	Total of 60 points distributed as follows: 10 points for each activity - There will be three or four activities listed after each unit and you must complete one of these per unit by the specified due date.	Unit 1 – week 1, 2, and 3 Unit 2 – week 4 and 5 Unit 3 – week 6 and 7 Unit 4 – week 8 and 9 Unit 5 – week 10, 11 and 12 Unit 6 – week 13 and 14
Discussion Board	Total of 20 points distributed as follows: Four points per discussion. You will receive up to two points for your original posting and up to two points for your response for each unit. A discussion question will be posted on a discussion board for each unit. You must respond to the question and respond to at least one response from a classmate by the specified date.	Dates to complete are the same as the unit activities due dates.
Final Exam	60	During scheduled exam week

Late assignments will be penalized at the rate of 2 points per day. Due dates are specified within each unit.

Grading Scale

- A 200 – 184
- B 183.9 – 168
- C 167.9 – 152
- D 151.9 – 136
- F Below 136

SCHEDULE

<u>Date</u>	<u>Unit</u>	<u>Chapter(s)</u>	<u>Assignments</u>	<u>Due Dates</u>
August 21 – Sept. 11	Basic Concepts	Introduction, Chapter 1	1. One unit activity 2. Discussion board response	Sept. 9 Original post – Sept. 2 Response – Sept. 9
Sept. 13 – Sept. 27	Social Theories	Chapter 2	1. One unit activity 2. Discussion board response	Sept. 25 Original post – Sept. 20 Response – Sept. 25
Sept. 30 – Oct. 14	Physical Aging	Chapter 3	1. One unit activity 2. Discussion board response	Oct. 11 Original post – Oct. 7 Response – Oct. 11
Oct. 16	Mid-Term Exam Due			Oct. 16
Oct. 18 – Nov. 1	Cognitive/ psychological aging	Chapters 4 and 5	1. One unit activity 2. Discussion board response	Oct. 30 Original post – Oct. 25 Response – Oct. 30
Nov. 4 – Nov. 25	The Leisure Experience	Chapters 6, 7, 8 and 9	1. One unit activity 2. Discussion board response	Nov. 22 Original post – Nov. 18 Response – Nov. 22
Nov. 27 – Dec. 11	Environments, Settings and Services	Chapters 10, 11 and 12	1. One unit activity 2. Discussion board response	Dec. 9 Original post – Dec. 4 Response – Dec. 9
Dec. 18	Final Exam Due			Dec. 18

You will lose 2 points per day for late work.

All course information will be posted on the class Blackboard in the Clemson MyCle space. Please contact me immediately if you are having any problems with the system.

Class rules: (short and simple)

1. Do your best work.
2. Actively engage in class
3. Feel free to contact me via email or phone at any time. I will respond within 24 hours or sooner if at all possible.
4. Your work must be your own. We operate under the University's academic integrity guidelines:

“When in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean of Undergraduate studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge.”

Academic Integrity Policy

“As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

UNIT READINGS, ACTIVITIES AND DISCUSSION TOPIC

Unit 1: Basic Concepts

Readings:

McGuire, Tedrick, Boyd - Introduction and Chapter 1

<http://calculator.livingto100.com/calculator> How long will you live? Complete this calculator. Notice the categories of questions.

<http://www.webster.edu/~woolfm/myth.html> - Aging quiz

<http://www.niapublications.org/quiz/index.php> Another on-line aging quiz

http://www.aoa.gov/Aging_Statistics/ - Statistical profile of aging Americans

<http://www.cnpea.ca/ageism.htm> ageism overview

<http://www.parentstv.org/PTC/publications/insider/2003/IAgeism.asp> - Ageism in the Media: An Interview with Emmy-Award Winning Actress, Doris Roberts

<http://www.beaconbroadside.com/broadside/2008/07/is-talking-abou.html> a different perspective on ageism

<http://www.ithaca.edu/gerontology/schools/pdf/Stereotypes%20and%20Ageism.pdf> - This resource is provided by Ithaca University and provides some interesting information and activities related to stereotypes and aging.

Videos:

View chapter 1 in this series to get an overview of old, old age in America <http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02s481q6f&continuous=1>

The many faces of aging in America <http://www.youtube.com/watch?v=8Gms2ogdLVE>

Play the longevity game <http://media.nmfn.com/flash/longevity-game/game.html>

Discussion of the myth and reality http://www.learner.org/vod/vod_window.html?pid=456

Say no to ageism http://www.youtube.com/watch?v=irCS2_27ytl

Unit Assignments:

Complete one of the following activities:

1. Find a class buddy. This should be an individual over the age of 75. It can be a friend, a relative, a neighbor, just as long as you feel comfortable talking to him or her and have access (even by phone). This person will be your source of information for several unit activities. Email me a bio of this person.
2. Complete a greeting card search. Visit the local card shop and find at least three greeting cards with ageistic messages. Ask your buddy how he or she feels about the message on the card. Report the message and the reaction on our class discussion board.
3. Select any two aging trends. Write a paper discussing the impact of this trend on your future profession.
4. Visit the web site of the Everyday Ageism Project (<http://everydayageism.blogspot.com/>) and write a paper identifying and discussing at least three examples of ageism posted on the site.
5. Have students download the software program ComicLife (there is a free trial version available). Identify a stereotype of aging that you would like to portray and create a short comic strip that narrates how this stereotype could influence older adults' daily experiences.

Discussion Board:

After you read the poem Ulysses (available at <http://www.eecs.harvard.edu/~keith/poems/Ulysses.html>) discuss why you think we used this poem as the theme for the textbook we use in this class and as the foundation of my philosophy of aging.

Unit 2: Theories of Aging

Readings:

McGuire, Tedrick and Boyd – Chapter 2

www.apa.org/monitor/jan00/cs.html - a multi-faceted discussion of successful aging

<http://www.soc.uu.se/research/gerontology/gerotrans.html> - more on gerotranscendence and excellent reference list replace

Videos:

The personification of activity theory, the Zimmers: <http://www.youtube.com/watch?v=zqfFrCUrEbY>

And more Zimmers: <http://www.youtube.com/watch?v=VKBqkDxkv30&feature=related> (This will make you smile!!)

How to achieve transcendence in later life - <https://www.youtube.com/watch?v=cLRm0knVyk>

Unit Assignments:

Unit Activities - Complete one of the following activities:

1. Ask your buddy to define “successful aging” and whether he/she is an example of successful aging. Write a paper explaining the theory this person is a model of?
2. Find a newspaper article about an older person. Describe the article and how it illustrates one of the aging theories.
3. Watch an episode of the Golden Girls. Provide examples from the episode of activity theory in action.
4. Write your grandmother a letter explaining to her what successful aging is and what steps she should take to achieve it.

Discussion Board:

Topic: Read this article (http://www.sptimes.com/2004/02/24/Seniority/Retirement_minus_a_r.shtml) on older individuals following the activity theory approach to life. Is this the “best” way to successfully age?

Unit 3: Biological Processes

Readings:

McGuire, Tedrick and Boyd, Chapter 3

<http://www.info.gov.hk/elderly/english/healthinfo/lifestyles/aging.htm> - excellent summary of losses and modification to deal with them

http://www.agingblueprint.org/PDFs/Final_Blueprint_Doc.pdf super resource on physical activity check/update

<http://www.nia.nih.gov/newsroom/topics/calorie-restriction> - a resource with links to different studies and articles on caloric restriction

Videos:

Experience what it feels like to be old <http://www.youtube.com/watch?v=tYv6K7koBP0>

How the body ages – click on # 3 in the column on the left – maximizing physical potential: http://www.learner.org/vod/vod_window.html?pid=458

Cellular cause of aging <http://www.physorg.com/news185535553.html>

<http://www.youtube.com/watch?v=3SreIXH8iBA>

<http://www.youtube.com/watch?v=jqCo-McgHLw&list=TLtiQk1RQvuQU> hayflick limit/telomeres doe the above in light-hearted and much faster way

Caloric restriction <http://www.youtube.com/watch?v=YTQR7o9ap9Y>

Unit Assignments:

Complete one of the following activities:

1. Simulate a visual impairment for a day. I suggest getting yellow cellophane, crinkling it up and using it to cover your eyes, or smear Vaseline on a pair of eyeglasses and wear them for a day. You may also use any techniques from the first video listed above. You should remove your aging simulation materials whenever it would not be safe to stay in your aging simulation garb. Write a brief (less than 300 words) paper describing what you observed during your day and how it impacted your behavior.
2. Discuss biological losses with your buddy. How has his/her life changed as a result of declines in physical functioning. Write a brief (less than 300 words) of your discussion.
3. Write a paper (less than 300 words) discussing the relative importance of physical versus social (i.e. ageism, myths and stereotypes) aging in shaping later life. Which is more important? Why?
4. In our society we often place an emphasis on slowing down the aging process. One means of doing so that some individuals are exploring is caloric restriction. Read information about caloric restriction (see materials in Readings). Write a paper (less than 300 words) detailing the premise of caloric restriction, some of the pros and cons of caloric restriction and its effectiveness in humans, and your personal thoughts about this strategy.

Discussion Board:

Read The Fable of the Dragon-Tyrant and then address the following question: Why do we, as a society, have a negative perception of aging?

Unit 4: Psychological and cognitive aging

Readings:

McGuire, Tedrick and Boyd, Chapters 4 and 5

<http://www.nimh.nih.gov/publicat/elderlydepsuicide.cfm> - fact sheet on depression check/update

<http://www.art.net/Studios/Visual/Anne/experiencing.htm> - creative work by Ann Eldridge Harris

<http://www.sciencedaily.com/releases/2006/05/060504082306.htm> IQ and aging

<http://www.washingtonpost.com/wp-dyn/content/article/2008/03/10/AR2008031001617.html> great article on creativity and aging

<http://faculty.washington.edu/chudler/chmemory.html> - some fun memory tests. Make sure to do the faces game

http://alzheimers.about.com/od/readersstories/Readers_Share_their_experiences_of_Alzheimers.htm link to several personal stories of AD – good stuff

<http://www.enterpriseneews.com/news/x2133396021> a link to information about state requirements for driving tests in the elderly

Videos:

The new face of Alzheimer's Disease <http://www.pbs.org/lifepart2/watch/season-2/-new-face-alzheimer-s>

A discussions about the aging brain <http://www.pbs.org/lifepart2/watch/season-1/-aging-brain>

Art and Alzheimer's disease <http://www.youtube.com/watch?v=qWy0wvFTz0c&feature=related>

A great video series related to AD – View them all. I liked the one on activities for people with AD <http://www.videocaregiving.org/>

Unit Assignments:

Complete one of the following activities:

1. Discuss memory and fears about memory loss with your buddy. Write a paper about your conversation.
2. Contact a Alzheimer's support group in your area and arrange to attend a meeting. Write a paper about your experience.
3. Go to one of the sites with memory tests. Take few tests and record how you do. Next, use some of the memory enhancement strategies discussed in this chapter while taking some other tests. Write a paper discussing whether the strategies helped improve your performance on the tests.
4. Keep a record of your activities during a day that would not be possible if you had memory loss. Record your experiences in a paper.
5. Other aspects besides our memory decline with age, such as our reaction time and processing speed. These changes can affect our driving ability – and thus lead to the stereotypes of aging that older adults are bad drivers. Write a brief paper (less than 300 words) about your thoughts on some of the stricter driving laws that are being enforced for older adults, and how they can affect these individuals ability to engage in a Ulyssean Living lifestyle?

Discussion Board:

Topic: Mark Twain said: When I was younger, I could remember anything, whether it had happened or not; but my faculties are decaying now and soon I shall be so I cannot remember any but the things that never happened. It is sad to go to pieces like this but we all have to do it.

Is it true that “we all have to go to pieces” as Twain states?

Unit 5: The leisure experience

Readings:

Text chapters 5, 6, 7, 8, 9

http://www.seniortheatre.com/html/time_magazine.html - Time magazine article on senior theater

<http://www.road scholar.org/default.asp> explore the Road Scholar program (formerly known as Elderhostel)

<http://www.nsga.com/> - visit the national senior games web site

<http://nihseniorhealth.gov/exercise/faq/faqlist.html#1> – excellent Q and A about exercise – with a nice video clip

<http://www.clemson.edu/OLL/> lifelong learning at Clemson

http://www.ted.com/talks/dan_buettner_how_to_live_to_be_100.html Title: How to live to be 100+ (Dan Buettner).

http://www.ted.com/talks/laura_carstensen_older_people_are_happier.html Title: Older people are happier (Laura Carstensen)

Videos:

Art for older people http://www.youtube.com/watch?v=RW-a3SLnj_w&feature=related

Describes odyssey of mind for older adults <http://video.ket.org/video/1435889363>

Young @ Heart – a documentary about the meaning and involvement of older adults in Massachusetts who are part of a traveling and performing chorus. <http://www.imdb.com/title/tt1047007/>

<http://www.youtube.com/watch?v=VFESLdERZwI> Arthur Rubinstein.

Unit Activities:

Complete one of the following activities:

1. Discuss leisure with your buddy. Find out how, if at all, leisure changed after retirement. Write a brief paper (under 300 words) discussing the changes.
2. Visit a local gym or recreation center. See whether they have any special programs for older individuals and what special considerations they give to older adults engaged in exercise programs. Write a brief paper (under 300 words) discussing your findings
3. Visit a local travel agent. Discuss any special travel accommodations needed by older adults. Write a brief paper (under 300 words) discussing our findings.
4. Watch the movie called: "Tuesdays with Morrie." Discuss with your buddy if Morrie's story is related to Ulyssean living or not. Write a brief paper (under 700 words) discussing your findings

Discussion Board:

Topic A: I tell students in my Introduction to Recreation class that it is harder to be a professional in the recreation field than in the engineering field because we build people and engineers build bridges. Bridges are easier since they are more predictable and understandable than people. Do you believe that leisure can be an effective modality for building a better life for older individuals. Why?

Topic B: According to Samdahl, one of the researchers in our field, one of the basic research finding is that for most of us leisure "just occurs" and is not often characterized by special activities or events. Samdahl invites programmers to focus on "creating the conditions" that enable individuals to successfully experience leisure. Discuss your perspective on this statement.

Unit 6: Environments, services and settings

Readings:

McGuire, Tedrick and Boyd, Chapters 10, 11 and 12

<http://www.edenalt.com/> - - visit the Eden Alternative web site and explore the Green House Project as well as reading more about the Eden Alternative update?

<http://www.medicare.gov/Nursing/Overview.asp> - great location to find out about nursing home quality - use "nursing home compare" to find out about facilities near you. Use the "Nursing Home Checklist" to find characteristics important in nursing homes.

<http://www.thevillages.com/index.htm> spend some time visiting this massive retirement community

http://www.usatoday.com/money/perfi/eldercare/2007-06-24-elder-care-costs_N.htm a brief article about nursing home alternatives

<http://www.healthypeople.gov/Publications/HealthyCommunities2001/healthycom01hk.pdf> guidelines for building a healthy community

Videos:

View chapter # 3 on the importance of home, family and independence <http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02s481q6f&continuous=1>

The Green House Nursing Home alternative <http://www.youtube.com/watch?v=l4Ap1ByNgKE>

Bill Thomas discusses the Eden alternative for long term care. <http://vimeo.com/3505048>

Remember us: caregivers remembering caregivers <http://www.youtube.com/watch?v=t0rRhRc4kdQ&feature=relate>

<http://au.news.yahoo.com/sunday-night/video/watch/17634222/the-dementia-breakthrough-part-1/>

<http://www.pbs.org/wgbh/pages/frontline/shows/pop/> "POP": Portrait of Hy Meyerowitz, who at 87 is still teaching his son and grandson about life through the curtain of Alzheimer's Disease.

Unit Assignments:

Complete one of the following activities:

1. Call your local senior citizen center or nursing home and arrange a visit. Observe some programs in action and talk to participants about the importance of the facility and its programs to them. Write a brief (less than 300 words) paper about your experience, relating it to at least two concepts we have previously covered in class.
2. Talk to your buddy about nursing homes and his/her attitude about them. Discuss alternative models, such as Eden Alternative, and get his/her opinion about these alternative facilities. Write a brief paper (less than 300 words) about what you learned.
3. Grab your digital camera, go visit your parent's home (actually any home will do) and photograph area of the home that will need to be modified if the current residents intend to live in the home after they have reached old age and experienced some of the losses discussed in Unit 3. Send me the pictures along with your discussion of why modifications would be needed and what those modifications might be.
4. Select one of the following constructs: "autonomy," "competence," and "relatedness." Meet with a recreation specialist working with older adults, discuss how the selected construct is related to the physical or social environment and what changes the specialist makes to address this need.

Discussion Board:

Topic: Discuss your perspective on nursing homes and their role in later life.