

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF PHYSICAL EDUCATION, ATHLETICS, AND KINESIOLOGY**

PF 2110 (3)

Gerontology and Health Promotion

(45 hours; 3-0-0)

**Fall 2009
Course Outline**

INSTRUCTOR: Kathy Nilsson
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COURSE DESCRIPTION:

An introduction to physical activity, fitness and health relationships among aging adults with a focus on known health benefits and risks. In addition, this course will explore individual older adult cognitive and behavioral barriers to regular participation such as motive and incentive, perceived social support, self-efficacy issues, and personal beliefs about benefits and risks.

COURSE OBJECTIVES:

Being able to offer safe and enjoyable programming is key to client adherence, fitness facilitation and activity motivation. High variety, leader enthusiasm, skilful delivery, safe presentation, and progress reports help to facilitate client fitness and ensure the ongoing participation of older adults. In this course the focus is on developing broad leadership and assessment skills in facilitating enjoyable fitness activity among older adults. Developing yourself as a leader includes maximizing your current physical activity abilities, promoting enjoyment factors in your planning of a program, correcting your presentation weaknesses, conducting timely health and performance assessments to measure client risk factors and progress, and adding variety to your repertoire with new physical activity skills of your own.

Course Objectives:

- Compare and contrast 3 definitions of aging (chronological, functional, biological)
- Discuss the essential components of successful aging
- Distinguish between the characteristics of successful and unsuccessful aging
- Understand the emerging concepts of gerokinesiology
- Recognize the difference between gerontology and geriatrics
- Recognize attitudes and myths towards aging
- Discuss factors that contribute to ageism
- Identify solutions to prevent ageism
- Describe the individual in relation to healthy aging Identify basic physiological processes of aging
- Describe how motor, sensory and cognitive systems are affected by age
- Determine how personality impacts aging
- Discuss how an older adult's relationship with spouse, children, family and friends can impact health, fitness and active living
- Describe how family roles impact health
- Identify how retirement impacts lifestyle and health outcomes
- Explain how gender, and beliefs related to gender, may impact health
- Discuss health promotion and illness prevention
- Identify strategies of health promotion which contribute to healthy aging
- Recognize primary, secondary and tertiary levels of disease prevention
- Recognize various health screening tools available to promote health
- Identify barriers to health promotion
- Determine solutions to these barriers
- Relate the 12 Health Determinants to healthy aging and the older adult population
- Discuss the World Health Organization's beliefs about "healthy aging."
- List health initiatives prevalent in your area that address health promotion of the older adult
- Determine how these health initiatives assist the older adult with active living and healthy aging
- Identify the benefits of social activity and the older adult
- Explain the social and psychological benefits to regular exercise
- Describe cognitive benefits to active aging and healthy living
- Identify how mental illness may affect active aging and healthy living
- Recognize how active aging can improve mental health in the older adult
- Recognize how sleep and rest can improve active aging and healthy living
- Discuss active living groups at local/provincial/national and international levels that promote health and wellness for the older adult.
- Describe how various health organizations assist the promotion health and wellness in the older adult
- Discuss how various health care professionals can complement health aging and active living

REQUIRED TEXTS:

Jones, C. J., & Rose, D. J. (2005). *Physical activity instruction of older adults*. Human Kinetics, ON.

McPherson, B.D., & Wister, A. (2008). *Aging as a social process: Canadian perspectives*. (5th Ed). Oxford University Press: Toronto.

WEB BASED SOFTWARE:

On occasion this course will use *Moodle*, <http://moodle.gprc.ab.ca>, a computer-mediated communication (CMC) web-based software system. Learners who are new to Moodle should contact the Moodle Help Desk at: edtechrequests@gprc.ab.ca for orientation.

COURSE STRUCTURE:

You will proceed through the course by completing the content in sequence as outlined below. For the course readings, please complete the assigned readings prior to class.

Week	Content & Readings
Week 1 September 9, 2009	Understanding the Continuum of Older Adulthood Readings: Chapter 1 (pgs. 4-7) & Chapter 2 (pgs. 12-19). <i>Physical Activity Instruction of Older Adults</i> (Jones & Rose, 2008).
Week 2 September 16, 2009	Ageism Readings: Chapter 1 (pgs. 22-30), <i>Aging as a Social Process</i> (McPherson & Wister, 2008). http://www.alcoa.ca/e/ageism_project.htm
Week 3 September 23, 2009	Individual Aging Readings: Chapter 3 (pgs. 66-92), <i>Aging as a Social Process</i> (McPherson & Wister, 2008). Moodle: Question Forum – Task 3.2
Week 4 September 30, 2009	Individual and Family Relationships Readings: Chapter 9 (pgs. 269-281-Family Ties and Relationships), <i>Aging as a Social Process</i> (McPherson & Wister, 2008). Assignment #1 Due
Week 5 October 7, 2009	Health Promotion Readings: Chapter 7 (pgs. 190-199; 202-215), <i>Aging as a Social Process</i> (McPherson & Wister, 2008). Moodle: Discussion Forum – Task 5.3

Week 6 October 14, 2009	Barriers to Health Promotion Readings: Chapter 7 (pgs. 212-222), <i>Aging as a Social Process</i> (McPherson & Wister, 2008).
Week 7 October 21, 2009	Health Determinants Readings: Chapter 7 (pgs. 199-202), <i>Aging as a Social Process</i> (McPherson & Wister, 2008).
Week 8 October 28, 2009	Health Initiatives Readings: Visit the 2 download guides at the Healthy Living Unit website. http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html 1. Guide for Older Adults 2. Handbook to the Guide for Older Adults Moodle: Discussion Forum – Task 8.1 Assignment #2 Due
Week 9 November 4, 2009	Social Benefits of Active Aging Readings: http://www.bcrpa.bc.ca/recreation_parks/documents/ActiveAgingReport.pdf Moodle: Discussion Forum – Task 9.2
Week 10 November 11, 2009	No Class – Remembrance Day
Week 11 November 18, 2009	Mental Health and Active Aging Readings: Chapter 7 (pgs. 206-212), <i>Aging as a Social Process</i> (McPherson & Wister, 2008).
Week 12 November 25, 2009	Active Living Organizations Readings: http://whqlibdoc.who.int/hq/2002/WHO_NMH_NPH_02.8.pdf Healthy Living Organizations and Health Professionals Readings: No required readings
Week 13 December 2, 2009	No Class Assignment #3 Due
Course Wrap-up December 9, 2009	No Class Self Assessment Due Assignment #4 Due

ASSESSMENT:

1. Class Participation – 10%

You are expected to participate within class time and participate within the online moodle discussion forums and questions. Please refer to the **Program Information**

Page and review the **Discussion Board Rubric** and **Netiquette: Appropriate Network Etiquette** prior to posting within a discussion board.

2. **Assignment #1: Family Interview – 30%**

You will conduct an interview with a family with older adults. It is expected that you will summarize your answers into a 1000-1200 word (4-6 pages) paper. You will take the answers from your interview and discuss how family and family composition can influence or prevent healthy life style choices. Provide a formal discussion with relevance to how you could assist a family to become active or more active and responsible for active living and healthy aging.

3. **Assignment #2: Health Determinants Assignment-20%**

The purpose of this paper is to apply the 12 health determinants to the older adult. <http://www.phac-aspc.gc.ca/ph-sp/determinants/index-eng.php>. Using all 12 health determinants, describe, provide examples and explain how each health determinant can be used with health promotion strategies and the older adult population. It is expected that you will summarize your answers into a 1000-1200 word (4-6 pages) paper.

4. **Assignment #3: Health Organizations Journal – 15%**

Write a reflective Journal no more than 3 pages typed and reflect on how a Health Organization such as the [YMCA](#), [Canadian Cancer Society](#), [Participation](#) or [Heart & Stroke](#) promote health for the Active Aging Population. You will only need to choose one organization to reflect on.

5. **Assignment #4: Self Assessment – 5%**

Typically, a learner knows where his/her learning occurred/did not occur and whether or not this was attributable to the learner, the situation, or method of delivery. You will be expected to submit a 1-2 page (double spaced) self-assessment summarizing the learning that occurred or did not occur and what attributed to the learning or lack thereof. Conclude your assessment by submitting what you think your overall letter grade should be for this course.

6. **Final Exam – 20%**

This course will have a final exam during final exam week. Content in its entirety from the course will be on the final exam.

Grading will follow these GPRC approved guidelines as closely as possible:

<u>Alpha Grade</u>	<u>4-pt Equivalent</u>	<u>Percentage Guidelines</u>	<u>Designation</u>
A+	4.0	90-100	Excellent
A	4.0	85-89	Excellent
A-	3.7	80-84	First Class Standing
B+	3.3	76-79	First Class Standing
B	3.0	73-75	Good
B-	2.7	70-72	Good
C+	2.3	67-69	Satisfactory
C	2.0	64-66	Satisfactory
C-	1.7	60-63	Satisfactory
D+	1.3	55-59	Poor
D	1.0	50-54	Minimal Pass
F	0.0	0-49	Fail

Assignment Policy:

All assignments are expected to be digitally handed in at the time they are due. Extensions on assignments may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions.

A penalty of one letter grade per day will be deducted from the final mark of a late assignment. For example, a paper graded at a C would receive an adjusted grade of C- if handed in one day late. Late assignments are due by 1600 hours.

Student Rights and Responsibilities:

Please refer to the Student Rights and Responsibilities policy in the Grande Prairie Regional College Calendar or at <http://www.gprc.ab.ca/downloads/documents/StudentRightsandResponsibilities.pdf>

Plagiarism and Cheating:

We expect honesty from our students. Penalties will be given according to the degree of the plagiarism or cheating. **If you are unsure whether an action is plagiarism or not, please consult your program advisor.** For additional information, please refer to your GPRC Calendar or <http://www.gprc.ab.ca/downloads/documents/Student%20Misconduct%20Plagiarism%20and%20Cheating.pdf>

Program Information:

Please view your Moodle Program Information site, <http://moodle.gprc.ab.ca>, for additional information including Technical Requirements, and Netiquette. A link to your Program Information site is provided in the course information section of each course.