

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

PF 2120 (3)

**Cultural Aspects of Retirement and Active Aging (45 hours; 3-0-0)
Course Outline**

Fall 2009

INSTRUCTOR: Marcia Oliveira
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COURSE DESCRIPTION:

In this course you will be exploring the history, trends and issues associated with retirement and aging in your culture and others. In particular, how do these trends and issues impact retirement choices for recreation, fitness, and active tourism? There will be more in-depth coverage of ageism, stereotyping, sexism/gender issues, sociology and psychology of aging, motivation, advocacy, and how these affect aging persons. Baby boomers are on the cusp of retirement and new directions for retirement. How will they differ from current elders who faced mandatory retirement and different opportunities?

COURSE GOALS:

By learning about the culture of retirement and its influences on active living world-wide, you will understand better the needs of the older adults in your home community. Many of the assignments in this course lead you from the global aging view to your own aging community situation. By knowing older adults in your community better, you will be able to provide appropriate activities that the older adults will enjoy and continue to participate in longer, which will improve individuals and community quality of life.

COURSE OBJECTIVES:

By the end of this course, you will be able to:

- Recognize and appreciate the concerns and aspirations people hold concerning their future older adulthood.
- Describe some of the retirement options that are available.
- Summarize the fundamental elements of the study of aging.
- Discuss key current issues and challenges of aging in Canada.
- Identify multiple variances in perspectives on aging and the aged.
- Locate your subculture in the landscape of perspectives on aging and the aged.
- Identify Canadian age demographics and age distributions and the associated trends.
- Explain the implications of Canada's demographic trends.
- Relate the international demographic trends and their implications.

- Identify the common theoretical approaches to the study of aging.
- Identify the common research methodologies and their respective issues.
- Discuss the ethics issues needing to be addressed when conducting research on aging, particular with human subjects.
- Appreciate the self-determination capacity of individuals within the social structures impacting them.
- Explain the factors and theoretical models of older adult living environments.
- Compare the challenges and adaptation strategies available to older adults in selecting, and possibly transitioning to, appropriate housing.
- Differentiate the different family structures and current trends in family structure.
- Examine the various types of family relationships and associated trends.
- Recognize the changing trends in the work life process.
- Explain the economics of retirement for Canadians.
- Identify the benefits of a social network and social activities to older adults.
- Describe the contributing factors to the development of healthy social participation.
- Describe the needs of individuals in the end of life and the informal and formal support partnerships available to address these needs.
- Discuss the public policy issues associated with an aging population.
- Relate your knowledge of the stages of grief to the feelings and concerns that older adults often have in their lives.

REQUIRED TEXT:

McPherson, B.D., & Wister, A. (2008) *Aging as a Social Process: Canadian Perspectives*. Don Mills, Ontario: Oxford Press.

COURSE STRUCTURE:

The course is structured into 8 units over thirteen weeks. Each unit lasts approximate one or two weeks. The units are in sequence as outlined following.

Unit	Title
Unit 1:	<p>Course Introduction</p> <p>Week 1: Orientation to Retirement Attitudes Introduction to aging and retirement culture Activities- Readings</p> <p>Class 1: <i>Sept 9, 2009 (Wed)</i></p> <ul style="list-style-type: none"> • Course Outline • Assignments • Grades • Definitions • Class Discussion

<p>Unit 2:</p>	<p><u>Week 2:</u> Aging as a Social Process- Ch. 1: p. 7- 40 Class 2: <i>Sept 14, 2009 (Mon)</i></p> <ul style="list-style-type: none"> • Population Aging • Individual Aging • Aging Processes • Aging as a Social Process • Activities & Readings <p>Class 3: <i>Sept 16, 2009 (Wed)</i></p> <ul style="list-style-type: none"> • Images of Aging • The Study for the Aging Phenomena • Issues and Challenges for a Aging Society • Activities & Readings <p><u>Week 3:</u> Historical and Cultural Perspectives on Aging – Ch. 2: p. 41- 66 Class 4: <i>Sept 21, 2009</i></p> <ul style="list-style-type: none"> • Aging in a Multicultural Society • The Meaning of Culture • Historical and Comparative Approaches • The modernization Hypothesis • Activities & Readings <p>Class 5: <i>September 24, 2009</i></p> <ul style="list-style-type: none"> • Aging in Pre-Industrial Societies • Diversity of Aging • Aging in Subcultures • Activities & Readings
<p>Unit 3:</p>	<p><u>Week 4:</u> Population Aging - a Demographic and Geographic Perspective- Ch. 4: p. 94-118 Class 6: <i>Sept 28, 2009</i></p> <ul style="list-style-type: none"> • Aging Population • The Demography of Aging <p>Class 7: <i>Sept 30, 2009</i></p> <ul style="list-style-type: none"> • Demographic Indices • Geographic Distribution • Activities & Readings <p><u>Week 5:</u> Aging Theory and Research – Ch. 5: p. 120-160 Class 7: <i>October 05, 2009</i></p> <ul style="list-style-type: none"> • The Goal of Scholarly Research • Developing Knowledge <p>Class 8: <i>October 7, 2009</i></p> <ul style="list-style-type: none"> • Research Methods

	<ul style="list-style-type: none"> • Methodological Issues • Assignment # 1 (10%)
Unit 4:	<p><u>Weeks 6 & 7:</u> Social Inequity and Social Change – Ch. 6: p. 163 – 189</p> <p>Class 9: <i>October 5, 2009</i></p> <ul style="list-style-type: none"> • Social Structure and Aging • Class Activity <p>Class 10: <i>October 7, 2009</i></p> <ul style="list-style-type: none"> • Aging Structures – Life Course • Class Activity <p>Class 11: <i>October 14, 2009</i></p> <ul style="list-style-type: none"> • Aging Structures – Social Change • Unit Review <p>Class 12: <i>October 19, 2009</i></p> <ul style="list-style-type: none"> • Midterm project (15%) <p><u>Week 8:</u> The Lived Environment: Community and Housing Alternatives in Later Life – Ch. 8 – p. 225-254</p> <p>Class 13: <i>October 14, 2009</i></p> <ul style="list-style-type: none"> • Challenges and Adaptations • Living arrangements in Later Life • Assignment # 2 (10%) <p>Class 14: <i>October 21, 2009</i></p> <ul style="list-style-type: none"> • Activity: Guest Speaker or visit to senior residences (TBA)
Unit 5:	<p><u>Week 9:</u> Family Ties, Relationships and Transitions – Part 3 – Ch. 9: p. 257- 290</p> <p>Class 15: <i>October 26, 2009</i></p> <ul style="list-style-type: none"> • Social Institution: Family • Factors Influencing Family Relationships <p>Class 16: <i>October 28, 2009</i></p> <ul style="list-style-type: none"> • Common-law Relationships • Same-sex partnerships • Life Transitions in a Family Context <p><u>Week 10:</u> Work, Retirement and Economic Security – Ch. 10: p. 293 – 237</p> <p>Class 17: <i>November 2, 2009</i></p> <ul style="list-style-type: none"> • Pre-Retirement Years • The Process of Retirement <p>Class 18: <i>November 4, 2009</i></p>

	<ul style="list-style-type: none"> • Guest Speaker (TBA) • Economic Security in Later Life
Unit 6:	<p>Week 11: Social Networks and Social Participation in Later Life – Ch. 11: p. 328-358</p> <p>Class 19: <i>November 9, 2009</i></p> <ul style="list-style-type: none"> • Social Engagement in Later Life • Loneliness and Social Isolation • Leisure Participation <p>Class 20: <i>November 12, 2009</i></p> <ul style="list-style-type: none"> • Social Participation in Later Life • Political Participation • Religious Participation • Gambling
Unit 7:	<p>Week 12: End of Life Course - Social Supports, Dying Well and Public Policy- Ch. 12: p. 359-396</p> <p>Class 21: <i>November 16, 2009</i></p> <ul style="list-style-type: none"> • Social Support in an Aging Society • Informal Social Support • Formal Social Support • Social Intervention <p>Class 22: <i>November 18, 2009</i></p> <ul style="list-style-type: none"> • Dying Well with Support and Dignity • Public Policy for an Aging Population • Assignment # 3 (15%)
Unit 8:	<p>Week 13: <i>Dec 2, 2009</i></p> <ul style="list-style-type: none"> • Final Project (30%)

ASSESSMENT:

Unit 3: Week 4: Assignment #1 – 10%

Unit 4: Week 6: Midterm Project – 15%

Unit 5: Week 8: Assignment #2 – 10%

Unit 7: Week 12: Assignment #3 – 15%

Unit 8: Week 13: Final Project – 30%

Participation: – 20%

Total: – 100%

Rubrics are available in your Program Information site unless otherwise stated. Each course in this program has a link to the Program Information site in the course information section.

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.** Please refer to your GPRC Calendar or <http://www.gprc.ab.ca/downloads/documents/Student%20Misconduct%20Plagiarism%20and%20Cheating.pdf>