DEPARTMENT OF PHYSICAL EDUCATION, ATHLETICS, AND KINESIOLOGY

COURSE OUTLINE – PF 2120

CULTURAL ASPECTS OF RETIREMENT AND ACTIVE AGING

INSTRUCTOR: Marcia Oliveira **PHONE:** 780-228-3178
OFFICE: Online **E-MAIL:** moliveira@gprc.ab.ca

OFFICE HOURS: By appointment via Elluminate (online) or email

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

CALENDAR 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 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.

DELIVERY MODE(S): 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. This course also uses *Elluminat*e, http://elluminate.gprc.ab.ca, a real-time web-conferencing system. You will be provided with *Elluminate* instructions in the Program Information site.

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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.

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TRANSFERABILITY:

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	**4-point Equivalent**	**Percentage Guidelines**	**Designation**
A^+	**4.0**	**90 – 100**	**EXCELLENT**
A	**4.0**	**85 – 89**	
A^-	**3.7**	**80 – 84**	**FIRST CLASS STANDING**
B^+	**3.3**	**77 – 79**	
B	**3.0**	**73 – 76**	**GOOD**
B^-	**2.7**	**70 – 72**	
C^+	**2.3**	**67 – 69**	**SATISFACTORY**
C	**2.0**	**63 – 66**	
C^-	**1.7**	**60 – 62**	
D^+	**1.3**	**55 – 59**	**MINIMAL PASS**
D	**1.0**	**50 – 54**	
F	**0.0**	**0 – 49**	**FAIL**
WF	**0.0**	**0**	**FAIL, withdrawal after the deadline**

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STUDENT 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

STATEMENT ON PLAGIARISM AND CHEATING:

Please refer to pages 49-50 of the College calendar regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Module	**Title**
Module 1:	**Week 1**: ***Sept 13-19, 2010*** **Orientation to Retirement Attitudes** • Elluminate Class
Module 2:	**Week 2**: ***Sept 20-26, 2010*** **Aging as a Social Process** **Week 3***: ***Sept 27- Oct 3, 2010*** **Historical and Cultural Perspectives on Aging**
Module 3:	**Week 4***: ***Oct. 4-10, 2010*** **Population Aging - a Demographic and Geographic Perspective** **Week 5***: ***Oct. 11-17, 2010*** **Aging Theory and Research**
Module 4:	**Weeks 6* & 7**: ***Oct. 18- 31, 2010***

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	Social Inequity and Social Change **<u>Week 8*</u>: *Nov. 1-7, 2010*** **The Lived Environment: Community and Housing Alternatives in Later Life**
Module 5:	**<u>Week 9</u>: *Nov. 8-14, 2010*** **Family Ties, Relationships and Transitions** **<u>Week 10</u>: *Nov. 15-21, 2010*** **Work, Retirement and Economic Security**
Module 6:	**<u>Week 11</u>: *Nov. 22-28, 2010*** **Social Networks and Social Participation in Later Life**
Module 7:	**<u>Week 12*</u>: *Nov. 29- Dec. 5, 2010*** **End of Life Course - Social Supports, Dying Well and Public Policy**
Module 8:	**Conclusion:** **Self-assessment assignment** **Final course project**

* Look for assignment

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ASSIGNMENTS:

Module 3: Week 4: Task 4-3: Reflection Paper #1 – 10%

Module 4: Week 6: Task 6-3: Midterm Project (Annotated Bibliography)– 20%

Module 4: Week 8: Task 8-3: Reflection Paper #2 – 10%

Module 6: Week 12: Task 12-4: Reflection Paper #3 – 15%

Final Project – 30%

Participation – 15%

Total – 100%

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