

**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)

Fall 2009

Course Outline

INSTRUCTOR:

OFFICE:

VIRTUAL OFFICE HOURS: By Appointment via Elluminate.

Email appointment requests to your instructor

EMAIL:

OFFICE PHONE:

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 OBJECTIVES:

By learning about the world, you will learn about your home community. Many of the assignments in this course lead you from the global view to your own community situation. By knowing your community better, you will be able to provide appropriate activities that the older adults will enjoy and continue to participate in for as long as they are able.

COURSE OBJECTIVES:

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

- 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 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.

WEB BASED SOFTWARE:

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 *Elluminate*, <http://elluminate.gprc.ab.ca>, a real-time web-conferencing system. You will be provided with *Elluminate* instructions in the Program Information site.

COURSE STRUCTURE:

The course is structured into 6 modules over twelve weeks. Each Module lasts approximate two weeks. You are to proceed through the course by completing the modules in sequence as outlined below.

Module	Title
Module 1:	Week 1: Orientation to Retirement Attitudes <ul style="list-style-type: none">• Elluminate Class
Module 2:	Week 2: Aging as a Social Process Week 3: Historical and Cultural Perspectives on Aging
Module 3:	Week 4: Population Aging - a Demographic and Geographic Perspective Week 5: Aging Theory and Research
Module 4:	Weeks 6 & 7: Social Inequity and Social Change Week 8: The Lived Environment: Community and Housing Alternatives in Later Life
Module 5:	Week 9: Family Ties, Relationships and Transitions Week 10: Work, Retirement and Economic Security
Module 6:	Week 11: Social Networks and Social Participation in Later Life Week 12: End of Life Course - Social Supports, Dying Well and Public Policy
Course Wrap-up	Week 13: Conclusion

ASSESSMENT:

Module 3: Week 4: Task 4-3: Reflection Paper #1 – 10%
Module 4: Week 6: Task 6-3: Midterm Project (Annotated Bibliography)– 15%
Module 5: Week 8: Task 8-3: Reflection Paper #2 – 10%
Module 7: Week 12: Task 12-4: Reflection Paper #3 – 15%
Module 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

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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>

Program Information:

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