

SAMPLE COURSE OUTLINE

Course Code, Number, and Title:

RECR 2395: Recreation and Aging

Course Format:

[Course format may vary by instructor. The typical course format would be:]

Lecture 1 h + Seminar 2 h + Field 1 h

Credits: 3.0

Transfer Credit: For information, visit bctransferguide.ca

Course Description, Prerequisites, Corequisites:

Recreation and culture play a critical role in assisting people to live healthier, happier, and more meaningful lives as they age. Students learn about the benefits that older people derive from participating in recreation and culture and the risks of not staying physically and cognitively active and socially connected. Throughout the course, students explore a combination of theories and practices. Students are presented with experiential learning opportunities, including guest speakers, field trips to community-based organizations and case studies. Students identify and assess a variety of recreation programs and services for a diverse population of older adults and they investigate how recreation and cultural programming for older adults creates welcoming and accessible communities.

Priority registration in this course is offered to students admitted to the Diploma in Gerontology and Certificate in Social Service Worker (Gerontology)

Learning Outcomes:

Upon successful completion of this course, students will be able to...

- Explain how participation in recreation activities can improve or maintain physical, social, cognitive, and psychological health of older adults
- Identify how various recreation and cultural services and facilities (private, public and non-profit) keep older adults active as they age
- Define the principles of healthy aging and describe how implementing them builds healthy relationships and active communities for older adults
- Explain the relevance of aging theories in leisure research and practice
- Recommend meaningful intergenerational and intercultural methods for planning recreation services and facilities with/for older adults
- Illustrate how recreation professionals coordinate with other professional teams to provide ability-based and social-based recreation programming for older adults
- Develop a strategy for making communities adaptable, accessible and welcoming to a diverse population of older adults through recreation programs and services

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Instructor(s): TBA
Office: TBA
Office Hours: TBA

Phone: (604) 323-XXXX
Email: TBA

Textbook and Course Materials:

[Textbook selection may vary by instructor. An example of texts and course materials for this course might be:]

For textbook information, visit https://mycampusstore.langara.bc.ca/buy_courselisting.asp?selTerm=3|8

Note: This course may use an electronic (online) instructional resource that is located outside of Canada for mandatory graded class work. You may be required to enter personal information, such as your name and email address, to log in to this resource. This means that your personal information could be stored on servers located outside of Canada and may be accessed by U.S. authorities, subject to federal laws. Where possible, you may log in with an email pseudonym as long as you provide the pseudonym to me so I can identify you when reviewing your class work.

Assessments and Weighting:

Assignments: 40%
Field Experience: 30%
Participation: 30%

Grading System:

Specific grading schemes will be detailed in each course section outline.

Passing grade: C

Topics Covered:

[Topics covered may vary by instructor. An example of topics covered might be:]

Unit 1: Benefits of recreation and culture for individuals and the community

Unit 2: Risks of being mentally and physically inactive and socially disconnected

Unit 3: History and evolution of recreation and cultural services and facilities for older adults; Differences and similarities in recreation programming and cultural services for older adults and other age categories (tots, children, youth, adults)

Unit 4: Identifying recreational and cultural needs for each generation of older adults - spanning 65-100+ years (age, functionality, ethnicity, life experience, education, gender, and sexual orientation)

Unit 5: Identifying and evaluating recreation and cultural services and facilities for older adults in specific geographical neighborhoods/communities

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Unit 6: Exploring best practices of recreation and cultural services for older adults to build healthy communities

Unit 7: Community-based senior's recreation centres and non-profit neighborhood facilities providing senior's services

Unit 8: Adaptive recreation and cultural services, facilities and programs for older adults

Unit 9: The social aspect of recreation/cultural activities and the role of recreation in building relationships – how this counters loneliness and isolation in older adults

Unit 10: The value of volunteering for older adults – the need to have meaningful things in life / sense of belonging

Unit 11 and 12: The role of recreation in creating accessible and welcoming communities; (age friendly, dementia friendly generational, cultural, gender-LGBTQ+)

As a student at Langara, you are responsible for familiarizing yourself and complying with the following policies:

College Policies:

[E1003 - Student Code of Conduct](#)

[F1004 - Code of Academic Conduct](#)

[E2008 - Academic Standing - Academic Probation and Academic Suspension](#)

[E2006 - Appeal of Final Grade](#)

[F1002 - Concerns about Instruction](#)

[E2011 - Withdrawal from Courses](#)

Departmental/Course Policies:

Information unavailable, please consult Department for details.

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