



ORIGINAL COURSE IMPLEMENTATION DATE: September 2019  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2025  
 Course outline form version: 05/18/2018

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> ACTA 40	<b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>														
<b>Course Full Title:</b> Understanding Older Adults <b>Course Short Title:</b> <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>															
<b>Faculty:</b> Faculty of Access and Continuing Education	<b>Department (or program if no department):</b> Continuing Education														
<b>Calendar Description:</b> Explore societal and physical challenges facing the aging population. Learn the theories of disengagement, activity (substitution), and continuity. Activity and wellness will be studied to promote healthy aging.															
<b>Prerequisites (or NONE):</b>	None.														
<b>Corequisites (if applicable, or NONE):</b>	None.														
<b>Pre/corequisites (if applicable, or NONE):</b>	B or better in ACTA 30.														
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>														
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture/seminar hours</td><td></td></tr> <tr><td>Tutorials/workshops</td><td></td></tr> <tr><td>Supervised laboratory hours</td><td></td></tr> <tr><td>Experiential (field experience, practicum, internship, etc.)</td><td></td></tr> <tr><td>Supervised online activities</td><td style="text-align: center;">30</td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total hours</b></td><td style="text-align: center;"><b>30</b></td></tr> </table>	Lecture/seminar hours		Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities	30	Other contact hours:		<b>Total hours</b>	<b>30</b>	<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit
Lecture/seminar hours															
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Supervised laboratory hours															
Experiential (field experience, practicum, internship, etc.)															
Supervised online activities	30														
Other contact hours:															
<b>Total hours</b>	<b>30</b>														
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>														
<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
<b>Maximum enrolment (for information only):</b> 24 <b>Expected Frequency of Course Offerings:</b> At least once annually															
<b>Department / Program Head or Director:</b> Liana Thompson	<b>Date approved:</b> October 31, 2018														
<b>Faculty Council approval</b>	<b>Date approved:</b> November 30, 2018														
<b>Dean/Associate VP:</b> Sue Brigden	<b>Date approved:</b> December 3, 2018														
<b>Campus-Wide Consultation (CWC)</b>	<b>Date of posting:</b> December 12, 2018														
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> February 1, 2019														

**Learning Outcomes:**

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

1. Describe current recreation opportunities and societal challenges of the aging population.
2. Describe theories of aging that relate to activity and wellness (disengagement, activity (substitution), continuity theories).
3. Explain associated physical and cognitive changes among the older population including those of diverse populations.
4. Recognize the presence of ageism and stereotypes within society.
5. Identify strategies to promote the aging population and promote healthy aging.

**Prior Learning Assessment and Recognition (PLAR)**

Yes       No, PLAR cannot be awarded for this course because it prepares students for a specific work role.

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Online instruction

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Best-Martini, E., Weeks, M.A., & Wirth, P.	Long Term Care for Activity Professionals, Social Services Professionals, & Recreation Therapists	7 <sup>th</sup> Edition	Geriatric Educational	2018
2.			<input type="checkbox"/>		
3.			<input type="checkbox"/>		
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	25%	Assignments:	40%	Field experience:	%	Portfolio:	%
Midterm exam:	25%	Project:	10%	Practicum:	%	Other:	15%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

**Details (if necessary):****Typical Course Content and Topics**

- Current recreation opportunities for aging adults
- Societal challenges and stereotypes
- Disengagement Theory, Activity (substitution) Theory, and Continuity Theory
- Discrimination toward aging adults and promotion of activity to combat barriers
- Strategies to promote healthy aging