

Department of Recreation and Leisure Studies Mission Statement

Through excellence in teaching, scholarship, and service to our students, university, community, and profession the Department of Recreation and Leisure Studies seeks to promote understanding of the value of leisure, recreation, and parks to individuals, society, and the environment, and to inspire and enable our students to become active citizens and competent professionals.



REC 508-001

**Leisure Services for Older Adults
Fall 2008**

Instructor

Dr. Susan Wilson, CTRS
E-327 Park Center
753-4966
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Class Meets

7:00-9:30 on Wed
E-216 Park Center

Office Hours

Monday 9:00am-10:00am
Wednesday 1:45pm-2:45 pm and 5:30-6:30pm
Friday 10:00am-11:00am

Required Texts:

Title: *Aging Well*

Publisher: Little, Brown and Company

Author: George E. Vaillant, M.D.

Title: *Leisure And Aging: Ulysean Living In Later Live, 3rd Edition*

Publisher: Sagamore Publishing

Author: McGuire, Boyd and Tedrick



Course Requirements

Requirement	Due Date	Points/quantity
Volunteer Experience	Hours	10%
	December 3	
	Weekly Reports	10%
Exams	October 15 and Final Exam Time	
		40% (20%) Each
In-Class Presentation and paper		20%
Aging Well Assignment		20%
		100% Total

Volunteer Experience: This semester we will be working with Walden Place. Each class member will be paired with a resident from the facility. This assignment has several parts. The first is that you will spend at least 15 to 20 hours of contact time with this person this semester. During this time, you are to engage in a **recreational activity** that this person enjoys. The first week you should spend some time interviewing the person and asking them what types of things they would like to do during your time together. Each week you will turn in a weekly journal recounting what you did with that person that week and relating to any topic we covered in class or in the readings in class during the previous week. For example if we are talking about biological aging you may want to comment on the impact you see on the person you are working with in terms of their senses. This paper should be one to two pages single-spaced and type written. Finally, the most important aspect of this assignment is a paper due at the end of the semester. We will be reading *Aging Well*. As we read the book you will formulate questions for your person regarding their experiences, opinions and understanding of aging well. You will interview your person and also have a chance to question a larger panel to compare and contrast what the book says about aging well and then what the people you come into contact with this semester teach you or tell you. The paper will require you to apply what we have learned in class. Each week in your report you will be formulating questions as well.



Exams: There will be two exams. A mid-term and a final. Each exam will be essay-type and will cover the text, outside readings, class lectures, and presentations given by your fellow classmates. I am looking for integration of the material we have covered and even things you have learned in other classes.

In-Class Presentation: You will be required to make an in-class presentation regarding an aspect of this class. You may choose to do one about a particular therapy (i.e. horticulture, reminiscence, sensory stimulation or pet therapy) as it relates to older adults or other appropriate topic. Presentations should be between **20 to 30 minutes**. You must provide to the class a **handout** on your topic that will include pertinent information and resources related to your topic. Also your presentation will require you to do a 5-7 page research paper on the topic. The paper must be in APA format. Presentations can be with one other class member and material should be presented in a **professional manner**. You will be required to use some form of visual aids (PowerPoint, Video, etc). I suggest you check out the library for information on how to use some of aids available in this classroom.

Attendance/ Classroom Behavior

A word about attendance, you have a responsibility to be in class each day. I do not take attendance in class but I know that not attending class has an adverse effect on test scores. I do expect that you will be on time each day. I close the door when I begin class and once the door is close you will not be permitted to come into the class. Do not think that leaving your things in your chair and going to get something to eat is being in class. You must be present or you will not be allowed into the classroom. Additionally, talking within class is rude and disruptive to me and your classmates. If you are talking to your neighbor you will be asked to leave. Cell phones are not tolerated. I see one you will be asked to leave so that means no texting. Phones should be off or on vibrate and in your bag or pocket.

Grading Scale:

100-97 Points	A+	96.9-93	A
92.9-90	A-	89.9-87	B+
86.9-83	B	82.9-80	B-
79.9-77	C+	76.9-73	C
72.9-70	C-	69.9-67	D+
66.9-63	D	62.9-60	D-
59.9 and below	F		

**Course Policies:**

Late assignments will be penalized at the rate of one point per day

All assignments must be typed

Make-up exams will only be given in the most extreme circumstances and only when arranged prior to the original exam. (Please note exam will change in both content and format)

It is my responsibility to you and your future clients to give you the best information that I can, it is your responsibility to study, learn the material, hand in assignments on time, and ask questions when you do not understand something. If you are going to miss class, an assignment, or a test please notify me before. In this age of e-mail and voice mail you can notify me before without any problem. Just calling me does not mean that I will excuse you but not calling me prior to missing means there is NO WAY you will be able to make up the missed work. There is no reason I should hear this phrase: "I could not reach you to tell you I was not going to be here."

Class Schedule:

Week	Topic	Reading
1	Course Introduction Aging game Leisure	Chapter 6 Chapter 7
2	Introduction to Walden Place Demographics of aging	Chapter 1-5 Aging Well
3	Lifespan Development Theoretical aspects of aging	Chapter 2 M, B, T Chapter 6-10 Aging Well
4	Stereotypes and realities of aging Gender and Ethnic differences	Chapter 11 and 12 Aging Well Chapter 9 M, B, T
5	Biological Processes	Chapter 3 M, B, T Appendices Aging Well
6	Cognitive Processes	Chapter 4
7	Psychosocial Processes	Readings Chapter 5



8	Mid-term	
9	The Well Senior Retirement	Chapter 8,
10	Community Based Programming	Chapter 12
11	Programming in Institutional Living	Chapter 10 and 11
12	Intergenerational programming	Possible field trip all day
13	Presentations	
14	Presentations	
15	Presentations	

Final Exam will be during the final exam period

Americans with Disabilities Act Statement

If you are a student with a disability and wish to request accommodations, please contact the Office of Disability Services located in B-40 Van Hoesen Hall or call (607)753-2066 for an appointment. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting. SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973.

Academic Integrity Statement

The College is an academic community, which values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards.

For information on academic integrity and academic dishonesty, please refer to the *College Handbook*, the *College Catalog* and the *Code of Student Conduct and Related Policies* or ask your instructor.