

<p><b>Course Name:</b>  <b>KNPE 335/3.0</b></p> <p>Healthy Aging</p>	<p><b>Course Instructor:</b></p> <p>Madison Robertson</p>	<p><b>Contact Hours:</b></p> <p>Lectures: 2 x 1.5 hrs/wk / 12 weeks</p> <hr/> <p><b>Prerequisite:</b></p> <p>Level 3 or above and (registration in a HLTH, KINE or DIPA plan or registration at the BISC).</p> <hr/> <p><b>Co-requisite:</b> None</p> <p><b>Exclusion:</b> None</p>												
<p><b>Course Description:</b></p> <p>Canada's population of older adults is increasing, with a growing number of aging adults in our population. It is important that, as a population, we are focused on both quality and quantity of life for these aging Canadians. Using integrative lectures, discussion with peers, and practical assignments - students will increase their knowledge and experience pertaining to the theoretical and practical perspective of healthy aging. Students will also develop their critical thinking skills and analysis to better understand and determine what contributes to successful healthy aging. Various policies, practices, and programs will be explored to understand how constructs related to healthy aging (i.e., physical, mental, cognitive, and social) can be facilitated in our society today. Students will gain an introduction to the theories, frameworks, and research within the various realms of aging. Students will be encouraged to investigate how these realms interconnect and relate to physical activity, mental health, and social relationships, and what barriers and stereotypes are related to healthy aging.</p>		<p><b>Course Texts:</b></p> <p>Required reading will be uploaded to onQ.</p>												
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Recognize societal and individual implications of healthy aging</li> <li>• Examine the diverse processes of healthy aging within community, healthcare, and long-term care contexts</li> <li>• Identify and critically examine models and discourses of aging, and how these relate to physical health, mental health, cognitive health, and social relationships</li> </ul>		<p><b>Course Evaluation:</b></p> <table> <tr> <td>Midterm 1</td> <td>20%</td> </tr> <tr> <td>Midterm 2</td> <td>20%</td> </tr> <tr> <td>Community Activities</td> <td>5%</td> </tr> <tr> <td>Reflections</td> <td>15%</td> </tr> <tr> <td>Infographic Draft</td> <td>3%</td> </tr> <tr> <td>Infographic Peer Feedback and Reflection Assignment</td> <td>7%</td> </tr> </table>	Midterm 1	20%	Midterm 2	20%	Community Activities	5%	Reflections	15%	Infographic Draft	3%	Infographic Peer Feedback and Reflection Assignment	7%
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<ul style="list-style-type: none"> <li>• Deconstruct and describe the implications of, and interventions for, physical, mental, cognitive, and social aging</li> <li>• Effectively discuss and critique the barriers and stereotypes to healthy aging</li> <li>• Discuss, write, and apply theory to practice as it relates to healthy aging</li> </ul>	<p>Take Home Exam <span style="float: right;">30%</span></p>
<p><b>Course Outline</b></p>	
<p><b>WHAT IS “HEALTHY AGING”?</b> Introduction to Aging, Age-demographics, healthcare implications, Medicalized and social definitions of age and aging, Synonyms of healthy aging, History of successful aging, What constitutes healthy and successful aging, Biopsychosocial well-being and aging</p>	<p><b>HOW CAN HEALTHY AGING BE ACHIEVED SOCIALLY?</b> Social dimensions of aging, Personality, “Midlife crises”, Elder abuse, Leisure pursuits and retirement, Social media, Social maintenance and physical activity</p>
<p><b>HOW CAN HEALTHY AGING BE ACHIEVED PHYSICALLY?</b> Nature vs. nurture, Physical dimensions of aging, Physical Activity Programs, Common Diseases and Disorders with Aging</p>	<p><b>WHAT ARE THE BARRIERS AND STEREOTYPES TO HEALTHY AGING?</b> Personal barriers, Environmental barriers, Social barriers, Stereotypes</p>
<p><b>HOW CAN HEALTHY AGING BE ACHIEVED COGNITIVELY?</b> Cognitive dimensions of aging, Common conditions, Cognitive maintenance and resiliency, and physical activity, Cognitive Programs</p>	<p><b>HOW CAN HEALTHY AGING BE BEST MAINTAINED &amp; PROMOTED TO AGING ADULTS?</b> Promotion of leisure pursuits (education, vocations, volunteer work), Public Policy, LTC vs Community Programs, Advocacy</p>
<p><b>HOW CAN HEALTHY AGING BE ACHIEVED PSYCHOLOGICALLY?</b> Psychological dimensions of aging, Common conditions, Psychological maintenance and physical activity</p>	<p><b>IMPLICATIONS TO AGING</b> Healthcare Implications, Primary Care Physicians Expectations, Social Implications, Future Research</p>