

<p>Course Name: KNPE 335/3.0</p> <p>Healthy Aging</p>	<p>Course Instructor:</p> <p>TBA</p>	<p>Contact Hours:</p> <p>Lectures: 2 x 1.5 hrs/wk / 12 weeks</p>								
		<p>Prerequisite:</p> <p>Level 3 or above in a KINE, HLTH or DIPA plan.</p>								
		<p>Co-requisite:</p> <p>HLTH 332/3.0</p> <p>Exclusion:</p>								
<p>Course Description:</p> <p>Aging Canadians are increasingly interested in adding life to their years rather than just adding years to their lives. Through formal lectures, students will gain knowledge pertaining to theoretical perspectives of successful aging, and develop critical thinking skills as to “what” constitutes a “healthy ager” and how these notions can be promoted and optimized through policy and practice, with specific emphasis on physical activity. Students will be introduced to a broad range of theories and research within physical, cognitive, psychological, and social realms of aging, and the interconnectedness of these facets as they relate to healthy aging through physical activity. Students will be encouraged to explore and critique aging discourses within classroom discussions, group collaboration, and field work.</p>		<p>Course Texts:</p> <p>Required reading will be uploaded to onQ.</p>								
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand the societal and individual implications of biopsychosocial aging • Conduct systematic research reviews and interpret related qualitative and quantitative findings • Examine diverse processes of aging within and outside of physical activity contexts • Understand and critically examine models and discourses of aging, and how these relate to physical activity • Discern between anecdotal and empirical research • Engage in critical evaluation and assessment of restrictions and opportunities for healthy aging within the community • Deconstruct the implications of ageism and age-stereotypes • Demonstrate the ability to discuss, write, and apply theory to practice as it relates to healthy aging and physical activity 		<p>Course Evaluation:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Assignment</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Midterm</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Assignment 2</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Final Exam</td> <td style="text-align: right;">30%</td> </tr> </table>	Assignment	20%	Midterm	20%	Assignment 2	30%	Final Exam	30%
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Course Outline

What is healthy Aging, Age-demographics, social and healthcare implications	How can healthy aging be achieved Psychologically, Psychological dimensions of aging, sex and intimacy
Medicalized and social definitions of age and aging	Psychological maintenance and physical activity
Synonyms of healthy aging	How can healthy aging be achieved socially
History of successful aging	Social dimensions of aging, personality, midlife crises
What constitutes healthy and successful aging	Elder abuse, leisure pursuits and retirement, social media
Introduction to successful aging and physical activity	Social maintenance and physical activity
How can healthy Aging be achieved physically, Nature vs. nurture	What are the barriers to physical activity and healthy aging
Physical dimensions of aging	Drop-out, environmental barriers, personal barriers
Common conditions	Social barriers, media, ageism and stereotypes, master athletes
Physical maintenance and physical activity	How can healthy aging pursuits be best promoted to aging adults,
How can healthy aging be achieved cognitively, Cognitive dimensions of aging, common conditions	How can physical activity be best maintained in aging adults

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