

<p>Course Name: KNPE 335/3.0</p> <p>Healthy Aging</p>	<p>Course Instructor: Madison Robertson</p>	<p>Contact Hours: Lectures: 2 x 1.5 hrs/wk / 12 weeks</p>
		<p>Prerequisite: Level 3 or above.</p>
		<p>Co-requisite: None Exclusion: None</p>
<p>Course Description:</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 research 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 aging. Various policies, practices, and programs will be explored to understand how constructs related to healthy aging (i.e., physical, mental, 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 facilitators are related to successful aging.</p>		<p>Course Texts:</p> <p>Required reading will be uploaded to onQ.</p>
<p>Student Learning Outcomes:</p> <p>By the end of this course, students will be able to:</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 physical activity, psychology, community, and long-term care contexts • Understand and critically examine models and discourses of aging, and how these relate to physical 		<p>Course Evaluation:</p> <p>TBD</p>

<p>activity, mental health, and social relationships</p> <ul style="list-style-type: none"> • Discern between anecdotal and empirical research • Deconstruct the implications of physical, mental, and social aging • Engage in critical evaluation and assessment of restrictions and opportunities for healthy aging within the community • Demonstrate the ability to discuss, write, and apply theory to practice as it relates to healthy aging and physical activity 	
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Course Outline

<p>WHAT IS “HEALTHY AGING”? 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>WHAT ARE THE BARRIERS AND STEREOTYPES TO HEALTHY AGING? Personal barriers, Environmental barriers, Social barriers, Stereotypes</p>
<p>HOW CAN HEALTHY AGING BE ACHIEVED PHYSICALLY? Nature vs. nurture, Physical dimensions of aging, Physical Activity Programs, Common Diseases and Disorders with Aging</p>	<p>A “GOLD STANDARD” FOR HEALTHY AGING? Master athletes, Normalization of Stereotypes, Future Research</p>
<p>HOW CAN HEALTHY AGING BE ACHIEVED COGNITIVELY? Cognitive dimensions of aging, Common conditions, Cognitive maintenance and resiliency, and physical activity, Cognitive Programs</p>	<p>HOW CAN HEALTHY AGING BE BEST MAINTAINED & PROMOTED TO AGING ADULTS? Promotion of leisure pursuits (education, vocations, volunteer work), Public Policy, LTC vs Community Programs, Advocacy</p>
<p>HOW CAN HEALTHY AGING BE ACHIEVED PSYCHOLOGICALLY? Psychological dimensions of aging, Common conditions, Psychological maintenance and physical activity</p>	<p>IMPLICATIONS TO AGING Healthcare Implications, Primary Care Physicians Expectations, Social Implications, Future Research</p>
<p>HOW CAN HEALTHY AGING BE ACHIEVED SOCIALLY? Social dimensions of aging, Personality, “Midlife crises”, Elder abuse, Leisure pursuits and retirement, Social media, Social maintenance and physical activity</p>	