

# HLTH AGE 4P03: LEISURE AND RECREATION IN LATER LIFE

## Fall 2018

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**Lecture:** Tuesday 2:30 – 5:30 MDCL  
1116

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## **Course Objectives**

This course focuses upon characteristics of the aging population and the theoretical aspects of aging as related to recreation, leisure, lifestyle explores the diverse meanings of health and wellness to older adults and analyzes the different mechanisms through which to maximize health, and well-being such as providing for physical, emotional, economic and political needs of older people. We will use an inquiry-based approach to engage students in critical debates regarding the role of public institutions like libraries in providing programs and services for older adults to facilitate recreation and leisure. Over the term, students will explore in groups a series of different themes on the nature of this programming across Canada. In partnership with the Canadian Urban Libraries Council and the Alzheimer's Society students will produce knowledge directed at improving services and programs for older adults and assist in organizing a workshop for library staff in the southern Ontario region.

## **Required Materials and Texts**

There is no text in this course. The schedule below lists the readings for each week. All are available through the McMaster library system.

## **Class Format**

Each class will feature a combination of lecture, group work and discussion. In each class, there is an expectation that students will contribute to learning. The nature of this contribution will vary as the course unfolds.

## **Course Evaluation**

Please submit all written assignments double-spaced with one-inch borders in 12-pitch font. Please include a list of references and a title page that includes your name, ID number and date. Please use APA style or another standardized style found in a scholarly journal.

## **Written Assignments**

Students will write two critical analysis papers. The first (worth 35%; due October 23 - five to eight pages) will involve a preliminary analysis of three libraries in Canada including interviews with library staff. In the second (worth 40%; due early December; ten to twenty pages) students working in groups will expand on their initial analysis and draw on the course material to develop a report on libraries that can be used within the workshop for library staff. More guidance will be available in class.

## **Weekly Presentations and Group Work (25%)**

In each class, there are mandatory informal presentations and group work. The presentations will be marked pass or fail. For inadequate or missed presentations,

students can submit a two page written summary. A mark in the A range will be given once students have provided an adequate presentation or summary for each week.

## **Weekly Course Schedule and Required Readings**

### **Week 1 (Sept 4)**

#### **Overview**

No Readings

### **Week 2 (Sept 11)**

#### **Leisure and Libraries**

Readings:

- Aabo, S., & Audunson, R. (2012). Use of library space and the library as place. *Library & Information Science Research*, 34(2), 138-149. Doi: 10.1016/j.lisr.2011.06.002.
- Bennett-Kapusniak, R. (2013). Older adults and the public library: The impact of the boomer generation. *Public Library Quarterly*, 32(3), 204-222. Doi: 10.1080/01616846.2013.818814

### **Week 3 (Sept 18)**

#### **Social Capital and Public Institutions**

Readings:

- Birdi, B., Wilson, K., & Cocker, J. (2008). The public library, exclusion and empathy: A literature review. *Library Review*, 57(8), 576-592. Doi: 10.1108/00242530810899568
- Dalmer, N. K. (2017). Mind the gap: Towards the integration of critical gerontology in public library praxis. *Journal of Critical Library and Information Studies*, 1(1), 1-23.

### **Week 4 (Sept 25)**

#### **Partnership Engage Grant**

Readings:

- Piper, D., Palmer, S., & Xie, B. (2009). Services to older adults: Preliminary findings from three Maryland public libraries. *Journal of Education for Library and Information Science*. 107-118.
- Hughes, C. (2017). Rural libraries services for older adults: A nationwide survey. *Public Library Quarterly*, 36(1), 43-60.

## **Week 5 (Oct 2)**

### **Digital Literacy**

#### Readings:

- Quan-Haase, A., Martin, K., & Schreurs, K. (2016). Interviews with digital seniors: ICT use in the context of everyday life. *Information, Communication & Society*, 19(5), 691-707.
- Stevenson, S. A., & Domsy, C. (2016). Redeploying public librarians to the front-lines: Prioritizing digital inclusion. *Library Review*, 65(6/7), 370-385.

## **Week 6 (Oct 9)**

### **Reading Week**

## **Week 7 (Oct 16)**

### **Arts and Culture**

#### Readings:

- Baldwin, C. (2008). Narrative (,) citizenship and dementia: The personal and the political. *Journal of Aging Studies*, 22(3), 222-228.
- Keisari, S., & Palgi, Y. (2017). Life-crossroads on stage: integrating life review and drama therapy for older adults. *Aging & mental health*, 21(10), 1079-1089.

## **Week 8 (Oct 23)**

### **Sport and Exercise**

#### Readings:

- Chao, Y. Y., Scherer, Y. K., & Montgomery, C. A. (2015). Effects of using Nintendo Wii™ exergames in older adults: a review of the literature. *Journal of aging and health*, 27(3), 379-402.
- Gayman, A. M., Fraser-Thomas, J., Dionigi, R. A., Horton, S., & Baker, J. (2017). Is sport good for older adults? A systematic review of psychosocial outcomes of older adults' sport participation. *International Review of Sport and Exercise Psychology*, 10(1), 164-185.
- Phoenix, C., & Orr, N. (2014). Pleasure: A forgotten dimension of physical activity in older age. *Social science & medicine*, 115, 94-102.

Notes: Assignment 1 due

## **Week 9 (Oct 30)**

### **Diversity and Ageism**

#### Readings:

- Joseph, M. (2006). Active, engaged, valued: Older people and public libraries in new south wales. *Australasian Public Libraries and Information Services*, 19(3), 113.-117.
- Saunders, K. (1992). Expanding outreach service to seniors. *American Libraries*, 23(2), 178-180.

## **Week 10 (Nov 6)**

### **Food and Nutrition**

#### Readings:

- Sydner, Y. M., Fjellström, C., Lumbers, M., Sidenvall, B., & Raats, M. (2007). Food habits and foodwork: the life course perspective of senior Europeans. *Food, Culture & Society*, 10(3), 367-387.
- Fjellström, C., Starkenberg, Å., Wesslén, A., Licentiate, M. S., Tysén Bäckström, A. C., Faxén-Irving, G., & OmegAD Study Group. (2010). To be a good food provider: An exploratory study among spouses of persons with Alzheimer's disease. *American Journal of Alzheimer's Disease & Other Dementias®*, 25(6), 521-526.
- Rydén, P. J., & Sydner, Y. M. (2011). Implementing and sustaining dietary change in the context of social relationships. *Scandinavian journal of caring sciences*, 25(3), 583-590.

## **Week 11 (Nov 13)**

### **Health Promotion and Wellness**

#### Readings:

- Eriksson-Backa, K. (2010). Elderly people, health information, and libraries: A small-scale study on seniors in a language minority. *Journals and Libraries and Information Services*, 60(2), 181-194.
- Rubenstein, E. L. (2018). "I want to provide patrons with good information": Public library staff as health information facilitators. *The Library Quarterly*, 88(2), 125-141.

## **Week 12 (Nov 20)**

### **Memory Loss, Leisure and Recreation**

#### Readings:

- Béland, F., Zunzunegui, M., Alvarado, B., Otero, A., & del Ser, T. (2005). Trajectories of cognitive decline and social relations. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 60(6).

- Fallahpour, M., Borell, L., Luborsky, M., & Nygård, L. (2016). Leisure-activity participation to prevent later-life cognitive decline: a systematic review. *Scandinavian journal of occupational therapy*, 23(3), 162-197.

### **Week 13 (Nov 27)**

#### **Approaches to Dementia and Aging**

##### Readings:

- Fabrigoule, C., Letenneur, L., Dartigues, J. F., Zarrouk, M., Commenges, D., & Barbergera Gateau, P. (1995). Social and leisure activities and risk of dementia: A prospective longitudinal study. *Journal of the American Geriatrics Society*, 43(5), 485-490.
- Katzman, R. (1995). Can late life social or leisure activities delay the onset of dementia?. *Journal of the American Geriatrics Society*, 43(5), 583-584.
- Bailey, C., Clarke, C. L., Gibb, C., Haining, S., Wilkinson, H., & Tiplady, S. (2013). Risky and resilient life with dementia: Review of and reflections on the literature. *Health, risk & society*, 15(5), 390-401.

### **Week 14 (Dec 4)**

#### **Conclusion**

##### Readings:

- Toepoel, V. (2013). Ageing, leisure, and social connectedness: How could leisure help reduce social isolation of older people? *Social Indicators Research*, 113(1), 355-372.
- Varheim, A., Steinmo, S., & Ide, E. (2008). Do libraries matter? public libraries and the creation of social capital. *Journal of Documentation*, 64(6), 877-892.

## **Course Policies**

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

### **Late Assignments**

Please contact the professor if you have a late assignment or anticipate an assignment being late.

## **University Policies**

### **Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.



3. Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of Students with Disabilities**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

If you require this course outline in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: [hasdept@mcmaster.ca](mailto:hasdept@mcmaster.ca)).

### **Religious, Indigenous and Spiritual Observances (RISO)**

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

### **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.