



**FACULTY OF HEALTH  
SCHOOL OF KINESIOLOGY AND HEALTH SCIENCE**

**COURSE INFORMATION**

Code, Title: KINE 4645 3.00, Active Living and Aging  
 Term, Year: Winter, 2019  
 Website, Link: Moodle, <https://passport.york.yorku.ca/ppylogin/ppylogin>  
 Prerequisite: KINE 3350 3.00: Physical Activity, Health, and Aging  
 Co-requisite: None  
 Exclusions: None  
 Note: This course does not count for science credit

**TEACHING TEAM INFORMATION**

**Course Instructor**

Name: Brad Meisner, PhD  
 Phone: 416-736-2100, ext. 77451  
 Office Location: Norman Bethune College, Room 356  
 Office Hour: As scheduled and posted on Moodle, and/or by appointment  
 Email: [meisnerb@yorku.ca](mailto:meisnerb@yorku.ca)  
 - Quick and easy-to-answer questions are OK to ask through email; but, more complex questions require in-person discussion either before/after class or in an office meeting.  
 - Please put "KINE 4645" as part of your email subject heading for a quicker response.  
 - Please use your YorkU email account to reduce the likelihood of email spam.

**Teaching Assistant**

Name: Ariane Séguin, MA, PhD Student  
 Office Location: Norman Bethune College, Room 222  
 Office Hour: As scheduled and posted on Moodle, and/or by appointment  
 Email: [arianes@yorku.ca](mailto:arianes@yorku.ca)

**LECTURE DETAILS**

<b>Day</b>	<b>Time</b>	<b>Duration</b>	<b>Location</b>
Tuesdays ( <u>T</u> )	11:30AM - 12:50PM	80 minutes	Chemistry 129
Thursdays ( <u>R</u> )	11:30AM - 12:50PM	80 minutes	Chemistry 129

## COURSE DESCRIPTIONS

**Course Calendar (pre-2013):** “The purpose of this course is to assist students in developing insight into the physical and health needs of the elderly. Emphasis is placed upon identifying active aging opportunities and exploring environments in which physical activity is integrated into daily living.”

**Expanded Version (2019):** The purpose of this course is to assist students in developing critical insight into the concepts, practices, and promotion of ‘active living’ and ‘active aging,’ as well as into the role that ‘activity’ can have in the optimization of health and wellness in later life and among older persons. Students will be introduced to, and will think critically about, a broad range of topics, theories, and research studies relating to active living and aging. Emphasis is also placed upon identifying active living and aging opportunities and exploring the environments in which activity is (or is not) integrated into daily life.

## COURSE OBJECTIVES AND OUTCOMES

In this course, you will develop advanced knowledge on aging beyond KINE 3350. To do so, you will think holistically about ‘activity,’ ‘life/style,’ and ‘aging’. Also, you will think critically about how/if ‘activity’ pertains to the aging process and/or to middle-aged and older adults specifically. This course takes a multidisciplinary approach to guide and generate a comprehensive foundational understanding of ‘active living/aging’ from physical, psychological, social, meaningful/experiential, and ecological perspectives. This understanding will be used to explore and examine a range of emergent themes within the recent extant literature on active living and active aging.

More specifically, after completing this course you should be able to:

- Explain, defend, and critique different understandings of ‘active living/aging’ from multiple disciplinary perspectives.
- Provide and describe practical real-world examples of ‘activity’ to illustrate physical, psychological, social, meaningful/experiential, and ecological approaches of active living/aging—not only in isolation within each approach, but also in intersection across approaches through the application of the biopsychosocial and social-ecological models.
- Provide and describe practical real-world reasons for ‘inactivity’ within and across physical, psychological, social, meaningful/experiential, and ecological approaches as it pertains to living/aging.
- Discuss how and why ‘activity’ and ‘inactivity’ can affect health and wellness in later life and can even affect the aging process itself.
- Recognize and illustrate factors that help and hinder, support and suppress active living/aging by using and applying some active living/aging facilitator and constraint theories.
- Demonstrate advanced knowledge on active living/aging by describing, evaluating, and discussing a number of major research themes and topics relating to active living/aging.
- Apply new knowledge and skills developed in the course to engage with, and respond to, some popular current issues and debates that exist on active living/aging.
- Exhibit deep critical thinking and effective oral and written communication skills on topics relating to active living/aging.

## COURSE FORMAT

Course objectives will be achieved through a combination of: a) classroom lectures, b) active small- and large-group classroom discussions, c) experiential learning exercises, d) purposeful assignments and exams, and e) a critical understanding of the required readings and other course materials. You are expected to engage in *all* of these modes of learning to achieve the desired course objectives and outcomes described above.

## COURSE READINGS

There is no required textbook for this class; however, required readings will be assigned on a week-to-week basis throughout the term. Citations and sources to these readings will be provided on Moodle in a way that does not violate copyright and fair dealing practice policies for published works and intellectual property. These citations and sources will be posted no later than one-week before the lecture in which the readings will be discussed. You are expected to read, think critically about, and take notes on the readings before coming to class to: a) develop a deep and critical understanding of the course material, b) facilitate lecture discussions and activities, and c) provide the foundation of knowledge for your exams and assignments described below.

## EVALUATION DETAILS

The final course grade will be based on the following items, which are weighted as indicated:

<b><i>Evaluation Item</i></b>	<b><i>Date</i></b>	<b><i>Worth</i></b>
Exam 1	January 31	30%
Exam 2	March 7	30%
Poster Presentation	April 2	15%
Written Report	April 3	25%

### Description of Evaluation Items

***Exams:*** Your understanding of the lectures, readings, and other course content will be assessed by two exams. Exams may include multiple choice, true/false, matching, fill-in-the-blank, short answer, and/or essay questions. Exam 1 will include course content from the beginning of term up until the lecture before Exam 1. Exam 2 will include course content after Exam 1 up until the lecture before Exam 2. Therefore, Exam 2 is not cumulative. However, it is important to note that some course content covered earlier in the term provides the foundation of material covered later in the term. Each exam will be worth 30% for a total 60% contribution to the overall course. The scheduling for these two exams is provided above and in the Course Schedule below. Further exam details will be discussed in class and provided on Moodle.

### ***Poster Presentation and Written Report—Active Living/Aging Program Participation:***

To bring some of the major course content themes to life, you will complete an experiential education activity that involves identifying and participating in a group active living/aging opportunity in the community. The aim of this activity participation is for you to generate a deeper, real-world understanding of active living/aging by applying research and theory to practice through personal and collaborative experiences. For this part of the course, you will form a group ‘team’ with four to five other students and then be guided through the evidence-based program named *Steps to Connect*. The participation in this program will form the basis of two course assignments—one group-based poster presentation worth 15% and one individually-written report worth 25%, for a total 40% contribution to the overall course.

*Steps to Connect* is a three-session, group- and community-based leisure education program that cultivates participants' learning about, and engagement in, leisure activities. Within the *Steps to Connect* program, you (as an individual, and then as a group) will explore a broad range of potential leisure activity and identify activity spaces and places in the larger 'community' (broadly defined). Then you (as a group) will collectively identify, plan, and participate in a leisure activity together. Before, during, and after the activity, you (as an individual) will think critically and reflect on the activity, your participation in it, as well as the facilitators and constraints of activity participation. This thinking and reflection will be guided by the practical application of active living/aging research and theory discussed in the course, which will contribute to the content of your own individually-written report. The written report you (as an individual) will connect the activity and your experiences back to the course content, and explore the published literature on the activity in which you participated in terms how it relates to active living/aging. More information on the written report will be provided in class and made available on Moodle.

Further, to depict your group activity experiences, you (as individuals) will engage in 'photovoice techniques' during your activity participation (i.e., capturing digital images that are meaningful to you and that represent your experiences). You will share, describe (i.e., give voice to), and consolidate your photos with your team members, which will ultimately result in the content of your group's poster presentation. More information on the photovoice technique and the poster presentation will be provided in class and made available on Moodle.

### ***Important Note: Action Item***

The three sessions of the *Steps to Connect* program will be delivered during Weeks 10, 11, and 12 of the course. Given that this program employs group-focused work and responsibilities, and that the program will only be delivered once in-class, *attendance is mandatory*. **Please note the importance of the lectures between March 12 and March 28 in your calendars.** More information on *Steps to Connect* will be provided then. The scheduling and timeframe for the program sessions, activities, and resulting assignments are provided in the Course Schedule below.

**COURSE SCHEDULE SUMMARY\***

Week	Day	Date	Lecture Content and Plan
1	R	Jan. 3	- Introduction to course, instructor, and students
2	T	Jan. 8	- Historical origins and development of active living/aging
	R	Jan. 10	- Active living/aging definitions: Biopsychosocial and social-ecological perspectives
3	T	Jan. 15	- Active living/aging theory: Facilitators and constraints
	R	Jan. 17	- Applying theory to: Playful, pleasurable, enjoyable activity
4	T	Jan. 22	- Applying theory to: Life-long learning and education
	R	Jan. 24	- Applying theory to: Family and intergenerational activity - Exam 1 details provided
5	T	Jan. 29	- Finish up course content so far in course + Exam 1 Q/A
	R	Jan. 31	- Exam 1 (in class)
6	T	Feb. 5	- Applying theory to: Technologies and the Internet
	R	Feb. 7	- Applying theory to: Travel and tourism
7	T	Feb. 12	- Applying theory to: Built, natural, social environments
	R	Feb. 14	- Applying theory to: Rural life and aging-in-place
--	T	Feb. 19	- <i>No Classes: Winter Reading Week</i>
	R	Feb. 21	
8	T	Feb. 26	- Applying theory to: Age stereotypes and ageism
	R	Feb. 28	- Active living/aging theory application: Critical perspectives - Exam 2 details provided
9	T	Mar. 5	- Finishing up course content since Exam 1 + Exam 2 Q/A
	R	Mar. 7	- Exam 2 (in class)
10	T	Mar. 12	- Introduction to 'Steps to Connect' program - Details provided on the experiential education assignments: 'Active Living and Aging Written Report' and 'Photovoice Poster Presentation'
	R	Mar. 14	- Steps to Connect program: Session 1 (in class)
11	T	Mar. 19	- Steps to Connect program: Session 1 (continued) (in class)
	R	Mar. 21	- Steps to Connect program: Session 2 (out of class) - Use lecture time to engage in group activity
12	T	Mar. 26	- Steps to Connect program: Session 3 (in class) - Workshop and Q/A for group poster presentation
	R	Mar. 28	- Steps to Connect program: Session 3 (continued) (in class) - Workshop and Q/A for final individual written report - Q/A for poster presentations
13	T	Apr. 2	- Active living/aging photovoice poster presentation day!

\* The course schedule is subject to change at the discretion of the course instructor; however, prior notice will be provided to students in class and/or on Moodle.

*Note:* Mar. 8, 2019 is the last day to drop a Winter course without receiving a grade on your transcript. You will have 30% of this course completed, with graded feedback, by this date.

**IMPORTANT COURSE INFORMATION: *RULES & PROCEDURES***

**Classroom Environment:** During lectures, please turn cell phones and all other noise-making electronic devices off and refrain from having private conversations. When engaged and participating in class discussions, please speak and behave in a respectful manner towards others to help create a safe and inclusive learning environment. Signs of mutual respect foster a productive and rewarding learning (and teaching) environment for everyone.

Further, students should be aware of their non-academic conduct and be aware of York's policies and regulations pertaining to this important matter. For more information, please see the Code of Student Rights and Responsibilities available at: <http://oscr.students.yorku.ca/csrr>

**Attendance:** Lecture attendance is expected as active course and classroom participation are essential components of your educational experience. Attendance is also important because only rudimentary lecture notes will be made available online (via Moodle), which will serve as an outline only—they will not be complete or annotated. Therefore, lecture notes that are posted online are not substitutes for lecture attendance.

**Missed Lecture:** For the infrequent times that you cannot attend a lecture, you do not need to contact the Course Instructor or TA (unless otherwise asked). To access what information you missed, you should ask another student in the course if they are willing to share their lecture notes with you.

**Moodle (Online):** Moodle will be used to make course announcements, post lecture and reading information, and allow you to see your marks. Any changes to the course will also be announced on Moodle. You are responsible to check Moodle regularly and frequently throughout the term to stay informed. Moodle technical support can be found at: [http://moodle.info.yorku.ca/student\\_resources](http://moodle.info.yorku.ca/student_resources).

**Before Emailing Us:** If you have questions about the course, before contacting the TA or Course Instructor, please re-read this syllabus carefully and check Moodle—these are your two primary resources for course information. Many of the questions we receive relate to information that is already available in this course syllabus and/or online. If you cannot find the information you are looking for on this syllabus or on Moodle, then please email us: a) for quick and easy-to-answer questions, or b) to schedule an appointment to discuss longer, complex, or detailed questions. You can also ask the Course Instructor questions either before or after lectures.

**Evaluation Grading System:** The grading scheme for this course will conform to the nine-point grading system used in undergraduate programs at York University (e.g., A+ = 9, A = 8, B+ = 7, B = 6, etc.). Assignments and exams will bear either a score/mark or letter grade designation that corresponds with a number grade (e.g., A+ = 90% to 100%, A = 80% to 90%, B+ = 75% to 79%, etc.). Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles. For a full description of York University's grading system, please refer to the Undergraduate Calendar: <http://calendars.students.yorku.ca/2018-2019/academic-and-financial-information/academic-information/grades-and-grading-schemes>.

**Assignment Submission:** Your academic performance depends on you doing your work not only well, but on time as well. Accordingly, each assignment for this course must be received by or before the due date and time specified for that assignment. If not, late penalties will apply.

**Assignment Lateness Penalty:** Assignments that are received after the due date and time will be penalized -10% (out of 100%) for each calendar day it is late (including the day assigned if not submitted on time). To clarify, for example, if an assignment that would have earned 80% was submitted three days late, a mark of 50% would be given. An assignment that is 10 days late will automatically receive 0% and will not be evaluated. Technological issues will not be accepted as a legitimate excuse for why an assignment is late. Thus, students should save backup copies of their assignments during the writing process. Exceptions to the lateness penalty for valid reasons may be entertained by the Course Instructor; however, this arrangement will require supporting documentation (e.g., a doctor's letter) to provide evidence as to why the assignment is late. If the circumstance is legitimate, and the documentation is verifiable, a waiver of this penalty may be arranged by the Course Instructor.

**Missed Exams:** Students with a documented reason for missing an exam may request accommodation from the Course Instructor. It is the students' responsibility to inform the Course Instructor of this circumstance if it should occur, preferably before the missed exam or within 24 hours of the missed exam. Students must provide the Course Instructor with legitimate supporting documentation (e.g., doctor's letter) as evidence to why the exam was missed. If the circumstance is legitimate and the documentation is verifiable a make-up exam may be arranged by the Course Instructor. Further extensions or accommodations will require students to submit a formal petition to the School or Faculty. Missed exams without notice and/or without legitimate and verifiable documentation will be given 0%.

**Academic Accommodation for Students with Disabilities:** Students with identified disabilities who require alternate arrangements to support their academic success (e.g., sign language interpreter, note taker, etc.) can notify the Course Instructor, preferably by or before the second week of classes. To access these services, students must visit and register with Disability Services at York University: <http://accessibility.students.yorku.ca>. University regulations relating to these accommodations can be found at the following webpages:

- *Policy:* <http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/>
- *Guidelines, Procedures and Definitions:* <http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/>

### **OTHER IMPORTANT COURSE INFORMATION FOR STUDENTS: *POLICIES***

Students are expected to familiarize themselves with, and adhere to, the policies, procedures, and regulations that govern academic and professional life (including this course) at York University. Read them carefully.

### **School of Kinesiology and Health Science Policies**

- *Student Handbook:* <http://kine.info.yorku.ca/kinesiology-and-health-science-handbook/>

- *KINE Undergraduate Calendar*: <http://calendars.students.yorku.ca/2018-2019/programs/kinesiology-and-health-science>

### **York University Policies**

A list of York University policies can be found at: <http://secretariat-policies.info.yorku.ca>. When on that webpage, you can use the search function to find the University policies most relevant to your needs or situation.

### ***Academic Integrity and Misconduct***

There is zero tolerance for any form of cheating, plagiarism, and misconduct in this course. As such, students should be familiar with, and follow, York University's rules and regulations relating to these important academic and professional matters. Being unaware of University policies is not accepted as a legitimate excuse, or legal appeal, for academic misconduct. As such, students should refer to the following resources:

- *Undergraduate Academic Calendar*: <http://calendars.students.yorku.ca/2018-2019/policies-and-regulations/student-conduct/academic-honesty>
- *Senate Policy on Academic Honesty*: <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>
- *Faculty of Health's Presentation on Academic Honesty*: <http://health.info.yorku.ca/files/2012/10/Academic-Honesty-Presentation-FINAL-COPY-April-18-2013.pdf>

### ***Student Conduct Standards***

- *Student Conduct and Responsibilities (Academic and non-Academic)*: <http://calendars.students.yorku.ca/2018-2019/policies-and-regulations/student-conduct/student-conduct-and-responsibilities/>
- *Code of Student Rights and Responsibilities (Presidential Regulation)*: <http://secretariat-policies.info.yorku.ca/policies/code-of-student-rights-and-responsibilities-presidential-regulation/>
- *Office of Student Community Relations (OSCR)*: <http://oscr.students.yorku.ca/student-conduct>
- *Senate Policy on Disruptive and/or Harassing Behaviour in Academic Situations*: <http://secretariat-policies.info.yorku.ca/policies/disruptive-andor-harassing-behaviour-in-academic-situations-senate-policy/>
- *Racism (Policy and Procedures)*: <http://secretariat-policies.info.yorku.ca/policies/racism-policy-and-procedures/>

### ***Copyright and Fair Dealing Guidelines***

<http://secretariat-policies.info.yorku.ca/policies/copyright-and-fair-dealing-guidelines/>

### ***Conduct of Examinations (Policy and Guidelines)***

Including Religious Observance Accommodations:

<http://secretariat-policies.info.yorku.ca/policies/conduct-of-examinations-policy-guidelines/>



**OTHER IMPORTANT INFORMATION FOR STUDENTS: *RESOURCES & SUPPORT***

There are many (free!) services available on campus, and in the larger community, that provide a great deal of additional support to ensure your academic, personal, and professional success. Check them out!

**Learning Commons Home**

<http://learningcommons.yorku.ca/>

This is a referral service to better support your academic success. Together in the Learning Commons, learning services (such as library research support, writing instruction, learning skills, and careers services) collaborate to offer enriched supports and learning resources.

**SPARK: Student Paper and Academic Research Kit**

<https://spark.library.yorku.ca/>

SPARK is an e-learning resource designed to help you succeed at written academic assignments. It focuses on the development of research, writing, and learning skills.

**Student Success Centre**

<http://success.students.yorku.ca/>

- Atkinson Centre for Mature and Part-time Students = <http://acmaps.info.yorku.ca/>
- Career Centre = <http://careers.yorku.ca/>
- Centre for Aboriginal Student Services = <http://aboriginal.info.yorku.ca/>
- Learning Skills Services = <http://lss.info.yorku.ca/>
  - LSS offers many important, useful workshops. Monthly calendar is online.
  - “Passport to Success”: 8 or more workshops gives students a certificate:
    - <http://lss.info.yorku.ca/passport/>
- Student Community and Leadership Development = <http://scld.yorku.ca/>

**Mental Health & Wellness Supports for YorkU Students*****Campus Resources for Students***

- Personal Counselling Services = <http://pcs.info.yorku.ca/>
  - Location: N110 Bennett Centre for Student Services
  - Tel: 416-736-5297
- 13 different resources and locations, listed online at: <http://mhw.info.yorku.ca/resources/resources-at-york/students/>

***Community Resources for Students***

Students that want or need support outside of York University can contact “Good2Talk”. This service is free, confidential, and anonymous service for post-secondary students in Ontario. Good2Talk offers professional counselling and information and referrals for mental health, addictions, and well-being.

- Phone: 1-866-925-5454 (or dial 211)
- Online: <https://good2talk.ca/>
- 24 hours a day, 7 days a week, 365 days a year