

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Leisure Studies and Recreation

LSRC 415 : **Leisure and Aging** (Gerontology Minor) **CS**

Course Description: Study of the bio-psycho-social aspects of aging as related to leisure and recreation. Implications for functional, environmental and leadership dimensions of leisure and recreation experience in later life. Structured **community service-learning** experience required of all students.

Course Objectives: The overall goal of the course is to provide the student with knowledge and understanding necessary to perform effectively as planner, leader or facilitator of recreation and leisure activities for older adults, including intergenerational recreation experiences. Upon completion of the course the *actively engaged* student will:

1. Understand the physiological, sociological, and psychological characteristics of older adults in the United States;
2. Understand physiological, sociological and psychological profiles of older adults as they affect leisure participation and behavior, including theoretical frameworks;
3. Identify settings in which activities for older adults are designed and provided;
4. Understand the policies and programs supporting leisure activities for older adults in a variety of settings;
5. Determine the leisure interests and needs of older adults using a variety of techniques;
6. Plan, implement and evaluate individual and group activities that meet the leisure interests and needs of older individuals in a variety of settings;
7. Discuss/debate the influence of race, gender, ethnicity and social "class" on the leisure needs, interests and participation patterns among older adults;
8. **and** ; identify economic, political and demographic trends in leisure and recreation that hold implications for professional service to older adults.

Course Content

Background

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| Week 1 | Overview and introduction to course; unique perspective of leisure and quality of life for older adults. Overview and use of course text. |
| Week 2 | Demographics; local, state, national, international : sources of information. Implications for leisure and recreation services and |

- experiences. Introduction to service-learning model and baseline (Service-learning staff administer). Discuss service-learning assignment; connection to activities of daily living (ADL)
- Week 3 Recreation and leisure service for the older adult (in conjunction with trends analysis i.e. Younger). Types of recreation and leisure services and settings for older adults. Education and training for those designing leisure experiences for older adults. Cyber-assignment : locating programs and services for older adults on the internet. Additional implications for electronic service delivery.
- Week 4 Discuss demographics paper. What are the implications for improving the live of older adults through recreation and leisure experiences? Adult Day Care (video or speaker). Confirm service-learning placements and activities.
- Week 5 Leitner & Leitner Program planning: Leisure activities for older adults. Activity plans and evaluation. Attention to facility design, lighting, ADA, etc. In-class activity: pairs or small groups design layout for three types of recreation activities (exercise, crafts, gardening). Video on “Normal Aging”.
- Week 6 Intergenerational recreation activities; reasons, examples, etc. “Stealing Time” video series. Discuss and write short reflective paper. FOCUS on **meaning of leisure in lives of older adults**. “Beyond BINGO” discussion – leisure and recreation in the assisted living, nursing home or custodial setting.
- Week 7 Preparation for mid-term. Discuss Leitner & Leitner chapters. International perspectives on recreation for older adults (SPICE Panel). World Leisure and Recreation Association readings.
- Week 8 Mid-term Exam (may be take-home). NO MAKE-UPS!
- Week 9 Unique categories of elders; immigrant elders, grandparents as primary caregivers, active elders. Outdoor recreation opportunities for older adults and families; elder hostels and other travel benefits. Teaching caregivers to value leisure; culture, tradition and quality of life.
- Week 10 Site visit: Local recreation facility serving older adults (e.g. Joslyn Center in Burbank). Meet at the site for tour and discussion with the director. De-briefing: What did we learn about community-based recreation for well elders?

- Week 11 On-campus service learning activity (spectrum of living Arrangements; leisure activity focused facilities)
Research in leisure and aging: NIA and Roybal Center (Cal State L.A.) Share current research articles. Discuss quantitative v. qualitative research methodology. Report findings.
- Week 12 Recreation for baby-boomers: concepts cosmeceuticals, aging in Place, feng shui, universal design, etc. Facilities panel (with another LSRC class). Making “needs” “wants” in recreation experiences. Corporate recreation and pre-retirement planning. Balancing work and leisure. Eden alternative; death and dying. Immigrant elder papers discussed.
- Week 13 Completion of service learning components. Ten-minute reflective paper. What did we learn from these experiences? Sexual expression among older adults...Is it leisure? Recreation? Play?
- Week 14 Older adults in the media: Stereotypes of older adult leisure and recreation. View video “Hanging Up”) or other contemporary film). How can leisure participation help reduce these stereotypes? Professional education, certification, ethics and equity in the provision of recreation and leisure services for older adults. Criteria for accreditation of community senior centers.
- Week 15 Final Exam : In-class as scheduled by the university. See Schedule of Classes.

Course Texts: Leitner& Leitner ***Leisure in Later Life*** New York: Haworth
Keller, M. J. (1999). Caregiving-Leisure and Aging. New York: The
Haworth Press.

*Additional readings will be assigned and distributed throughout the course.
Students should review media for “hot topics” on older adults that may hold
implications for recreation and leisure experience for older adults.*

Students are expected to adhere to highest standards of academic rigor in presentation of work. Review policies on plagiarism and academic dishonesty. The instructor reserves the right to modify course content to reflect current issues and research. Students are encouraged to contribute to course content and direction.

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