



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

COURSE CALENDAR INFORMATION

Title: KINE 4645: Active Living and Aging
Term: Winter 2024
Type: LECT 01
Section: M

Prerequisite: KINE 3350: Physical Activity, Health, and Aging
Co-requisite: None
Exclusions: None
Note: This course does not count for science credit

Description: 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.

COURSE DELIVERY INFORMATION

Instructor: Brad Meisner, PhD meisnerb@yorku.ca
Teaching Assistant: Diana Jalilolghadr, MSc(c) djalil11@my.yorku.ca

Class Days: Tuesdays and Thursdays
Class Time: 2:30pm to 3:50pm ET
Location (Tuesdays): **HNE 032** – Health, Nursing & Environmental Studies, Room 032
Location (Thursdays): **HNE 001** – Health, Nursing & Environmental Studies, Room 001
Campus: Keele

Land Acknowledgement: Centre for Indigenous Student Services
<https://aboriginal.info.yorku.ca/land-acknowledgment>

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

Course Website: Internet use is required for this course: <https://eclass.yorku.ca>

– If you have a question about the course, before emailing us, please refer to this course outline and check eClass for an answer first. This course outline and the course website are your two essential resources for information. Most questions we receive relate to course details that are already available. If you cannot find the information you are looking for in this course outline or on eClass then please send an email. When doing so, please keep in mind that... *(please see next page)*

- Quick and easy-to-answer questions are OK to ask through email; however, more complex questions that require discussion can be asked either before or after class sessions/lectures or during a meeting/office hours.
 - When sending us an email, please put “KINE 4645” in your email subject heading for a quicker response, and please use your “yorku.ca” email account to decrease the likelihood that your email is sent to our spam/junk mail folder.
 - We will aim to reply to your email during available working hours (i.e., sometime between 8:30am and 4:30pm) within two business days, which excludes weekends.
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EXPANDED COURSE DESCRIPTION

The purpose of this course is to assist students in developing critical insights into the concepts, practices, and promotion strategies 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 among older people. Students will be introduced to, and will think critically about, a broad range of topics, theories, and research studies related to active living and aging. Emphasis is also placed on identifying active living and aging opportunities and exploring the environments in which activity is (or is not) integrated into daily life.

COURSE LEARNING OBJECTIVES AND OUTCOMES

This course takes a multi- and inter-disciplinary approach to generate a comprehensive foundational understanding of in/activity, life/style, and 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 extant literature on active living and active aging. Therefore, students will develop advanced knowledge on activity, health, and aging beyond KINE 3350. Students will also think critically and constructively about if, how, and how much in/activity relates to the aging process and/or to middle-aged and older adults.

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

- Explain, defend, and critique different understandings of active living/aging from multiple disciplinary perspectives.
 - Explain how and why certain factors support and suppress active living/aging by applying active living/aging theories.
 - Demonstrate advanced knowledge on active living/aging by describing, evaluating, and discussing several major research themes and topics relating to active living/aging.
 - 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 interaction across approaches through the application of the biopsychosocial and/or social-ecological models.
 - Provide and describe practical real-world examples of ‘inactivity’ within and across physical, psychological, social, meaningful/experiential, and ecological approaches as it pertains to living/aging—not only in isolation within each approach, but also in interaction across approaches through the application of the biopsychosocial and/or social-ecological models.
 - Discuss why, how, and how much ‘activity’ and ‘inactivity’ can affect health and wellness in later life as well as the aging process itself.
 - 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 related to active living/aging.
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COURSE FORMAT

Course objectives and outcomes will be achieved through a combination of lectures, active small and large group class discussions, purposeful assignments and exams, and a deep understanding of the required lectures, readings, and other course materials. Students are expected to engage in *all* these modes of learning to fully achieve the desired course objectives and outcomes.

COURSE READINGS

There is no required textbook for this class. However, required readings will be assigned on a weekly basis throughout the term. Bibliographic citations and source links to the weekly readings will be provided on eClass in a way that does not violate copyright and fair dealing practice policies for published works and for intellectual property. These citations and sources will be posted approximately one week before the lecture to which the readings are relevant. Students should aim to do the readings before coming to class to develop a deep and critical understanding of the course material, to facilitate lecture discussions and activities, and to provide the foundation of knowledge for the course exams and assignments.

EVALUATION OVERVIEW

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

<i>Evaluation Item</i>	<i>Date</i>	<i>Worth</i>
Exam 1	January 30, 2024	25%
Exam 2	February 27, 2024	25%
Oral Presentation	February 29 – April 2, 2024	25%
Written Report	Presentation Date + 2 Weeks	25%

Description of Evaluation Items

Exams: Students' understanding of the class sessions, lectures, readings, and other course content will be assessed by two exams. These exams will include a combination of 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 immediately after Exam 1 up until the lecture before Exam 2. Therefore, Exam 2 is not cumulative. However, it is important to note that the course content covered earlier in the term provides the foundation for material covered later in the term. Each exam is worth 25% for a total 50% contribution to the overall course. The scheduling for these two exams is provided above and in the Course Schedule. Further details will be discussed in class and provided on eClass.

Oral Presentation: For the oral presentation assignment, students will select a topic that relates to the scholarly study or applied practice of active living and aging, which they are interested in exploring further in the course. The selected topic must represent the course learning objectives and outcomes listed in this course outline (see page 2) and be approved by the course instructor by/before **February 20, 2024**. Once approved, students will prepare an in-class oral presentation on the topic, which will include the description and discussion of a research article, program report, or policy document from a credible source that best represents their selected topic. The presentation will be 10 minutes long and followed by a five-minute question-and-answer discussion period. Peer feedback will be completed following each presentation using a peer feedback form. The oral presentation is worth 25% of the overall course. The scheduling of the oral presentations is provided above and in the Course Schedule. Further details will be discussed in class and provided on eClass.

Written Report: For the written report assignment, students will focus more deeply on their selected and approved topic that relates to the scholarly study or applied practice of active living and aging. Therefore, the written report will follow-up and expand on the oral presentation. In the written report, students will connect their topic to the course content and explore the published literature on their topic more broadly in terms how it relates to active living and aging. The written reports will be structured according to specific questions that are designed to facilitate critical thinking and guide the practical application of active living and aging course material. The written report is worth 25% of the overall course. In terms of scheduling, the written report will be due two weeks after the oral presentation date. It will be submitted online through eClass. Further details will be discussed in class and provided on eClass.

COURSE SCHEDULE

Week	Day	Date	Topic
1	T	Jan. 9	Introduction to KINE 4645
	R	Jan. 11	Origins of Active Living/Aging
2	T	Jan. 16	Development of Active Living/Aging Definitions
	R	Jan. 18	Active Living/Aging Theory I
3	T	Jan. 23	Active Living/Aging Theory II + Exam 1 Details
	R	Jan. 25	Active Living/Aging as Experience + Exam 1 Q&A
4	T	Jan. 30	Exam 1
	R	Feb. 1	Ageism and Active Living/Aging
5	T	Feb. 6	Intergenerational Active Living/Aging
	R	Feb. 8	Learning and Education as Active Living/Aging
6	T	Feb. 13	Technologies and Active Living/Aging
	R	Feb. 15	Critical Perspectives of Active Living/Aging + Exam 2 Details + Q&A + Presentation and Report Assignments Q&A
7	T	Feb. 20	Winter Reading Week
	R	Feb. 22	– No Classes
8	T	Feb. 27	Exam 2
	R	Feb. 29	Student Oral Presentations + Written Reports
9	T	Mar. 5	Student Oral Presentations + Written Reports
	R	Mar. 7	Student Oral Presentations + Written Reports
10	T	Mar. 12	Student Oral Presentations + Written Reports
	R	Mar. 14	Student Oral Presentations + Written Reports
11	T	Mar. 19	Student Oral Presentations + Written Reports
	R	Mar. 21	Student Oral Presentations + Written Reports
12	T	Mar. 26	Student Oral Presentations + Written Reports
	R	Mar. 28	Student Oral Presentations + Written Reports
13	T	Apr. 2	Student Oral Presentations + Written Reports
	R	Apr. 4	Summary and Final Messages of KINE 4645

Notes:

– Course schedule is subject to change with notice provided in class and/or on eClass.

– March 11, 2024 is the last day to drop a course without receiving a grade on your transcript. You will have approximately 50% of this course completed, with graded feedback, by this date.