Course Outline
This course will concentrate on the methods and skills to effectively provide therapeutic recreation activities for older adults in a variety of settings; current issues and problems involved in providing leisure and recreation services for elders; examination of the value of recreational activities in the lives of elders with regard to relatives and friends as well as oneself; and, resources for planning and providing leisure programs for elders.

Course Goals and Objectives
Note: The numbers in parentheses refer to the National Recreation and Park Association’s Council on Accreditation standards.

1.0 To understand the importance of recreation to elders. (8.02, 8.03, 9D.02)
1.1 To be able to identify a minimum of five physiological benefits of recreation for elders.
1.2 To be able to identify a minimum of five psychological benefits of recreation for elders.
1.3 To understand holistic health and wellness, including disease prevention and health promotion, by being able to cite a minimum of five research studies that provide evidence of the physiological and psychological benefits of recreation for elders. (7D.05)
1.4 To be able to contrast the present level of leisure activities of elders (as reported in research studies) with a desired (based on potential benefits) level of leisure activities.
1.5 To demonstrate an understanding of multiculturalism in therapeutic recreation by understanding the similarities and differences in leisure needs and desires of elders of various racial, ethnic, and cultural groups and in various countries. (9D.03)

2.0 To understand the value of evaluation in providing recreational services for elders. (8.14:01, 8.14:07, 9D.09, 9D.19)
2.1 To be able to identify three benefits of strong program evaluation.
2.2 To compare the strengths and weaknesses of four different program evaluation methods.
2.3 To be able to identify three useful techniques in interviewing impaired elders.
2.4 To be able to identify three considerations in conducting behavior observation.

3.0 To understand the roles, functions, and trends in health and human service agencies and the role of therapeutic recreation as it relates to the differences and similarities in recreation programming and leadership for elders in various settings. (9D.04)
3.1 To be able to contrast target population characteristics in senior centers, senior day care centers, nursing homes and retirement communities. (9D.04)
3.2 To be able to compare appropriate activities for senior center attendees, senior day care attendees, retirement community residents, and nursing home residents.
3.3 To be able to compare the goals and objectives of the aforementioned programs.
3.4 To be able to cite statistics and research on the growth and desirability of the aforementioned facilities.

4.0 To demonstrate an understanding of and ability to utilize a variety of assistive techniques, adaptive devices and equipment, and program adaptations to assist individuals with illnesses and disabilities to achieve maximum independence by being able to lead and provide instruction in a variety of types of recreational activities for elders, such as (9D.15, 9D.16):

4.1 Pet activities.
4.2 Intergenerational activities.
4.3 Clowning.
4.4 Drama.
4.5 Musical activities
4.6 Arts and crafts.
4.7 Horticulture activities. 4.8 Adapted folk dance.
4.9 Adapted square dance. 4.10 Adapted tap dance.
4.11 Exercise activities. 4.12 Sports activities.
4.13 Massage. 4.14 Social activities.
4.15 Special events. 4.16 Field trips.

5.0 To understand and apply theory and techniques of recreation programming and leadership with elders, including activity and task analyses, to design individual and group programs and/or treatment plans in various settings. (9D.14)
5.1 To be able to identify three techniques for teaching activity skills to groups composed of impaired and high functioning elders. (7D.04, 8.11:01)
5.2 To be able to identify five ideas for motivating elders to participate in activities.
5.3 To compare the strengths and weaknesses of three different communication techniques.
5.4 To be able to identify six steps, in correct order, to follow in leading an activity.
5.5 To be able to identify at least five ideas for making transportation time and meal time recreational experiences.
5.6 To be able to identify the procedures for conducting a remotivation session.
5.7 To be able to write a remotivation session plan.
5.8 To be able to write activity schedules that follow guidelines discussed in class.
5.9 To identify at least 10 community resources for activities for elders in any setting. (8.13)
5.10 To understand considerations in supervising and managing volunteers and interns.
5.11 To be able to promote and market therapeutic recreation services for elders.

6.0 To understand the nature and implications of governmental regulations, professional standards of practice, external accreditation, and agency standards relative to therapeutic recreation service in general, and work with older adults in particular. (9D.07)
6.1 To understand the roles and functions of health care and human service professionals and the ability to collaborate and integrate therapeutic recreation into services for elders provided by other disciplines. (9D.10)
6.2 To demonstrate an understanding of and ability to apply inclusive practices in the design and operation of accessible therapeutic recreation programs, services, and facilities for older adults. (9D.12)
6.3 To demonstrate an understanding of medical and disabling conditions, disorders, and impairments that affect individuals' physical, cognitive, emotional, and social functioning across the lifespan. (7D.04)
6.4 To be able to identify common bio-psycho-social limitations of elders and their implications for involvement in leisure activities. (7D.04, 8.10)
6.5 To be able to identify legal and ethical standards for the provision of recreational services for elders (awareness of laws, regulations, and professional codes of ethics). (8.07, 8.27, 9D.07, 9D.21, 9D.22)
6.6 To be able to identify the special recreational needs of terminally ill elders. (9D.06)
6.7 To be able to contrast present leisure programs for elders, in the U.S. and in other countries, such as Exploritas (Elderhostel), Senior Olympics, and camping programs, with leisure interests now, and in one's projected later life. (8.06:03, 8.13)
6.8 To be able to identify five common physical changes that affect sexuality in later life.
6.9 To be able to identify five ideas for overcoming physical and psychological barriers to sexual fulfillment in later life. (8.06:03, 9D.05, 9D.06)
6.10 To understand the role of the therapeutic recreation professional as an advocate for leisure and human rights and services for elders with illnesses and disabilities. (9D.06)
7.0 To develop a philosophy of leisure and aging that will not only enhance one's leisure in later life, but will also enable one to work toward enhancing others' leisure in later life.
7.1 To be able to write a four-page paper outlining one's personal philosophy of leisure and later life which, if adhered to, will facilitate a happy, healthy existence in later life.
7.2 To increase smiling by 100% during the semester and throughout one’s life.

Course Requirements

II. Class participation: 60 points. The most highly valued aspect of the course, since this is a course that emphasizes "learning by doing". Excellent class participation entails arriving on time and displaying consistent sincerity, thoughtfulness, and enthusiasm, especially during our activities with elders. It also involves total concentration. NEVER LOOK AT YOUR CELL PHONE DURING CLASS TIME, EVEN WHEN WE ARE IN "TRANSITION TIME" (going between class and outdoor activities). Ten points will be deducted for each infraction of this class participation guideline. I want total focus on what we are doing. Don’t create distractions. If you are late, leave early, or do not participate, you do not enhance your grade. Absences also hurt grades, so if an absence is medically related, bring in verification.

III. Quizzes*: 155 points. Quizzes will usually be administered at the beginning of class. The quizzes will vary in length and point value. Check the class schedule for reading assignments, and also check the "guide to quizzes" regarding written exercises you need to do that are in the chapters covered in the quizzes. Lecture notes will also be covered in the quizzes. Note: Make-up quizzes gladly arranged for verified medical reasons. If you are ill, do not come to class to take the quiz and then leave. Go to the Health Center instead! If you can take a quiz, you can stay for class. The Health Center provides free, first-rate medical care. Do not bother them for a doctor’s note. Just be sure to write down for me the date and time of your visit and the name of the doctor or nurse who examined you. I can call to verify the severity of the illness.

IV. Activity participation and evaluation: 32 points (4 X 8 points each). Full credit if you arrive on time and give full effort until the end of the session (really try to engage the elders).

V. Assignments/papers: Late assignments will be penalized 2 points per day, including weekends. Two point bonus for papers submitted early. Papers are due at the beginning of the class hour on the due date. All papers should be typed, double-spaced. Proof read all papers carefully! Follow APA format (see textbook) for referencing.

The assignments listed below are optional. If you wish to complete one or more of the assignments, submit a proposal and meet with Prof. Leitner by 2/17.

A: Special Events

For this assignment, you will choose to assist with a recreational special event for elders at a facility in the Chico area. In the paper OR video/presentation (preferred), address the following:

1. The title, date, time, location and person in charge of the event. (2 points)
2. Description and evaluation of the event, clearly and appropriately incorporating a minimum of three concepts from class discussion and the text. For example, in discussing benefits of the activity for the participants, incorporate concepts from chapter one. In discussing/evaluating leadership skills and planning of the activity, incorporate concepts from chapters 6 and 7. Similarly, apply concepts from other relevant chapters. (10 points)
3. Explanation of your role in assisting/leading/planning the activity. (2 points)
4. Submit a time sheet, signed by an agency supervisor, verifying the hours you worked. (3-10 points) Obtain my written approval of the event PRIOR to participation, and attach it.
Credit: Maximum 24 points. (General guideline: One to two hours per event. Be sure to have your hours documented for each paper. Extra points are possible for special events longer than three hours. However, the quality of your paper is most important in determining your grade.

B. Activity leadership/planning assistance (40 points)
You will volunteer to plan, organize, and lead part of an activity involving the class and elders.

Part One: The Plan/Preparation & Implementation (30 points)
On the day of the activity, bring to class the required materials and/or equipment needed for the activity. Your preparation work must clearly be thoughtful, creative, and display good effort. Arrive early to the activity, well prepared, enthusiastic, and follow the guidelines discussed in class to make your activity successful. If you arrive late or unprepared, points will be DEDUCTED rather than added to your point total. Leaders will receive separate grades.

Part Two: Videotape evaluation/presentation (2-3 minutes): 10 points
Present video highlights of your activity to the class. Describe your leadership role in the activity. Integrate at least four theories and concepts from the textbook in explaining your approach to planning and leading of the activity. Do not merely list the concepts. Cite them and explain their relevance to the leadership and planning of the activity and its effects on the participants. Fully explain the concepts and their relevance to both positive and negative aspects of the activity.

FINAL GRADE (total points = grade)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>370 &amp; above</td>
<td>Class participation 60</td>
</tr>
<tr>
<td>A-</td>
<td>360 - 369</td>
<td>Quizzes 112</td>
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<tr>
<td>B+</td>
<td>350 - 359</td>
<td>Final 50</td>
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<tr>
<td>B</td>
<td>330 - 349</td>
<td>Activity evaluations 32</td>
</tr>
<tr>
<td>B-</td>
<td>320 - 329</td>
<td>Leadership/written exercises 76 (30 points for leadership; 12 for group activity; 34 for written exercises when not a leader)</td>
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<tr>
<td>C</td>
<td>310 - 319</td>
<td>TOTAL REQUIRED = 330</td>
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</tbody>
</table>

Note: Without the written assignments, the maximum number of points possible is 330 (B). If you wish to do a written assignment, submit a proposal and meet with Prof. Leitner by 2/17.

TENTATIVE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/25</td>
<td>Getting acquainted, icebreakers.</td>
</tr>
<tr>
<td>1/27</td>
<td>Course overview.</td>
</tr>
<tr>
<td>2/1</td>
<td>Discussion: Leisure in your later life, personal experiences in leisure and aging. Trends, innovative recreation programs for elders. Ch. 1</td>
</tr>
<tr>
<td>2/3</td>
<td>Intro to recreation and aging, discussion of recent research. Film: “Surfing for Life.” Quiz #1 (Ch. 1)</td>
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<tr>
<td>2/8</td>
<td>Recreation in senior centers &amp; adult day care. Orientation to facilities in Chico, prep for special events assignment. Quiz #2 (Ch. 2&amp;3)</td>
</tr>
<tr>
<td>2/10</td>
<td>Recreation in retirement housing &amp; nursing homes. Quiz #3 (Ch. 4 &amp; 5)</td>
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<tr>
<td>2/15</td>
<td>Leadership principles Quiz #4 (Ch. 6)</td>
</tr>
</tbody>
</table>
2/17  Individual/small group meetings to discuss progress in the course and written assignment proposals. Groups meet to plan their end of semester activity. Remotivation workshop. Bring sweets!

2/22  Planning & evaluation, devising activity schedules & evaluations. Planning and leadership techniques with aggressive older adults. Quiz #5 (Ch. 7 & 8)

2/24  Leisure counseling with elders. Quiz #6 (Ch. 9)

2/24 Special events: Intergenerational games, senior olympics, Elderfest. Videos, slides, examples of program materials.

3/1  Intergenerational activities (chapter 10). Quiz #7 (Ch. 10 & 11)

3/3 & 8  Review videos of past activities; presentation of activity ideas for 3/10.

3/10  Intergenerational activity at ____________________________

3/22  Discuss activity on 3/10; recreation in hospice care; Massage; Sexuality in later life. Quiz #11 (Ch. 15 & 16)

3/24, 29, & 4/5: Exercise & adapted sports. Quiz #8 (Ch. 12)

3/24  Intergenerational activity at ____________________________

4/7  Adapted exercise and games at__________________________

4/12, 14, & 19. Evaluation of 4/7 activity. Adapted dance for elders. Quiz #9 (Ch. 13)

4/21  Adapted dance at ____________________________

4/26  Discuss and evaluate adapted dance experiences, try other forms of adapted dance. Introduction to drama, pet therapy, & other activities for elders.

4/28 & 5/3  More drama, and other activities; prep for 5/5 activity. Quiz#10 (Ch. 14)

5/5  Drama and music activity at__________________________

5/10  Evaluate 5/5 activity. Leisure and aging in other countries and in the future. Quiz #12 (Ch. 17 & 18)

5/12  Activities for elders led by student groups.

5/19  Final exam, Thursday, noon - 2:00pm.

Summary of Important Due Dates
4/19  Group plan for activities to be led on 5/12
4/21  Last date for special event papers/video (+2 if submitted earlier)

IMPORTANT: 2/18 is the LAST day to add/drop classes without permission of the instructor. Students will need a “serious and compelling reason” after this date.

General Guide to Leadership/Reading Assignments & Quizzes
Quickly read/skim the assigned chapter once. Go back to the beginning of the chapter and try to answer the learning objectives of the chapter. Reread the chapter slowly (1 to 2 hours) until you can answer the learning objectives. Write down questions about the learning objectives and the chapter material for discussion at the beginning of class. Complete the written exercises in the chapter, again writing down questions about the material. On the dates of your assigned leadership, these exercises have to be very thorough and complete. On other dates, these will be checked briefly during class and will count toward quiz and class participation grades. Consistent effort and
thoroughness will enhance class participation and quiz grades; lack of effort will detract from class participation and quiz grades.

When it is your turn to be a leader, you need to do the following:

a. Arrive in class at least seven (7) minutes early.
b. Bring the assigned written exercises, completed fully, in detail, all questions answered. These will be checked by the instructor before class begins.
c. You will be called upon to be a leader in class discussion and in any small group activities during the session. Try to make comments and ask questions that help classmates to understand the material better.
d. Check classmates' written exercises at the start of class.

<table>
<thead>
<tr>
<th>Quizzes/Exercises/Leadership</th>
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<tbody>
<tr>
<td>Quiz #</td>
</tr>
<tr>
<td>1</td>
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<tr>
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<td>12</td>
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</tbody>
</table>

**Quiz Total = 112**

**Group Plan for Activities to be Led in Class on 5/12** (12 points plus extra credit for the writer/leader of the group).

Each group will lead a 15 minute activity (or activities) that are appropriate for a particular segment of the older population. **The assignment is required of all students.**

A) On 2/17 in class, each group will meet to choose a fun, laugh-inducing activity or activities to lead in class on 5/12.

B) The writer/leader of the group will submit a paper on 4/19 that clearly describes the activity(ies) and the time needed (10-15 minutes), as well as the theories and concepts to which the activity is related.

C) Each group member will discuss one theory or concept related to the activity(ies) and will help lead the activity on May 12.

**Activity Participation and Evaluation**

For each activity in the field with elders, you will receive a grade on a scale of 1 (lowest) to 8 (highest). The factors affecting your grade are:

- My opinion of the level of effort displayed in preparation for the activity and during the activity.
- Contributions to the activity, and degree of involvement with elders, sincerity and enthusiasm.

**Excused absences/make-ups/late papers**
- Bring in a doctor’s note or date of visit to the Health Center for medical excuses.
- Talking with me prior to an extraordinary event (e.g., working at a conference)
- Tragedies in the family (death or illness). These can also be verified.
- Verifiable class-related commitments (bring note from instructor in advance) or university sports team road trips (bring note from the coach IN ADVANCE).

**Sorry! Not Excused!**
- Didn't feel good, but didn't go to doctor or Health Center.
- Telling me about a job interview, meeting, etc., after the fact.
- "The only time I could see my adviser."
- Long-term absence for short-term illness; My friend died
- Failure to communicate with me regarding other problems or situations. Talk to me in private, during office hours; it can be difficult to talk right before class, especially if others are around.

**ADDITIONAL NOTES on Class participation**

**Excellent class participation (54-60):** Near perfect attendance, and consistent participation in discussions, helpfulness during in-class and outside-of-class activities, asking pertinent questions, assuming leadership/helper roles without being asked.

**Good class participation (47-53):** Doing all of the above most of the time.

**Average class participation (40-46):** Doing all of the above most of the time, but with several (3-6) non-excused absences.

**Unacceptable 0-39):** Any one of the following will result in a failing grade for class participation:
- Withdrawal from class participation and activities.
- Inattentiveness as indicated by the inability to answer simple questions.
- Lack of effort as indicated by silly answers to discussion questions, "spacing out," during activities with elders.
- Irresponsibility, as indicated by failing to bring something or do something required.
- More than six non-excused absences.
- Arriving late or leaving early more than three times (very rude!).
- Side chatter.
- General uncooperativeness.

**Excused absences/make-ups/late papers**
- Bring in a doctor’s note or date of visit to the Health Center for medical excuses.
- Talking with me prior to an extraordinary event (e.g., working at a conference)
- Tragedies in the family (death or illness). These can also be verified.
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- Long-term absence for short-term illness.
- My friend died
- Failure to communicate with me regarding other problems or situations. Talk to me in private, during office hours; it can be difficult to talk right before class, especially if others are around.

### RECR 360 - COMMUNITY RESOURCES

<table>
<thead>
<tr>
<th>Facility, Phone # &amp; Address</th>
<th>Category*</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARD Senior Programs (895-4711), 545 Vallombrosa Ave.</td>
<td>CR</td>
</tr>
<tr>
<td>CAVE Senior Programs (898-5817), 2nd &amp; Cherry</td>
<td>CR</td>
</tr>
<tr>
<td>Casa De Flores Mobile Home Community (343-5551), 701 E. Lassen Ave.</td>
<td>RH</td>
</tr>
<tr>
<td>Country House (342-7002), 966 Kovak Ct.</td>
<td>AL</td>
</tr>
<tr>
<td>Courtyard (342-0707), 1770 Humboldt Rd.</td>
<td>AL</td>
</tr>
<tr>
<td>Dorothy Johnson Center (895-4707) on E. 16&lt;sup&gt;th&lt;/sup&gt; St.</td>
<td>CR</td>
</tr>
<tr>
<td>Health Center at Walker Community at Sierra Sunrise (894-1010)</td>
<td>NH</td>
</tr>
<tr>
<td>Inn at Walker Community at Sierra Sunrise (894-5429)</td>
<td>AL</td>
</tr>
<tr>
<td>Lodge at Walker Community at Sierra Sunrise (894-7154)</td>
<td>IL</td>
</tr>
<tr>
<td>Jarvis Gardens Senior Apts. 2001 Notre Dame (345-1384)</td>
<td>IL</td>
</tr>
<tr>
<td>Lucian Manor (895-3120), 120 Parmac Rd.</td>
<td>RH</td>
</tr>
<tr>
<td>Oakmont (895-0123), 2801 Cohasset Rd.</td>
<td>IL</td>
</tr>
<tr>
<td>Oakwood Guest Home (345-9131), 171 Rio Lindo Ave.</td>
<td>AL</td>
</tr>
<tr>
<td>Paradise Recreation and Park District (872-6393)</td>
<td>CR</td>
</tr>
<tr>
<td>Passages Adult Resource Center (x5923); Area Agency on Aging (x6758); Foster Grandparent and Senior Companion Program (x4307);</td>
<td>IR</td>
</tr>
<tr>
<td>Peg Taylor Center for Adult Day Health Care (342-2345), 124 Parmac Rd.</td>
<td>DC</td>
</tr>
<tr>
<td>Prestige Assisted Living (899-0814), 1351 Lassen Ave.</td>
<td>AL</td>
</tr>
<tr>
<td>Riverside (343-5595), 375 Cohasset Rd.</td>
<td>NH</td>
</tr>
<tr>
<td>Roseleaf Court Care Home 9896-1900), 4810 Songbird</td>
<td>AL</td>
</tr>
</tbody>
</table>
Roses & Ivy Elder Care (894-7836), 853 Manzanita Ct. AL
Senior Apartments, 1200 Park Ave. IL
Senior Nutrition Project – 775 E. 16th St. (343-9605) CR
Springfield Manor Mobile Home Park (891-4981), 2050 Springfield Dr. RH
Sycamore Glen (894-0384), 1199 Diablo Ave. IL
Townsend House (342-4455), 10 Iluahie AL
Twin Oaks Health & Rehab Center (342-4885), 1200 Springfield Dr. NH
Vallombrosa Park Care Home (906-1990), 570 Vallombrosa Way AL
Victorian Guest Home (343-9555), 1505 Oleander Ave. AL
Walker Community at Sierra Sunrise (342-4955), 2750 Sierra Sunrise Ter. CCRC
Windchime of Chico (566-1800), 855 Bruce Rd. AL/NH*

AL=Assisted living; CCRC=Continuing Care Retirement Community; CR=Community Resource; DC=Day Care; IL=Independent living; IR=Information & Referral; NH=Nursing Home; RH=Retirement Housing
In addition, Chico Sports Club, In Motion, and other health clubs offer senior fitness classes.