

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

Course: Physical Activity, Health and Aging
(KINE 3350)

Term: Winter 2023, Section M

Course Webpage: eClass

Prerequisite / Co-requisite: KINE 1020 6.00 or
KINE 2020 3.00

Course Instructor

Larkin Lamarche (they/them)

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Office: Stong College 332

Office hour: Wednesdays 10:00-11:00am (ET)
in my office or zoom (see eClass for link); by
appointment if outside this dedicated time

Time and Location

Lectures: Tuesdays & Thursdays 11:30am-1:00pm (ET); Tuesdays in Accolade Building East (ACE) 011 and Thursdays in Accolade Building East (ACE) 009

Territorial and Land Acknowledgement

In this course, we will broadly and critically consider physical activity, health and aging. As part of this experience and discussion, Indigenous knowledges (see *Indigenizing* in the outline) will be included and the land is important to these knowledges, and so, I have included a territory and land acknowledgement.

As a white settler with Irish, Scottish, Welsh, and French-Canadian heritage, I recognize and acknowledge the colonial violence that takes place (both past and present) on which the lands I live, and are assumed to be owned property. This violence (with associated colonial oppressive structures) is responsible for transgenerational trauma. I live in an area called by the Neutral Peoples, Attiwandaronia, and what is also called the bay Macassa (“beautiful waters”: Hamilton area). I work at York University. As an institution, 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. This territory and land acknowledgement does not come without action for truth and (re)conciliation (see the [Calls to Actions](#) from the Truth and Reconciliation Commission of Canada). Learn more about the significance of territory and land acknowledgements [here](#) and in this video [here](#).

Expanded Course Description

“I think it’s because I’ve been really active all my life. Part of it is being lucky, but I take care of myself, I eat right, sleep right and keep going.... You have to keep doing what you’re doing as long as you can do it.”

~Julia Hurricane Hawkins

Quoted from an article by Alexander Villegas (2020), [Can the Centenarian Olympics help you live longer?](#)

There is mounting evidence of the positive benefits of physical activity over the lifespan. Perhaps more than ever there is agreement that an active lifestyle is one ingredient to longevity *and* quality of life. You might even be familiar with concepts of ‘successful aging’ or ‘aging well.’ In this course we will consider these concepts, but also think *through* these concepts – what does ‘successful aging’ even mean and

who has access to it? As physical activity and health ambassadors, we must critically think about physical activity, health and aging.

Organization of the Course

The course involves two weekly 90-minute lectures taught by the course instructor. Some of the lecture time will be dedicated to small group discussions and activities. Assigned readings, videos, and other material will enrich your learning of the course material each week. eClass will be used as 'home base' for all course material and any class announcements that need to be made. With a few exceptions, course learning will be in-person on campus (see Course Schedule below).

Technical Requirements for Taking the Course

We will use eClass as "home base" for all course materials. Zoom will be used as a method for connecting (i.e., during my office hour) or in the off chance we need to do lecture in this mode. Stable, higher speed internet can help with accessing these platforms. A way to determine Internet connection and speed: there are online tests, such as [Speedtest](https://www.speedtest.net/), <https://www.speedtest.net/> that can be run.

Course Objectives

COURSE CALENDAR DESCRIPTION

This course examines the aging process, lifestyle changes, and the effect of physical activity on the health of aging adults.

BRIEF LIST OF SPECIFIC LEARNING OUTCOMES

By the end of this course, you will be able to:

1. Describe theories of aging and how they shape our perspectives of health and physical activity
2. Describe the lifespan approach and how this influences health- and behaviour-related theory, research, and applied practice
3. Describe some key biological, psychological, and social understandings of aging, and explain, with examples, how biopsychosocial processes of aging operate in a system to affect outcomes of aging, health, and physical activity
4. Describe and critically reflect on approaches that aim to enable, mediate, and advocate for active and healthy aging
5. Develop and critically analyse an activity map based on an older adult persona and real-world scenario
6. Apply critical thinking and reflection in understanding physical activity, health and aging as it relates to your life and potential future career path

Course Text / Readings

There is no assigned textbook in the course. Assigned readings (academic journal articles, videos, or complimentary material of other formats) will be made available on eClass in a way that aligns with copyright and fair dealings practices. These are meant to broaden your perspective on course material. See the course schedule for details.

Evaluation

The final grade on the course will be based on the following weighted items as indicated below:

- **Your rough theory of aging worksheet** – 5%, due to the eClass drop-box on Thursday January 12 by 1:00pm, ET. See eClass (under January 12) for the worksheet. No extension here!
- **Multiple choice test questions** – 7%, submit seven multiple choice questions (with the answer) based on material from January 17 up to, and including, the lecture on public health (February 7), due by the end of each class; no extension here!
- **Test 1** – 25%, based on material from January 11 through February 7 and questions submitted by you! It's open book and available for a 24-hour period, with the file available from Tuesday

February 14 at 11:30am (ET). You will have until Wednesday February 15 by 11:30am (ET) to submit to the eClass drop box. See the late policy.

- **Theory exchange feedback** – 3%, submit a strength and challenge of your peer’s theory by completing and submitting the worksheet, due to the eClass drop-box on Thursday March 9 by 1:00pm (ET); no extensions here!
- **Your theory of aging written analysis** – 20%, due Tuesday March 16 by 11:30am (ET) to the eClass drop-box under March 16th; see eClass for assignment information. See the late policy!
- **Activity mapping and critical analysis group assignment** – 40% total; due Thursday April 6 by 11:30am (ET) to the drop-box on eClass. This assignment will give you the opportunity to map and then critically analyse physical activity in a geographical area based on an older adult persona and real-world scenario. See eClass for full assignment details and grading rubric. See the late policy!

Course Schedule

Content note:

During this course I will ask you to think through you own aging and social identities that may shape your aging narrative. These social identities may be quite personal (e.g., mental illness, exclusion, disability, race, sexual orientation and so on). I recognize that these types of topics and related traumas are complex and unique to the individual and their lived experiences. Your experiences with aging have not always been a good one – you may have witnessed mistreatment of older people in your life. I will do my best at making you aware of potentially sensitive material through various means (i.e., announcements, during lecture). I do my best to foster an inclusive teaching and learning environment that encourages you to balance meaningful engagement in course material with the self-care that feels best for you. York University has some great supports for students!

[Check out this list resources.](#)

JANUARY 10: INTRODUCTION TO PHYSICAL ACTIVITY, HEALTH & AGING

I’ve heard people say, “age is just a number,” but isn’t it? What is aging anyway? This week will ease us into the course by discovering some theories of aging. We will also anchor our learning with the notion of successful aging and discover why this notion might not be doing folx justice. How might the concept of ‘successful’ aging be exclusionary?

Readings:

1. Course outline
2. Your theory of successful aging assignment information
3. Activity mapping & critical analysis group assignment information
4. How long can humans live? (<https://time.com/4835763/how-long-can-humans-live/>)

JANUARY 12: THEORY OF AGING ASSIGNMENT WARM-UP

Today will start with a brief lecture on theory. Bring a photo of someone who you think represents ‘successful’ aging as you define it and be prepared to share a story and talk about why that person represents ‘successful’ aging to you (in a small group). A worksheet will be used to facilitate conversation. This is the start of your theory of aging assignment. The worksheet is to be submitted by the end of class today. No extensions granted here!

JANUARY 17: THE BIOLOGICAL PIECE OF PHYSICAL ACTIVITY, HEALTH & AGING

We will take a closer look at the biological piece of the biopsychosocial perspective. What are some common biological theories about aging? How does physical activity shape the biological aging process, and what about aging can be a barrier to participation? How might biology fit into your theory of aging (if at all)? Submit your multiple-choice question! No extensions granted here!

JANUARY 19: THE PSYCHOLOGICAL PIECE OF PHYSICAL ACTIVITY, HEALTH & AGING

Today we will explore the psychological piece of the biopsychosocial perspective. How does this piece relate to physical activity, health and aging? What are the critical psychological factors for older adult physical activity participation? What are some of your own critical psychological factors that may fit into your theory of aging (if any)? Submit your multiple-choice question! No extensions granted here!

JANUARY 24: THE SOCIAL PIECE OF PHYSICAL ACTIVITY, HEALTH & AGING

We will attempt to isolate the social piece of the biopsychosocial perspective. We will learn how physical activity and the social piece of the biopsychosocial perspective are good friends...or foes? Is there a social piece to your theory? Submit your multiple-choice question! No extensions granted here!

JANUARY 26: PUTTING 3 PIECES TOGETHER: THE BIOPSYCHOSOCIAL PERSPECTIVE

The three pieces together is called the biopsychosocial perspective, something so often used as a foundation of things in kinesiology and health science. We will apply this to our understanding of physical activity, health and aging; but, more importantly, we will critically think it through. Submit your multiple-choice question! No extensions granted here!

JANUARY 31: WHAT ELSE IS 'OUT THERE'?

Although a common perspective to understand aging and physical activity is the biopsychosocial perspective, I often wondered if this perspective really is as wholistic as it claims to be. What else is 'out there'? Today we start to consider approaches that aim to enable, mediate, and advocate for active and healthy aging while we critically think through the biopsychosocial perspective. How might Indigenizing, crippling, and queering physical activity, health and aging give us a different perspective, or a more wholistic perspective? How could your theory include these concepts, maybe it does already...maybe not, so why not? Submit your multiple-choice question! No extensions granted here!

Reading: Crippling time at work (Available: <https://www.earlymagazine.com/articles/cripping-time-at-work>)

FEBRUARY 2: INTERSECTIONALITY

The concept of Intersectionality can be messy to work with, but arguably is a framework that best captures nuance. How can the notion of physical activity embrace this lens? Submit your multiple-choice question! No extensions granted here!

Webpage resource: Brady Brown. (2022). Positionality, intersectionality, and privilege in health professions education & research. Available: <https://www.mitemmc.org/monthly-tips/positionality-intersectionality-and-privilege-in-health-professions-education-research/>

FEBRUARY 7: PUBLIC HEALTH (NOT IN PERSON! CHECK OUT THE PRE-RECORDED LECTURE INSTEAD)

We will consider population approaches focusing on public health strategies to encourage physical activity among older adults. One place to start is with the physical activity guidelines for older adults – introducing the concept of biopedagogies. Submit your multiple-choice question! No extensions granted here!

FEBRUARY 9: TEST PREP

Today will be used to prepare for the test on February 14. In groups, challenge each other with your multiple-choice test questions submitted in the previous weeks. We will also work through an application question.

FEBRUARY 14: TEST

The test will be open-book and you will have a 24-hour period to complete it. The test will contain multiple choice, short answer, and application questions and cover material from January 10 through February 7. The test file will be available Tuesday February 14 at 11:30am (ET). You will have until

Wednesday February 15 by 11:30am (ET) to submit it to the drop-box on eClass.

FEBRUARY 16: GETTING ORGANIZED FOR THE GROUP ASSIGNMENT

Today we will get organized for the group assignment. I will briefly go over the assignment expectations. We also will do a group activity as an assignment warm-up and look at Peterborough Ontario and Trois-Rivières, Quebec as the two Canadian cities with the highest proportion of people aged 85 and older, according to the latest census.

READING WEEK (FEBRUARY 20-24)

FEBRUARY 28: SOCIAL-ECOLOGICAL PERSPECTIVE

By now I hope you have come to understand the complexity of physical activity, health, and aging. Individuals do not operate in a vacuum. There is context, and some of the context is outside of one's control. Today we will consider the social-ecological perspective. In my opinion, this perspective is a notch up from the biopsychosocial perspective since it considers a full understanding of the dynamic interactions between a person and their environment and the context in which they exist. Organizational, environmental, and policy factors are considered in this perspective.

MARCH 2: AGE-FRIENDLY COMMUNITIES

Introducing age-friendly communities, a concept that is idealistic and may only occur in the TV show *The Good Place*, but for today, we will explore how this concept could materialize. Perhaps this is a framework that really takes a social-ecological perspective? Our anchor for today is the reading for this week: the World Health Organization [Age-Friendly Cities Framework](#).

MARCH 7: THE HEALTHCARE SYSTEM, EXERCISE IS MEDICINE

Many of you may end up working in the healthcare system (or already work in the healthcare system) and so today will be used to discuss the role of the healthcare system in helping advocate for active and health aging. How can the system help and where has it failed? We will have some dedicated focus on Exercise is Medicine™...does exercise count toward polypharmacy? Should exercise be considered as "medicine"?

Reading: Cairney, J., McGannon, K. R., & Atkinson, M. (2018). Exercise is medicine: Critical considerations in the qualitative research landscape. *Qualitative Research in Sport, Exercise and Health*, 10(4), 391-399.

MARCH 9: THEORY SHARING

Today you will find a partner and share your theory of aging. Share a point of strength and challenge about the theory, and submit your feedback to eClass via the worksheet (due by the end of class today to the eClass drop-box). These conversations might help you refine your theory (it's due soon!). No extension here!

MARCH 14: ANTI-AGING INDUSTRY

Is the anti-aging industry an approach to enable, mediate, and advocate for active and healthy aging? This topic seems counterintuitive, but it's a real thing! Making money from problematizing aging. Why is there an obsession with living long? What does social media say about this?

MARCH 16: THEORY OF AGING DUE

Today your theory of aging written analysis is due!

MARCH 21: EXCLUSION FOR INCLUSION

A concept that has emerged revolves around the idea of having an exclusive space (e.g., for older adults, for disabled people, for Black folx, for neurodivergent folx and so on). Having such exclusive spaces then means the groups are included in the broader landscape of health and fitness. Today we

unpack this concept and learn about real life examples.

Reading: 'A space for me': North Preston duo starts fitness group for Black women (Available: <https://www.cbc.ca/news/canada/nova-scotia/a-space-for-me-north-preston-duo-starts-fitness-group-for-black-women-1.6427493>)

MARCH 23: MAP PRACTICE

Today we work with an address to create a map as a way to think about the map for our assignment.

MARCH 28: WORK PERIOD FOR GROUP ASSIGNMENT

Today will be an opportunity to work on the group assignment and have dedicated access to me for questions. Use the zoom link on eClass for this week or come to my office (Stong 332).

MARCH 30: WORK PERIOD FOR GROUP ASSIGNMENT

Today will be an opportunity to work on the group assignment and have dedicated access to me for questions. Use the zoom link on eClass for this week or come to my office (Stong 332).

APRIL 4: WORK PERIOD FOR GROUP ASSIGNMENT

Today will be an opportunity to work on the group assignment and have dedicated access to me for questions. Use the zoom link on eClass for this week or come to my office (Stong 332).

APRIL 6: GROUP ASSIGNMENT DUE

No class today – just get your group assignment in!

Grading, Assignment Submission, Lateness Penalties and Missed Tests

GRADING

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g., A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.). For a full description of York grading system see the York University Undergraduate Calendar found [here](#).

SUBMISSION OF WORK

Assignments and work sheets are to be submitted as described under the heading "Evaluation" of this outline, and within the full description of the assignment/worksheet information on eClass.

LATENESS PENALTY

Evaluated work (i.e., test, all parts of your model of aging, group assignment) received later than the due date will be penalized 5% per 24 hours. However, if you email me and let me know you are having challenges meeting the deadline (for any reason) AND you send this email before the deadline, we will work together to find a new due date. Note that this late policy does not apply to the theory of successful aging worksheet, multiple choice test questions, or peer feedback evaluation pieces. If you enrolled late and simply was not in the course yet to do the work, email me and we will develop a plan for the missed work.

MISSED TESTS

See lateness penalty.

TURNITIN

This course will use Turnitin.

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the

Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - <https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf>

- [Senate Policy on Academic Honesty](#) and the Academic Integrity Website
 - SPARK's [Academic Integrity module](#)
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation