The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Purpose of the Course

The purpose of this course is to instruct students in the fundamentals of recreation and wellness as these relate to senior adults.

Core Value Focus

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2013-2014 academic year that Core Value is Doctrinal Integrity.

Curriculum Competencies Addressed

This course will address the following curriculum competencies: (Include only those competencies address in your course.)
1. **Effective servant leadership:** Demonstrate a competency in administration of senior ministry activities, programs, and leadership development.

2. **Interpersonal relationships:** Develop the ability to build relationships with senior adults as well as facilitate relationship-building among them.

3. **Disciple making:** Understand that the ultimate purpose of recreation and wellness in the senior years is to be able to serve God longer and better.

**Course Description**
In this course, students will explore the changing dynamics of today’s senior adult and the implications of ministry in the areas of recreation and wellness. Recreational programs will be limited to those lifetime sports and activities that can be implemented into the program of a local church.

**Learning Objectives**
At the completion of the course, students should be able to:
1. Describe the characteristics of senior adults in today’s society.
2. Understand the importance of recreation and wellness in the senior years.
3. Develop a holistic philosophy of recreation and wellness as related to senior adults.
4. Formulate a plan for incorporating recreation and wellness into the senior adult ministry in the local church.
5. Demonstrate a degree of competency in leading recreation and wellness activities.
6. Identify resources available for senior adult recreation and wellness.

**Required Readings**
The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

**Required Texts**

**Optional Texts**

**Course Teaching Methodology**

**Units of Study**
- Unit 1: The Aging Journey
Demographics and Biological Aspects
Cognitive Processes
Psychological Aging

Unit 2: The Importance of Leisure
Meanings and Motivation
Ethnicity and Gender: Impact on Leisure

Unit 3: Leisure and Healthy Aging
--Related to Physical Well-being
--Related to Social Well-being
--Related to Emotional Well-being
--Related to Spiritual Well-being

Unit 4: The Role of Community in Healthy Aging
Programming for Fitness in the Church
Programming for Recreation in the Church
Resources and More

Teaching Methodology. The course will include a variety of teaching methods including lecture, powerpoint, discussion, presentation, and activity (to be adapted for delivery systems: in-class, hybrid, workshop, internet, etc.).

Assignments and Evaluation Criteria

1. Each student will read the required books (and additional journal articles as assigned) and be prepared to participate in class discussions and to respond to examination questions.

2. Each student will conduct three interviews, one from each stage of senior adulthood: young-old, 55-64; middle-old, 65-75; and old-old, 75 and older. The focus of each interview is to be life satisfaction, particularly as it relates to the person's perception of his/her involvement in recreation and wellness activities. Begin the typed interview report with an introduction of the person and how the student is acquainted with him/her. Continue with a review of the interviewee's assessment of his/her personal life; areas may include but are not limited to physical health, mental well-being, emotional adjustment, support system, financial resources, marital status, living arrangements, activity level, church/community involvement, and spiritual strength. This report may be submitted in verbatim or summary format, and presented in class.

3. Each student will collect magazine, newspaper, journal articles, pictures, and brochures (printed material related to senior adult wellness and/or recreation). These will be used during an in-class project and is part of the class participation grade.

4. Each student will prepare a series of five mixers/icebreakers activities appropriate for the senior adult population. Directions for the activity should be typed and include any equipment/supply needs as well as facility limitations and purpose of the activities.

5. A written examination based on class discussions, required readings, lectures, and other related experiences will be completed on the final day of class.
6. Each student will submit a written plan for incorporating recreation and wellness into the programming of a local church senior adult ministry. The plan should include activities for one calendar year. Be sure to describe the purpose of each activity as well as sufficient details for implementation.

Interviews 25%
Class Participation/Reading Assignments 25%
Final Exam 25%
Recreation/Wellness Ministry Plan 25%

Course Policies

Policy on Late Work: Due dates and times for all work are specified. The best possible grade for work submitted after the due date is a C (84).

Academic Integrity: Each student is responsible for the academic integrity of his/her work. The following are examples of violations of academic integrity: cheating on an exam, plagiarism, turning in work done by someone else, and submitting a paper which has been submitted in another class. These and other violations of academic integrity may result in failure of the course.

Absences: Please reference the NOBTS Graduate Catalog for absence policy.

Netiquette: Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Academic Honesty Policy: All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Course Schedule

See Units of Study. Schedule will be designed based on these units of study over the course of time covered by the specific delivery system of the class.

Selected Bibliography


