

1999

Learn & Serve Higher Education: Semi-Annual Report

Association for Gerontology in Higher Education

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Appendix

Association for Gerontology in Higher Education
97LHEDC004
Learn & Serve Higher Education
Semi-Annual Report
January 1, 1999 to June 30, 1999

**110
B
AGH
1999**

NSLC
c/o ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066

1038

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AGHE SITE VISIT INTERVIEWS

Faculty Interview

Institution _____ Date _____

Faculty Name _____

Pre-course Issues

Prior Knowledge

1. How much experience did you have teaching and/or studying intergenerational issues before deciding to offer this intergenerational service-learning course?

Motivation

2. Why did you select this course as one which would fit well into an intergenerational service-learning format?
3. Had you ever considered including service-learning in this class before the grant opportunity was presented to you? Why or why not?

Expectations

4. What did you expect that your students would gain from an intergenerational service-learning course that they could not gain from other types of course?

Barriers

5. What were the issues you had to deal with in planning this intergenerational service-learning course? In answering, consider:

Getting approval for the service-learning component.

Convincing other faculty of the merits of service-learning.

Identifying agencies

Working with agencies.

Working with the service-learning unit at your university (if you have one).

Getting enrollment of students.

Balancing course content with service.

Scheduling.

Implementation

9. How did you motivate students to sign up for service-learning assignments and following through on their commitment to their agency?

10. Did you face problems with student attrition?

11. Did you have to adjust your course content to address issues that arose during the service component? How did you do that?

12. Did you allow students to select their service sites? Why or why not? Would you change your strategy the next time?

13. What were the most difficult challenges you faced during the course?
 - with the students
 - with the agencies
 - with your department
 - with your institution
 - with GT
 - with your personal schedule

Post-Course Issues

Information Gained

13. What types of information did you learn during this course?

Attitudes Changed

15. As a result of teaching this intergenerational service-learning course, how have your attitudes changed with regard to:

- student motivation and ability
- older adults
- service agencies and service personnel
- commitment of your department to service-learning
- commitment of your institution to service-learning

Skills Attained

16. Did you gain new skills as you prepared and implemented this intergenerational service-learning course? What are they?

Recommendations

17. What are your recommendations to other instructors considering an intergenerational service-learning course?

18. What are your plans for institutionalizing this course at your university?

AGHE SITE VISIT INTERVIEWS

Student Interviews

Name/s _____

Institution _____

Course Name _____ Date _____

Pre-course Issues

Prior Knowledge

1. Describe your experience with service-learning courses before you decided to take this intergenerational-service learning course?

Motivation

2. Why did you select this course?

Expectations

3. What did you expect to gain from taking an intergenerational service-learning course?

Barriers

4. What were some of the things you had to deal with or consider before enrolling in this intergenerational service-learning course?

Getting approval from your advisor/fitting it into your major requirements?

Taking on extra assignments?

Scheduling problems?

Traveling to service sites?

Getting to know older adults?

Course Issues

Relationships

5. Describe the agency you are working with.

6. What part did you play in selecting the agency you worked with?

7. Why did you select it?

8. Describe your working relationship with the agency.
 - a. How much input did you have into your assignments?
 - b. How often did you meet with your supervisor?
 - c. Did your supervisor act as a mentor to you? If so, how important was that to your ability to successfully complete your assignments?
 - d. How would you have liked your relationships with your supervisor to be different?

9. Describe how your relationship with your instructor was different in this class then it was in other classes you have taken?

Implementation

10. Did you have to adjust your daily schedule to accommodate the service component of this course? How did you do that?

11. How did the workload in this class compare with similar classes?

12. Which elements of this class (service, reflection, discussion, forums, etc.) were important to you?

13. What types of activities did you do at your service site?

14. What were the most difficult challenges you faced during the course?

- with other students
- with agency personnel
- with older adults
- with your advisor/other professors
- with your personal schedule

Post-Course Issues

Information Gained

15. What types of information did you learn during this course?

Attitudes Changed

16. As a result of taking this intergenerational service-learning course, how have your attitudes changed with regard to:

- your own motivation and ability for service
- older adults
- service agencies and service personnel

Skills Attained

17. Did you gain new skills through this intergenerational service-learning course? What are they?

18. Do you think any of the skills you learned will enhance your ability to pursue your chosen career?

Recommendations

19. What are your recommendations to others considering an intergenerational service-learning course?

AGHE SITE VISIT INTERVIEWS

Agency Director Interview

Name _____ Date _____

Agency _____

Associated Institution _____

Pre-course Issues

Prior Knowledge

1. How much experience have you had working in an intergenerational setting or studying intergenerational issues before becoming involved in this course?

Motivation

2. Had you ever considered becoming part of a service-learning in a class before? Why or why not?

Expectations

3. What did you expect that students would gain from an intergenerational service-learning experience at your agency?

4. What did you expect your agency would gain from participating?

5. What did you expect your older adult clients would gain from participating?

Barriers

7. What things did you have to deal with while planning your part in the intergenerational service-learning course? In answering, consider:

Getting approval from your administration.
Convincing personnel of the merits of participation.
Convincing older adults of the merits of participation.
Working with the faculty.
Finding appropriate activities.
Scheduling.

14. What were the most difficult challenges you faced during the semester?

- with the students
- with the instructor
- with your administration/agency
- with the elders
- with your personal schedule

Post-Course Issues

Information Gained

14. What types of information did you learn during this course?

Attitudes Changed

16. As a result of teaching this intergenerational service-learning course, how have your attitudes changed with regard to:

- student motivation and ability
- older adults
- faculty and university personnel
- the benefit of service to class instruction

Skills Attained

17. Did you gain new skills while participating in the intergenerational service-learning course? What are they?

Recommendations

18. What are your recommendations to other agencies considering participating in an intergenerational service-learning course?

INTERGENERATIONAL SERVICE LEARNING IN GERONTOLOGY COURSES

FACULTY PRE-EVALUATION

NAME _____ DATE _____

NAME OF SERVICE-LEARNING GERONTOLOGY COURSE _____

COLLEGE/UNIVERSITY _____

DEPARTMENT IN WHICH YOU HOLD A FACULTY APPOINTMENT _____

DATES COURSE IS OFFERED _____

NUMBER OF STUDENTS ENROLLED IN COURSE _____

NUMBER OF SERVICE HOURS REQUIRED _____

HAVE YOU EVER TAUGHT A SERVICE LEARNING COURSE BEFORE? yes no

ARE THERE OTHER SERVICE LEARNING COURSES OFFERED AT YOUR INSTITUTION?
 yes no

ARE THERE OTHER SERVICE LEARNING COURSES IN GERONTOLOGY OFFERED AT YOUR
 INSTITUTION? yes no

1. Why did you decide to offer an intergenerational gerontology course? Select the response that best indicates the importance to you in your decision to offer the course.

	<i>Very Unimportant</i>	<i>Not Important</i>	<i>Somewhat Important</i>	<i>Important</i>	<i>Very Important</i>
Service learning was a natural addition to my gerontology course.	_____	_____	_____	_____	_____
My department chair asked me to develop the course.	_____	_____	_____	_____	_____
The administration is encouraging faculty to offer service learning courses.	_____	_____	_____	_____	_____
I wanted my students to have personal contact with older adults.	_____	_____	_____	_____	_____
The grant provided needed support to the gerontology program.	_____	_____	_____	_____	_____
Service learning complements different learning styles.	_____	_____	_____	_____	_____

2. What do you expect your students will gain from this class? Select the response that best indicates your answer.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
A first-hand understanding of older people	_____	_____	_____	_____	_____
More respect for older people	_____	_____	_____	_____	_____
An older friend	_____	_____	_____	_____	_____
A mentor	_____	_____	_____	_____	_____
Career skills	_____	_____	_____	_____	_____
Information about the aging process	_____	_____	_____	_____	_____
Communication skills with older adults	_____	_____	_____	_____	_____
College credit	_____	_____	_____	_____	_____
Knowledge of the theories about aging	_____	_____	_____	_____	_____
Understanding of the diversity among older people	_____	_____	_____	_____	_____
Understanding of the social issues related to aging	_____	_____	_____	_____	_____
The good feelings that come from giving service to others	_____	_____	_____	_____	_____
Problem solving skills	_____	_____	_____	_____	_____
Link between academia and the real world	_____	_____	_____	_____	_____
Preparation for their own aging	_____	_____	_____	_____	_____
Leadership skills	_____	_____	_____	_____	_____

3. What are some of the problems you think your students might face in this course?

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
There will be too much extra work involved in the course.	_____	_____	_____	_____	_____
They will not be able to do enough for the people they serve in the amount of time they have.	_____	_____	_____	_____	_____
They might feel uncomfortable around older adults.	_____	_____	_____	_____	_____
They won't be well-prepared to work with older people.	_____	_____	_____	_____	_____
The course will not be challenging enough.	_____	_____	_____	_____	_____
Some of the students already know more than the paid personnel at the site.	_____	_____	_____	_____	_____
Some will have transportation problems.	_____	_____	_____	_____	_____
Agencies may not be welcoming to the students.	_____	_____	_____	_____	_____

4. What are some of the problems you think you might face as you plan and implement this course?

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
Persuading agencies to participate.	_____	_____	_____	_____	_____
Designing the right mix of lecture, discussion, reflection and service.	_____	_____	_____	_____	_____
Preparing resources/aids.	_____	_____	_____	_____	_____
Finding placements for students.	_____	_____	_____	_____	_____
Not having enough time to complete all the tasks.	_____	_____	_____	_____	_____
Getting participating for the dissemination plan.	_____	_____	_____	_____	_____
Maintaining control over the course.	_____	_____	_____	_____	_____

5. Which tasks, necessary for successfully carrying out your service learning class, do you anticipate needing assistance with or further training? Indicate if you agree or disagree that you will need assistance with the following tasks.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
Journal writing/analyzing	_____	_____	_____	_____	_____
Facilitating group discussions	_____	_____	_____	_____	_____
Coordinating the content of the course with service assignments	_____	_____	_____	_____	_____
Communicating with service agencies	_____	_____	_____	_____	_____
Coordinating service assignments	_____	_____	_____	_____	_____
Preparing students for service assignments	_____	_____	_____	_____	_____
Evaluating course goals and objectives	_____	_____	_____	_____	_____
Disseminating results	_____	_____	_____	_____	_____
Developing the website	_____	_____	_____	_____	_____
Fulfilling grant responsibilities with GT and AGHE	_____	_____	_____	_____	_____

Thank You!

Please return this form to: Allison Nichols, Generations Together
University of Pittsburgh
121 University Place Pittsburgh, PA 15260-5907

INTERGENERATIONAL SERVICE LEARNING IN GERONTOLOGY

STUDENT PRE-EVALUATION

NAME _____ DATE _____

COLLEGE/UNIVERSITY _____

CLASS STANDING: ___ Freshman ___ Sophomore ___ Junior ___ Senior ___ Graduate ___ Other

MAJOR: _____ MINOR _____

IS THIS: ___ a required course ___ an elective?

IS THIS YOUR FIRST COURSE IN GERONTOLOGY? ___ yes ___ no

IS THIS YOUR FIRST SERVICE LEARNING COURSE? ___ yes ___ no

HAVE YOU EVER VOLUNTEERED TO GIVE COMMUNITY SERVICE BEFORE? ___ yes ___ no

OVERALL, HOW WOULD YOU RATE YOUR EXPERIENCE IN PREVIOUS COMMUNITY INVOLVEMENT?

___ very satisfying ___ satisfying ___ somewhat satisfying ___ unsatisfactory ___ very unsatisfactory

OTHER COURSES YOU HAVE TAKEN IN GERONTOLOGY _____

OTHER SERVICE LEARNING COURSES YOU HAVE TAKEN: _____

AGE: ___ under 18 ___ 18-22 ___ 23-30 ___ 31-40 ___ 41-50 ___ 51-60 ___ 61+

GENDER: ___ Female ___ Male RACE: ___ Caucasian ___ African American ___ Asian
___ Native American ___ Other

IF YOU HAD A CHOICE, WHERE WOULD YOU LIKE TO DO YOUR SERVICE LEARNING ASSIGNMENT? (Your professor may have already chosen the sites.)

- ___ Senior center
- ___ Clinic
- ___ Adult day care center
- ___ Nursing home
- ___ Education center
- ___ Community center
- ___ Other

WHAT POPULATION OF OLDER ADULTS WOULD YOU LIKE TO SERVE?

- ___ healthy, active older adults
- ___ disabled elderly
- ___ mentally impaired elderly
- ___ homeless/poor elderly
- ___ elderly with dementia/Alzheimer's disease
- ___ other (state) _____

1. What do you think makes a service-learning gerontology course different from other gerontology classes?
Select the response that best matches yours.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
It will help me see how the subject matter can be used in everyday life.	___	___	___	___	___
It will help me to better understand the lectures and readings for this class.	___	___	___	___	___
It will require more time and commitment than a traditional course	___	___	___	___	___
It will teach me skills which I can use in my career.	___	___	___	___	___
There is no difference between the two types of courses.	___	___	___	___	___
There will be more interaction with my classmates	___	___	___	___	___
There will be more time set aside to reflect on what I have learned.	___	___	___	___	___
I have no idea what the differences are.	___	___	___	___	___

2. Why did you enroll in this class? Select the response that best matches yours?

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
To learn about the aging process	___	___	___	___	___
To understand theories about aging	___	___	___	___	___
To understand and appreciate the diversity among older people	___	___	___	___	___
To get credit in my major	___	___	___	___	___
To get credit for graduation	___	___	___	___	___
To study the social issues related to aging	___	___	___	___	___
To get to know an older person	___	___	___	___	___
To become a friend to an older person	___	___	___	___	___
To give service	___	___	___	___	___
To gain career skills	___	___	___	___	___
To learn from older people	___	___	___	___	___
Because it sounded like an easy course	___	___	___	___	___

3. What are some of the problems you think you might face in this course?

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
There will be too much extra work involved in the course.	___	___	___	___	___
I will not be able to do enough for the people I serve in the amount of time I will have.	___	___	___	___	___
Old people frighten me.	___	___	___	___	___
I don't feel prepared to work with older people.	___	___	___	___	___
It will not be challenging enough.	___	___	___	___	___
I probably know more than the paid personnel at the site.	___	___	___	___	___
I'll have transportation problems.	___	___	___	___	___
The agencies might not be welcoming	___	___	___	___	___

3. What do you expect to gain from this class? Select the response that best indicates your response

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
A first-hand understanding of older people	_____	_____	_____	_____	_____
More respect for older people	_____	_____	_____	_____	_____
An older friend	_____	_____	_____	_____	_____
A mentor	_____	_____	_____	_____	_____
Career skills	_____	_____	_____	_____	_____
Information about the aging process	_____	_____	_____	_____	_____
Communication skills with older adults	_____	_____	_____	_____	_____
College credit	_____	_____	_____	_____	_____
Knowledge of the theories about aging	_____	_____	_____	_____	_____
Understanding of the diversity among older people	_____	_____	_____	_____	_____
Understanding of the social issues related to aging	_____	_____	_____	_____	_____
The good feelings that come from giving service to others	_____	_____	_____	_____	_____
Problem solving skills	_____	_____	_____	_____	_____
Link between academia and the real world	_____	_____	_____	_____	_____
Leadership skills	_____	_____	_____	_____	_____
Preparation for my own aging	_____	_____	_____	_____	_____

4. Are there other problems you think you might face? Please tell us.

5. Think about the older adults you know, and check the response that best matches yours:

Old people are:

	strongly disagree	agree	strongly agree
Old fashioned	_____	_____	_____
Independent	_____	_____	_____
Selfish	_____	_____	_____
Productive	_____	_____	_____
Idle	_____	_____	_____
Healthy	_____	_____	_____
Ugly	_____	_____	_____
Cooperative	_____	_____	_____
Inflexible	_____	_____	_____
Happy	_____	_____	_____
Unfriendly	_____	_____	_____
Tolerant	_____	_____	_____
Dull	_____	_____	_____
Liberal	_____	_____	_____

**INTERGENERATIONAL SERVICE LEARNING IN GERONTOLOGY
SERVICE AGENCY**

PRE-EVALUATION

NAME OF AGENCY _____ DATE _____

ADDRESS _____

PHONE _____

FAX _____

TYPE OF AGENCY:

- Senior center
- Clinic
- Adult day care center
- Nursing home
- Education center
- Community center
- Other

WHAT POPULATION OF OLDER ADULTS DO YOU SERVE?

- healthy, active older adults
- disabled elderly
- mentally impaired elderly
- homeless/poor elderly
- elderly with dementia/Alzheimer's disease
- other (state) _____

HOW MANY INDIVIDUALS DO YOU EMPLOY AT YOUR AGENCY? _____

HOW MANY STUDENTS WILL WORK AT YOUR AGENCY FROM THE SERVICE-LEARNING COURSE?

ON AVERAGE, HOW MANY TOTAL HOURS WILL EACH STUDENT SPEND WORKING AT YOUR AGENCY? _____



1. How long have you had a working relationship with the faculty member who is organizing the service learning course?

- This is the first time we are working together.
- We have worked together for 1-4 years.
- We have been working collaboratively for 5 or more years.

2. How would you best describe how you see your working relationship with the faculty member?

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
Faculty and agency will be equal partners on a team.	_____	_____	_____	_____	_____
Agency will meet periodically with faculty to discuss progress of course.	_____	_____	_____	_____	_____
Agency will provide written reports on student performance at the site.	_____	_____	_____	_____	_____
Agency staff will contribute to class by Participating in discussions, lectures, etc.	_____	_____	_____	_____	_____

3. What types of on-site supports will you offer to students who work at your agency?

	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
Orientation to agency procedures	___	___	___
Mentoring by staff	___	___	___
Volunteer handbook	___	___	___
Profiles of residents/clients	___	___	___
Transportation assistance	___	___	___
Employment interview	___	___	___
Direct supervision	___	___	___
Training specific to work	___	___	___
Sensitivity training for working with older adults	___	___	___

Other (state) _____

4. What will students gain from working at your agency? Select the answer that best indicates your response.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
A first-hand understanding of older people	___	___	___	___	___
More respect for older people	___	___	___	___	___
An older friend	___	___	___	___	___
A mentor	___	___	___	___	___
Career skills	___	___	___	___	___
Information about the aging process	___	___	___	___	___
Communication skills with older adults	___	___	___	___	___
College credit	___	___	___	___	___
Knowledge of the theories about aging	___	___	___	___	___
Understanding of the diversity among older people	___	___	___	___	___
Understanding of the social issues related to aging	___	___	___	___	___
The good feelings that come from giving service to others	___	___	___	___	___
Problem solving skills	___	___	___	___	___
Link between academia and the real world	___	___	___	___	___
Preparation for their own aging	___	___	___	___	___
Leadership skills	___	___	___	___	___

5. As you anticipate participating in this service learning course, do you have concerns in any of the following areas?

	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
Students' attendance	___	___	___
Students' enthusiasm	___	___	___
Students' creativity in coming up with solutions	___	___	___
Adequate staff time to supervise students	___	___	___
Adequate preparation of students	___	___	___
Communication with faculty	___	___	___
Student interactions with older adults	___	___	___
Staff interaction with students	___	___	___

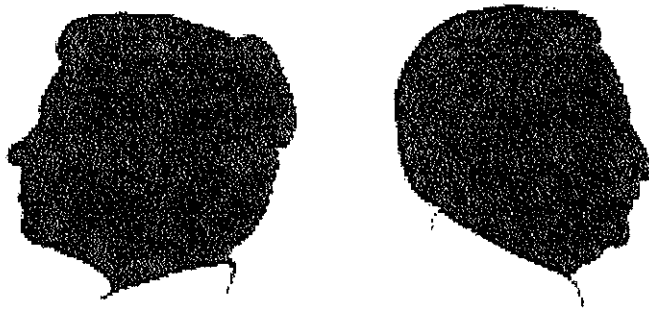
6. What type of impact will the students have on the agency and on the older adults?

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
Changes in patient care initiatives.	---	---	---	---	---
Older adults will view the future more positively.	---	---	---	---	---
Older adults will make new friends with students.	---	---	---	---	---
Staff will be freed up to spend more time with client needs.	---	---	---	---	---
Older adults will feel someone cares for them	---	---	---	---	---
Fewer cases of depression will occur.	---	---	---	---	---
Students will do chores for older adults.	---	---	---	---	---
Older adults will learn new skills.	---	---	---	---	---
Older adults will have more activities during the day.	---	---	---	---	---
Stereotypes about youth, held by elders will dissipate.	---	---	---	---	---

Thank You!

Please return this form to: Allison Nichols, Generations Together
University of Pittsburgh
 121 University Place Pittsburgh, PA 15260-5907

BRYAN AND MARSHALL COUNTIES



RESOURCE DIRECTORY

Prepared by
Southeastern Oklahoma State University
Intergenerational Class
580-924-0121 Ext. 2549

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BRYAN AND MARSHALL COUNTIES
RESOURCE DIRECTORY
SPRING 1999

INTRODUCTION

This Resource Directory has been collected and published for the residents 60 and older who live in Bryan and Marshall Counties. This publication was produced by students enrolled in a course offered at Southeastern Oklahoma State University in the Spring of 1999. The class was unique from the traditional college course in that ten people, 55 and older from Durant and surrounding areas were recruited to participate in the class. This enabled traditional college students to study the aging process while interacting with the older students in not only a classroom setting but also in a community service project. Thus, this resource directory was produced.

The creators of this directory would like to thank SODA, their community partner for all the helpful information they provided.

The creators of this directory hope the information is beneficial for the senior citizens of Bryan and Marshall counties as well as the professionals who serve them.

ABUSE

- ADULT ABUSE HOTLINE (APS)**.....1-800-522-3511
- ADULT PROTECTIVE SERVICES (APS)**.....(405) 521-3660

If you need information about Adult Protective Services in your county, please refer to the D.H.S listed below, or call the Ombudsman, Toby Wiggins, at the SODA office, (580) 920-1388 or 1-800-211-2116.

DEPARTMENT OF HUMAN SERVICES:

Aging Services Division.....(405) 521-3660
Adult Protective Services
P.O. Box 25352
Oklahoma City, Oklahoma 73125

Bryan County Department of Human Services.....(580) 924-1866
4302 Hwy 70 West
P.O. Box 837
Durant, Oklahoma 74702

Marshall County Department of Human Services.....(580) 795-8100
111 Hwy 70 West
Madill, Oklahoma 73446

ADVOCACY

Capitol Straight Line (State government information).....1-800-522-8555
4545 North Lincoln, Suite 285
Oklahoma City, Oklahoma 73105

Legal Services of Eastern Oklahoma, Inc (Bryan County).....(580) 326-9655
1001 E. Jackson
P.O. Box 890
Hugo, Oklahoma 74743
1-800-299-9655

Legal Services of Western Oklahoma, Inc (Marshall County).....(580) 226-4863
115 W. Broadway, Suite 402
Ardmore, Oklahoma 73401
1-800-421-8007

Oklahoma Disability Law Center, Inc.....(405) 880-7755
 2915 Classen Blvd. St. 300
 Oklahoma City, Oklahoma 73106 1-800-880-7755

SODA.....(580) 920-1388
 422 Cessna
 P.O. Box 709 1-800-211-2116
 Durant, Oklahoma 73402

SODA Council on Aging (COA)
 You may obtain information on Council on Aging by contacting SODA. For a listing of current members, you may call SODA.

Senior Advocates (S.A.)
 You may obtain information on Senior Advocates by contacting SODA. For a current list of members, you may call SODA.

Silver Haired Legislature (SHL)
 You may obtain information on Silver Haired Legislature by contacting SODA. For a listing of current members, you may call SODA.

AGING SERVICES

NATIONAL NETWORK OF AGING SERVICES.....1-800-677-1116
 (Eldercare Locator)

OKLAHOMA STATE AGENCY ON AGING
 Department of Human Services
 P.O. Box 25352
 Oklahoma City, Oklahoma 73125

Aging Services Division.....(405) 521-2327
 Special Unit On Aging.....(405)521-2281

COUNTY ELDERCARE OFFICE:

Bryan and Marshall Counties are served by the following office:

Eldercare.....(580) 920-1061
 4th and University
 Station A, Box 4171
 Durant, Oklahoma 74701-0609

OKLAHOMA AREA AGENCY ON AGING

Bryan and Marshall Counties are served by the following office:

Area Agency on Aging.....(580) 920-1388
SODA
422 Cessna.....1-800-211-2116
P.O. Box 709
Durant, Oklahoma 74702

ASSISTED LIVING CENTERS

Reunion Plaza Assisted Living Inn.....(580) 924-3777
1919 University
Durant, Oklahoma 74701

Sterling House of Durant.....(580) 931-0600
1500 W. 19th
Durant, Oklahoma 74701

CONSUMER HELP

Big 5 Community Services.....(580) 924-5331
215 N 16th
P.O. Box 1577
Durant, Oklahoma 74702

Bryan County OSU Extension Office.....(580) 924-5312
Bryan County Fairgrounds
P.O. Box 749
Durant, Oklahoma 74701

Consumer Product Safety Commission.....1-800-638-8326

Consumer Protection Office.....(405) 521-3921
Office of Attorney General
4545 N. Lincoln, Suite 260
Oklahoma City, Oklahoma 73105

Consumer Protection Service.....(405) 271-5243
1000 N.E. 10th
Oklahoma City, Oklahoma 73152
Investigates complaints on food and drugs.

Direct Marketing Association.....(212) 689-4977
 6 East 43rd Street
 New York, New York 10017
 Helps consumers get their names off and onto mailing lists, and helps with
 mail order complaints.

Federal Information Center (Federal Government Information)....1-800-366-2998

Federal Trade Commission.....(214) 767-7050
 Mail Order Branch
 8303 Elmbrook Drive
 Dallas, Texas 75247

INCA.....(580) 795-2372
 401 E. Main
 Madill, Oklahoma 73446

Internal Revenue Service (IRS)..... 1-800-829-1040

Marshall County OSU Extension Office.....(580) 795-3563
 104 N. 4th
 Madill, Oklahoma 73446

National Fraud Hotline.....1-800-876-7060

National Insurance Consumer Helpline.....1-800-942-4242

Oklahoma Attorney General's Office.....(405) 521-2029
 420 West Main, Suite 550
 Oklahoma City, Oklahoma 73102 1-800-522-8555

Oklahoma Banking Authority.....(405) 521-2783
 4100 N. Lincoln Blvd.
 Oklahoma City, Oklahoma 73105

Oklahoma Corporation Commission.....(405) 521-4113
 Jim Thorpe Building, Room 680
 Oklahoma City, Oklahoma 73105 1-800-522-8154

Oklahoma Department of Consumer Credit.....(405) 521-3653
 4545 Lincoln Blvd., Suite 104
 Oklahoma City, Oklahoma 73105 (Complaints on credit purchases)

Oklahoma State Insurance Commissioner.....1-800-522-0071

Postal Inspector in Charge (Mail fraud complaints)..... (817) 334-2905
P.O. Box 1230
Ft. Worth, Texas 76101

Senior Health Insurance Counseling Program (SHICP).....(405) 521-6628
P.O. Box 53408
Oklahoma City, Oklahoma 73152

COUNSELING/SUPPORT GROUPS

Alcoholics Anonymous of Marshall County.....(580) 795-7771
308 W. Tishomingo
Madill, Oklahoma 73446

Alzheimer's Association.....(405) 947-8855
4900 N. Portland, Suite 116
Oklahoma City, Oklahoma 73112
1-800-621-0379

Alzheimer's Disease Information and Referral.....1-800-272-3900

Alzheimer's Support Group - Eldercare.....(580) 920-1061
4th and University
Station A, Box 4171
Durant, Oklahoma 74701-0609

American Arthritis Association.....(405) 521-0066
2915 Classen Blvd., Suite 325
Oklahoma City, Oklahoma 73106

American Cancer Society.....(405) 843-9888
4323 N.W. 63rd, Suite 110
Oklahoma City, Oklahoma 73116
1-800-733-9888

American Council for the Blind.....1-800-424-8666

American Diabetes Association.....1-800-259-6551

American Heart Association.....(580) 924-4242
P.O. Box 309
Durant, Oklahoma 74702

American Heart Association.....(405) 840-1444
2601 N.W. Expressway, #1200E
Oklahoma City, Oklahoma 73112
1-800-242-8721

American Kidney Association.....(405) 947-6405
5700 N. Portland
Oklahoma City, Oklahoma 73112 1-800-638-8299

American Paralysis Association.....1-800-225-0292

American Red Cross.....(580) 924-0255
Durant, Oklahoma 73402

Arthritis Foundation, Oklahoma Chapter.....(405) 236-3399
500 N. Broadway, Suite 200
Oklahoma City, Oklahoma 73102

Blindness Information Hotline.....1-800-424-8666

Cancer Information Services.....1-800-4-CANCER

Drug and Alcohol Treatment Referral Line.....1-800-437-8278

Help for Incontinent People.....1-800-252-3337

Lung Line.....1-800-522-5864

National Association for Hearing and Speech Action.....1-800-638-TALK

National Association for the Deaf and Blind.....(405) 525-5323
2703 Forest Oak Circle
Norman, Oklahoma 73171

National Stroke Association.....1-800-771-1700
8480 E. Orchard Road, Suite 1000
Anglewood, Colorado 80111

Oklahoma Cancer Information Line.....1-800-522-0220
P.O. Box 797
Oklahoma City, Oklahoma 73101

Parkinson's Disease Hotline.....1-800-223-2732
13301 N. Meridian, Suite 101
Oklahoma City, Oklahoma 73120

Parkinson's Disease Information and Reference Center.....1-800-364-4450
Oklahoma Branch

DAYCARE-ADULT

Texoma Living Center.....(580) 564-2351
Hwy 32 West
HC 71 Box 83
Kingston, Oklahoma 73439

DEATH BENEFITS AND INFORMATION

To obtain a death/birth certificate, contact your local health department for a form to send to the state.

Grief Support Group.....(580) 795-7361
Julie Riggle
Marshall County DHS

SODA.....(580) 920-1388
Living Will
422 Cessna.....1-800-211-2116
P.O. Box 709
Durant, Oklahoma 74702

Social Security Administration.....(580) 920-8202
1020 West Main
Durant, Oklahoma 73402

State Health Department (Vital Records).....(405) 271-4040

DENTAL SERVICES

D-Dent (Emergency dental care for people 60 and over).....1-800-522-9510

Chickasaw Nation.....(580) 226-4821
617 West Broadway
Ardmore, Oklahoma 73401

Choctaw Nation.....(580) 924-8280
16th and Locust
Durant, Oklahoma 74702

Oklahoma Denture Care.....1-800-522-9009
629 Northwest Expressway
Oklahoma City, Oklahoma 73105

Senior Dent (Senior Dental Discount Program).....1-800-876-8890

DISABILITIES

American Council for the Blind.....1-800-424-8666

Braillegrams (Telegrams in braille anywhere in the U.S.).....1-800-325-6000

Job Accommodation Network (Disabled employees).....1-800-JAN-PCEH

National Association for Hearing and Speech Action.....1-800-638-TALK

National Association for the Deaf and Blind.....(405) 525-5323
2703 Forest Oak Circle
Norman, Oklahoma 73171

National Center for Stuttering Hotline.....1-800-221-2483

Office for Handicapped Concerns.....(405) 521-3756
4300 N. Lincoln, Suite 200
Oklahoma City, Oklahoma 73105 1-800-522-8224

Oklahoma Disability Law Center, Inc.....(405) 880-7755
2915 Classen Blvd. St. 300
Oklahoma City, Oklahoma 73106 1-800-880-7755

Oklahoma Foundation for the Disabled.....(405) 842-6636
8421 N. Walker
Oklahoma City, Oklahoma 73114

Oklahoma Library for Blind and Handicapped.....(405) 521-3514
Special Service Department – 300 N.E. 18th Street
Oklahoma City, Oklahoma 73105 1-800-523-0288

Telecommunications Devices/Deaf, Handicapped.....1-800-332-1124

EDUCATION

- Chickasaw Nation.....(580) 226-4821
617 West Broadway
Ardmore, Oklahoma 73401
- Choctaw Nation.....(580) 924-8280
16th and Locust
Durant, Oklahoma 74702
- Durant Literacy Council.....(580) 920-1253
401 S. 4th Street
Durant, Oklahoma 74702
- Durant Public Schools.....(580) 924-1276
Adult Education
118 N. 7th
Durant, Oklahoma 74701
- Fifty Five Alive Driving Class (50 years or older).....(580) 924-3759
Durant, Oklahoma
- Kingston Public Schools.....(580) 564-2384
Adult Education
400 N.E. 3rd
P.O. Box 370
Kingston, Oklahoma 73439
- Kiamichi Area Vo-Tech.....(580) 924-7081
810 Waldron Road
Durant, Oklahoma 74701
- Madill Public Schools.....(580) 795-3303
Adult Education
601 W. McArthur
Madill, Oklahoma 73446
- Marshall County Literacy Council.....(580) 795-2405
11 W. Francis
Madill, Oklahoma 73446
- Oklahoma Library for Blind and Handicapped.....(405) 521-3514
Special Service Department/300 N.E. 18th Street
Oklahoma City, Oklahoma 73105
1-800-523-0288

Oklahoma Literacy Council.....(405) 521-8116
Department of Libraries
200 N.E. 18th Street
Oklahoma City, Oklahoma 73105

Southeastern Oklahoma State University.....(580) 924-0121
Department of Continuing Education ext. 2416
Durant, Oklahoma

Southeastern Oklahoma State University.....(580) 924-0121
Department of Social Gerontology ext. 2549
Durant, Oklahoma

EMERGENCY/CRISIS/DISASTER

Bryan County Commissioners.....(580) 924 2201
Bryan County Courthouse
402 W. Evergreen
Durant, Oklahoma 74701

Chickasaw Nation.....(580) 226-4821
617 West Broadway
Ardmore, Oklahoma 73401

Choctaw Nation.....(580) 924-8280
16th and Locust
Durant, Oklahoma 74702

Elks Lodge.....(580) 924-7478
P.O. Box 277
Durant, Oklahoma 74702

First United Methodist Church.....(580) 924-4670
218 N. 3rd Street
Durant, Oklahoma 74701

First United Methodist Church.....(580) 795-3568
301 W. Talliaferro
Madill, Oklahoma 73446

Loaves and Fishes.....(580) 924-1866
3rd and Evergreen
Durant, Oklahoma 74702

Marshall County Commissioners.....(580) 795-3165
Marshall County Courthouse
Madill, Oklahoma 73446

Oklahoma Civil Emergency Management Agency.....(405) 521-2481
P.O. Box 53365
Oklahoma City, Oklahoma 73152

Our Savior's Lutheran Church.....(580) 924-1309
16th and Main
Durant, Oklahoma 74701

Salvation Army.....(580) 924-8280
16th and Locust
Durant, Oklahoma 74702

Salvation Army.....(580) 795-3150
214 Plaza
Madill, Oklahoma 73446

Victory Life Food Bank.....(580) 920-0029
1504 A Larkspur
Durant, Oklahoma 74701

EMPLOYMENT

Big 5 Community Services.....(580) 924-5331
215 N 16th
Durant, Oklahoma 74702

Chickasaw Nation.....(580) 226-4821
617 West Broadway
Ardmore, Oklahoma 73401

Choctaw Nation.....(580) 924-8280
16th and Locust
Durant, Oklahoma 74702

Goodwill Industries.....(580) 924-0262
603 W. Main
Durant, Oklahoma 74701

Green Thumb.....(580) 924-5331
Big 5 Community Services
215 N 16th
Durant, Oklahoma 74702

Green Thumb.....(580) 795-2372
INCA
401 E. Main
Madill, Oklahoma 73446

Oklahoma State Employment Services.....(580) 924-1828
4310 W. Highway 70
P.O. Box 1000
Durant, Oklahoma 74702

FINANCIAL

Bryan County Department of Human Services.....(580) 924-1886
4302 Hwy 70 West
P.O. Box 837
Durant, Oklahoma 74702

Marshall County Department of Human Services.....(580) 795-7361
Madill, Oklahoma 73446

Bryan County OSU Extension Office..... (580) 924-5312
Bryan County Fairgrounds
P.O. Box 749
Durant, Oklahoma 74701

Marshall County OSU Extension Office.....(580) 795-3563
104 N. 4th
Madill, Oklahoma 73446

Unity Mortgage Corp. (The Reverse Mortgage Company).....(405) 360-5338
2311 Westpark Drive
Norman, Oklahoma 73069 1-800-336-3135

If you are at least 62 years old or older, and own your own home, you may qualify for a reverse mortgage that can help you financially.

HEALTH

- AARP Pharmacy Service.....1-800-777-7686
5050 E. Belknap
Fort Worth, Texas 76117
Mail order pharmacy for seniors for prescriptions by mail.
- Bryan County Health Department.....(580) 924-4299
1303 Waco Street
Durant, Oklahoma 74702
- Chickasaw Nation.....(580) 226-4821
617 West Broadway
Ardmore, Oklahoma 73401
- Choctaw Nation.....(580) 924-8280
16th and Locust
Durant, Oklahoma 74702
- First United Methodist Church.....(580) 795-3568
In Between Families
301 W. Talliaferro
Madill, Oklahoma 73446
- Good Shepherd Medical/Dental Care.....(580) 223-3411
811 16th Avenue N.W.
Ardmore, Oklahoma 73401
(Pharmacy Services as well)
- Marshall County Health Department.....(580) 795-3705
310 West Lillie
Madill, Oklahoma 73446
- Marshall Memorial Hospital.....(580) 795-3384
1 Hospital Drive
Madill, Oklahoma 73446
- Medical Center of Southeastern Oklahoma.....(580) 924-3080
1800 University
P.O. Box 1207
Durant, Oklahoma 74702
1-888-280-6276

HEARING SERVICES

- Chickasaw Nation.....(580) 226-4821
617 West Broadway
Ardmore, Oklahoma 73401
- Choctaw Nation.....(580) 924-8280
16th and Locust
Durant, Oklahoma 74702
- COAD-HI.....(405) 236-5513
Central Oklahoma Association for the Deaf and Hearing Impaired
1330 Classen Blvd., Suite 202 1-800-522-8506
Oklahoma City, Oklahoma 73106
- Hearing Aid Hotline.....1-800-521-5247
- National Association for Hearing and Speech Action.....1-800-638-TALK
- National Association for the Deaf and Blind.....(405) 525-5323
2703 Forest Oak Circle
Norman, Oklahoma 73171
- Oklahoma Library for Blind and Handicapped.....(405) 521-3514
Special Service Department/300 N.E. 18th Street
Oklahoma City, Oklahoma 73105 1-800-523-0288
- Operator Services for the Deaf – Relay Oklahoma (TDD/TTY).....1-800-722-0353
- Telecommunications Devices/Deaf, Handicapped.....1-800-332-1124

HOME HEALTH

For a complete listing of area private home health agencies, please refer to the yellow pages in your local telephone directory or consult your physician.

HOSPICE SERVICES

- Community Hospice of Durant.....(580) 924-1555
1727 Chuckwa
Durant, Oklahoma 74702
- Marshall Memorial Hospice.....(580) 795-9917
1 Hospital Drive
Madill, Oklahoma 73446

HOUSING

- Baptist Village.....(580) 564-2218
Highway 70
Kingston, Oklahoma 73439
- Chickasaw Housing Authority.....(580) 226-2095
402 Park Southeast
Ardmore, Oklahoma 73401
- Choctaw Nation.....(580) 924-6607
810 Waldron
Durant, Oklahoma 74701
- Community Development Office(580) 924-8515
Durant City Hall
201 N. 3rd
P.O. Box 578
Durant, Oklahoma 74702
- Farmers Home Administration (FHA).....(580) 795-2173
P.O. Box 129
Madill, Oklahoma 73446
- Habitat for Humanity.....(580) 223-1540
16 E Street SW Suite 113
Ardmore, Oklahoma 73401
- Housing and Urban Development (HUD)..... 1-800-424-8590

Kingston Housing Authority.....(580) 564-3309
1220 Gary Dr.
Kingston, Oklahoma 73439

Madill Housing Authority.....(580) 795-2790
1036 Ridgeview
Madill, Oklahoma 73446

Reunion Plaza Assisted Living Inn.....(580) 924-3777
1919 University
Durant, Oklahoma 74701

Sterling House of Durant.....(580) 931-0600
1500 W. 19th
Durant, Oklahoma 74701

INFORMATION AND ASSISTANCE SERVICES

Bureau of Indian Affairs.....(918) 567-2207
Drawer H
Talihina, Oklahoma 74571

Chickasaw Nation.....(580) 226-4821
617 West Broadway
Ardmore, Oklahoma 73401

Choctaw Nation.....(580) 924-8280
16th and Locust
Durant, Oklahoma 74702

Eldercare.....(580) 920-1061
4th and University
Station A, Box 4171
Durant, Oklahoma 74701-0609

SODA.....(580) 920-1388
422 Cessna
P.O. Box 709.....1-800-211-2116
Durant, Oklahoma 74702

IN-HOME SERVICES

Durant Meals on Wheels.....(580) 924-3659
RSVP
301 N. 16th
Durant, Oklahoma 74701

Marshall County Meals on Wheels.....(580)795-7075
407 E Main
Madill, Oklahoma 73446

LEGAL SERVICES

Bryan County Bar Association.....(580) 924-4455
132 N 3rd
Durant, Oklahoma 74701

Legal Services of Eastern Oklahoma, Inc (Bryan County).....(580) 326-9655
1001 E. Jackson
P.O. Box 890 1 -800-299-9655
Hugo, Oklahoma 74743

Marshall County Bar Association.....(580) 795-3397
202 W. Lillie
Madill, Oklahoma 73446

Legal Services of Western Oklahoma, Inc (Marshall County).....(580) 226-4863
115 W. Broadway, Suite 402
Ardmore, Oklahoma 73401 1-800-421-8007

Oklahoma Disability Law Center, Inc.....(405) 880-7755
2915 Classen Blvd. St. 300
Oklahoma City, Oklahoma 73106 1-800-880-7755

MENTAL HEALTH/SUBSTANCE ABUSE

Bryan County Health Department.....(580) 924-4299
1303 Waco Street
Durant, Oklahoma 74702

Griffin Memorial Hospital.....(405) 321-4880
900 E. Main
P.O. Box 151
Norman, Oklahoma 73070

Marshall County Health Department.....(580) 795-3705
310 West Lillie
Madill, Oklahoma 73446

Mental Health Services of Southern Oklahoma.....(580) 924-7330
1001 W. Main
Durant, Oklahoma 74701

Mental Health Services of Southern Oklahoma.....(580) 795-5564
603 S. 1st
Madill, Oklahoma 73446

Reach Out (Mental Health Hotline).....1-800-522-9054

Texoma Family Services.....(580) 924-9676
1515 W. Main Street, Suite 4
Durant, Oklahoma 74701

Vantage Pointe.....(580)226-5084
P.O. Box 189
Ardmore, Oklahoma 73402 (emergency only) 1-800-522-1090

NURSING HOMES

Brookside Manor.....(580) 795-3776
Hwy 99 South, Box 848
Madill, Oklahoma 73446

Bryan County Manor.....(580) 924-1263
1401 N. Washington
Durant, Oklahoma 74701

Calera Manor.....(580) 434-5727 or (580) 924-8400
Calara, Oklahoma

Caddo Nursing Home.....(580) 367-2264
201 S. McPherson
Caddo, Oklahoma 74729

Four Season.....(580) 924-5300
1212 Four Seasons
Durant, Oklahoma 74701

King's Daughters and Sons.....(580) 924-0496
1223 W. Baltimore
Durant, Oklahoma 74701

Oak Ridge Manor.....(580) 924-3244
1100 Oak Ridge Drive
Durant, Oklahoma 74701

Texoma Living Center.....(580) 564-2351
Hwy 32 West
HC 71 Box 83
Kingston, Oklahoma 73439

If you or someone you know has a complaint with a nursing home, the SODA Ombudsman can assist you. Please contact SODA at (580) 920-1388 for information or assistance with these problems.

NUTRITION AND FOOD SERVICES

Bokchito Nutrition Site.....(580)295-3661

Bryan County OSU Extention Office.....(580) 924-5312
Bryan County Fairgrounds
P.O. Box 749
Durant, Oklahoma 74701

Caddo Nutrition Site.....(580) 367-2800

Calera Nutrition Site.....(580) 434-5634

Chickasaw Nutrition Site.....(580) 795-7355
300 N. 1st
Madill, Oklahoma 73446

Choctaw Nation.....(580) 924-8280
16th and Locust
Durant, Oklahoma 74702

Congregate Meal Site.....(580) 924-6247
 310 N, 16th
 Durant, Oklahoma 74701

Kingston Nutrition Site.....(580) 564-3791
 Highway 32
 Kingston, Oklahoma 73439

Madill Nutrition Site.....(580) 795-7075
 407 E. Main
 Madill, Oklahoma 73446

Marshall County OSU Extention Office.....(580) 795-3563
 104 N. 4th
 Madill, Oklahoma 73446

SENIOR ORGANIZATIONS

American Association of Retired Persons (AARP).....1-800-441-2277
 Membership Kit

Bennington Senior Center.....(580) 847-2628

Bokchito Senior Center.....(580) 295-3661

Caddo Senior Center(580) 367-2800

Calera Senior Center.....(580) 434-5634

Chickasaw Senior Center.....(580) 795-7355
 Madill, Oklahoma

Choctaw Nation.....(580) 924-8280
 16th and Locust
 Durant, Oklahoma 74702

Colbert Senior Center.....(580) 296-2413

Congregate Senior Center.....(580) 924-6247
 Durant, Oklahoma

INCA.....(580) 795-2372
401 E. Main
Madill, Oklahoma 73446

Kingston Senior Center.....(580) 564-3791

Madill Senior Center.....(580) 795-7075

Retired Senior Volunteer Program.....(580) 924-3659
RSVP
301 N. 16th
Durant, Oklahoma 74701

Robert T. Davis Senior Center.....(580) 924-3659
Durant, Oklahoma

Shaw Senior Center.....(580) 564-2736
Lebanon, Oklahoma

Silo Senior Center.....(580) 924-7000

Wade-Albany Senior Center.....(580) 924-9264
Durant, Oklahoma

Yuba Senior Center.....(580) 285-2225

SENIOR SERVICES

Durant Chamber of Commerce.....(580) 924-0848
215 N. 4th
Durant, Oklahoma 74701

INCA.....(580) 795-2372
401 E. Main
Madill, Oklahoma 73446

Madill Library.....(580) 795-2749
205 E. Overton
Madill, Oklahoma 73446

Madill Public Schools.....(580) 795-3303
Senior Dance
601 W. McArthur
Madill, Oklahoma 73446

Marshall County Chamber of Commerce.....(580) 795-2431
208 Plaza
P.O. Box 542
Madill, Oklahoma 73446

SOCIAL SECURITY /SSI/MEDICARE

Medicare Hotline.....1-800-638-6833

Medicare Information (Patients).....1-800-522-9079

Oklahoma Foundation for Peer Review.....1-800-522-3414
5801 Broadway Extension, Suite 400
Oklahoma City, Oklahoma 73118
(Medicare rights and appeals)

Oklahoma State Medical Association.....1-800-522-9452
(Names of physicians who accept Medicare)

Qualified Medicare Beneficiary Information.....1-800-638-6833

Senior Health Insurance Counseling Program.....(405) 521-6628
SHICP
P.O. Box 53408
Oklahoma City, Oklahoma 73152

Social Security Administration.....(580) 924-8208
1020 W. Main
Durant, Oklahoma 74701

Supplemental Security Income.....1-800-772-1212

TRANSPORTATION/TRAVEL

Big 5 Community Services.....(580) 924-5331
215 N 16th
Durant, Oklahoma 74702

Bryan County Department of Human Services.....(580) 924-1886
4302 Hwy 70 West
P.O. Box 837
Durant, Oklahoma 74702

Chickasaw Nation.....(580) 226-4821
617 West Broadway
Ardmore, Oklahoma 73401

Choctaw Nation.....(580) 924-8280
16th and Locust
Durant, Oklahoma 74702

INCA.....(580) 795-2372
401 E. Main
Madill, Oklahoma 73446

Marshall County Department of Human Services.....(580) 795-7361
Madill, Oklahoma 73446

Southern Oklahoma Rural Transportation, Inc.....(580) 924-1177
215 N. 16th
P.O. Box 1577
Durant, Oklahoma 74702

UTILITIES/WEATHERIZATION

Big 5 Community Services.....(580) 924-5331
215 N 16th
Durant, Oklahoma 74702

Chickasaw Nation.....(580) 226-4821
617 West Broadway
Ardmore, Oklahoma 73401

Choctaw Nation.....(580) 924-8280
16th and Locust
Durant, Oklahoma 74702

INCA.....(580) 795-2372
401 E. Main
Madill, Oklahoma 73446

Oklahoma Corporation Commission.....(405) 521-2267
State Utility Commissioners
Jim Thorpe Building
Oklahoma City, Oklahoma 73105
(Complaints about utilities)

VETERANS' SERVICES

American Legion.....(580) 924-0962
105 W. Arkansas
P.O. Box 37
Durant, Oklahoma 74702

American Legion.....(580) 795-2751
904 W. McArthur
Madill, Oklahoma 73446

State of Oklahoma Department of Veterans Affairs representative, John E. Martin
is at the following locations on the specified dates:

Durant.....(580) 924-2117
1st and 3rd Tuesdays, VFW Post 3916 1:00 – 4:00
2nd and 4th Tuesdays, VFW Post 3916 8:30 – 4:00

Madill.....(580) 795-3165
1st and 3rd Mondays, Marshall Co. Courthouse 1:00 – 3:30

VISUAL SERVICES

American Academy of Ophthalmology
P.O. Box 7424
San Francisco, California 94120-7424

American Foundation for the Blind
15 West 16th
New York, New York 10011

Aurora Ministries.....(941) 748-3031
P.O. Box 621
Bradenton, Florida 34206
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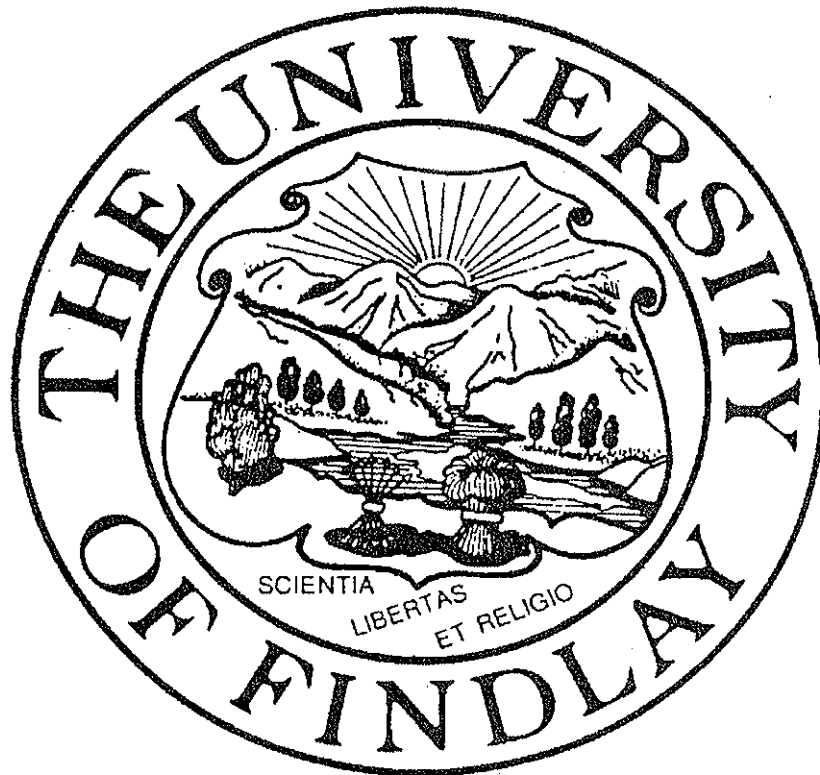
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The University of Findlay



Intergenerational Service Learning

University Service Learning Mission:

To provide for members of the University community the opportunity to examine, clarify, and strengthen their involvement as citizens through community service opportunities.

Intergenerational Studies Goal:

To develop an intergenerational, multi-disciplinary program, that provides cross-training to creatively integrate course work and practical field experience. As a result of this unique program, graduates will be prepared to work simultaneously with children, senior adults, and families.

Service Learning Goal:

To offer a course in service learning opportunities that encourage students to creatively integrate course work, practical experience and community service. As a result of this course, students, children, and senior adults will develop relationships, share experiences, and enhance each others lives.

Rationale for cross training:

Societal changes creating need to combine children and senior adults.

- extend life expectancy
- increasing number of women entering work force
- growing number of young parents, solo-parents, and combined families where both parents are forced to work
- restrictions on welfare
- increased mobility

Demographics indicate the need for Intergenerational care increasing.

- Decline of day care workers (50-54% turnover)
- Decline of qualified workers entering the field
- By 2000 demand for day care workers goes up 20%-preschool teachers up 35%
- Increased need for professional to care for senior adults representing 20% of the population

Therefore, the need for cross training individuals to care for children and senior adults is critical.

Our Degree:

Holistic approach, integrates concepts from Early Childhood Education, Teacher Education, Gerontology, Psychology, and General Educational. Few Teacher Educational Programs offer more than one course in working with families and communities and none were found that require working collaboratively with community professionals.

Service Learning Course: Intergenerational Classroom Management

- links students with community
- interaction is enhanced
- classroom provides theory and service learning
- provides practical experience

Service Learning Objectives:

Participant:

Participants will be actively engaged with senior adults in long term care, assisted living and agency on aging, resulting in 50% of them demonstrating greater awareness of levels of ability of older adults, understanding the appropriate activities for older adults and positive attitudes and greater awareness of aging, as measured in the pre and post questionnaires.

Institution:

The institution will conduct a series of Intergenerational Service Learning activities, involving in the participation of students, faculty, administration, and community in the planning of a service learning infrastructure within the university as measured by the establishment of a committee composed of 2 individuals from each constituency.

Community:

Senior adults will be engaged with students in different activities, resulting in 50% of those engaged in these activities expressing alleviation of depression, boredom, and loneliness, as measured by interviewing service representatives.

Ultimately our students are discovering developmental appropriateness for senior adults through direct interaction. Image enhancement for the university is an indirect benefit. Senior adults become active again. "I am so glad that you are doing this project because it really makes my life feel worthwhile again," said one senior adult woman involved in a current service learning project.

Academic News

Learning with Care

Junior social work major **Mary Zorn** said she was a little worried about participating in Carlow's Social Gerontology and Service Learning Program. Zorn doesn't have grandparents, and worried that she would have nothing in common with elderly nuns at Mercy Convent.

Now that the yearlong grant program has come to an end, Zorn said she enjoyed it so much that she continues to join her new friends at the convent for lunch or to play a game or just talk. "It has enriched both my personal and professional knowledge of people," she said.

Zorn and other students had high praise for the program, which they visit with community residents at Mercy Convent, John J. Kane Regional Centers and other locations two or three times a week, at an April mini-conference and luncheon at Mercy Convent.

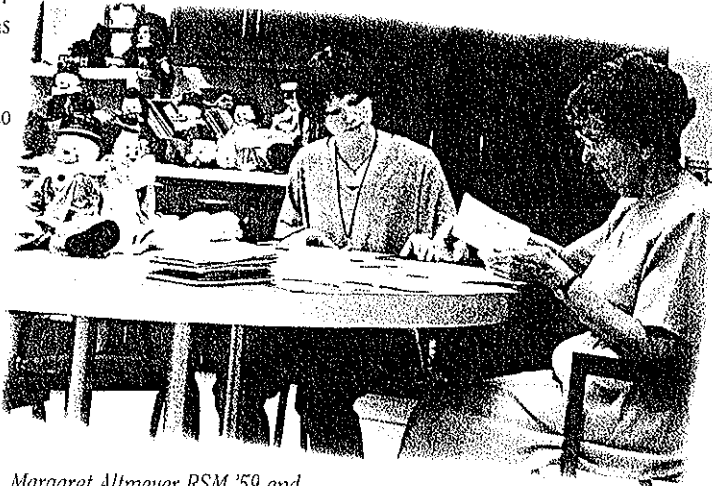
So did guest speaker **Tom O'Shea**, deputy director of the Allegheny County Area Agency on Aging, who called the effort a good way for students to learn about the social services system.

Students interested in social work careers also need to learn how to assess resources and how the funding flows, O'Shea said. "That, and this program will make you saleable in the future," he told more than 40 guests.

Emma T. Lucas, associate professor of social work, is searching for ways to continue the service learning program, which was funded through a grant from the Cooperation for National Service, the Association for Gerontology in Higher Education and Generations Together at the University of Pittsburgh.

Sally Newman, executive director of Generations Together, said 20 colleges and universities across the country have received similar seed money to combine classroom learning about gerontology

with volunteer service so students can get to know elderly people as individuals. Generations Together, which administers the programmatic end of the grant, has helped bridge the age gap through social programs for 20 years.



Margaret Altmeyer RSM '59 and sophomore psychology/sociology major Amy Glessner work together in the arts and crafts room of the Mercy Convent, where the sisters make clown dolls. The dolls are then sold to support the Sisters of Mercy retirement fund.

In Allegheny County, said Lucas and O'Shea, social gerontology programs are becoming increasingly important. Of 658 agencies on aging nationwide, Allegheny County's ranks 11th in size. "The elderly population is increasing, so we need people," said Lucas. "We want people to be aware that this is a career option."

O'Shea told students that government-funded human service programs are based on need and not rooted in kindness or altruism. Once the government defines a need and provides funding, he said running a social service department is not "rocket science."

"It's common sense, compassion, interest, and where to get the cash," he said.

Carlow students who spoke at the mini-conference expressed both compassion and interest in the elderly people they got to know.

"Most of us gained more respect for the elderly and what they have to deal with on a daily basis," said senior nursing major Casey Wade, who spent time with the Sisters of Mercy, both those who require nursing care and those who don't. Some of the sisters attended the luncheon.

Junior liberal studies major **Pat Kanavich** marveled at the sisters' strength. "It's moving to see a sister in so much pain that she's on morphine sit and sew, and then she sees someone in a wheelchair and gets up to give them a push," she said.

Senior social work major **Michael Wirth** said he learned that people can have good quality of life in their older years, a discovery echoed by freshman social work major **Erin McGarrity**, who developed easy-to-understand computer instructions for interested residents at St. John's Lutheran Care Center in Mars, Pa.

"You're learning about the nature of relationships," Sally Newman told the students, "and by doing it, learning about yourself." — *Emily Tipping*

Pennsylvania and Carlow Link to Upgrade Classroom Technology

A recent survey by the National Center for Education Statistics found that most teachers, both new and veteran, feel unprepared to meet the increasing demands of integrating technology into the grade or subjects they teach. In response, many states are developing incentives to increase the role of technology in teacher preparation.

Pennsylvania's answer is the Link-to-Learn program, and Carlow College will be a key player in the project, through the aid of a \$400,500 grant from the state department of education. Through this grant and in accordance with the state's newly adopted academic standards, Carlow faculty will revise existing courses and develop new programs to prepare current and future teachers to use technology in the classroom. The grant will also fund significant hardware and software upgrades necessary for the new programs, and establish a Center for Education & Technology featuring two fully-equipped laboratories.

Mary Catherine Conroy-Hayden, former vice president of external relations and, program development and **Roberta Schomburg**, chair of the education division and Link-to-Learn project director, played key roles in bringing Link-to-Learn to Carlow. Both are excited about what the grant means for the College. "The state is investing in teacher education at Carlow because we have been successful at collaborating with communities, school organizations, and our neighboring higher education institutions," Conroy-Hayden said.

Carlow began addressing the Link-to-Learn agenda two years before the project was conceived. In 1997, the College introduced the Certificate in Educational Technology, a five-course, graduate-

Students Serving Seniors

An Intergenerational Service-Learning Project at Illinois State University

by Jacquelyn Frank, Ph.D.

This semester, something quite unique and exciting is happening in Illinois State University's *Issues in Gerontology* course. Thanks to a grant from the Association of Gerontology in Higher Education and the Corporation for National Service, we are embarking upon several intergenerational service-learning projects.

Last fall, with the cooperation of several community agencies in the Bloomington-Normal area, I organized five intergenerational projects in settings that serve the elderly. The project groups offered several activities for student-senior interaction, including: tutoring seniors with computer skills, recording video life histories, giving multigenerational presentations in elementary schools, and hosting media night programs at a senior housing complex. On the first night of class, the students chose their project group.

The Wellness and Exercise Project is taking place at Woodhill Towers, a public housing site for senior citizens. Four graduate and undergraduate students chose this project. I asked the students in the group why they chose this particular intergenerational service-learning group. Their answers were enlightening. Graduate student Cortney Meyer said, "I chose the exercise group because of my interest in health. I am ending my dietetic internship in May and graduating



ISU students enjoy exercises with senior citizens

with an MS in dietetics. By choosing this group I feel I am able to achieve two things: encourage an overall healthy lifestyle for the elderly and promote intergenerational communication."

The administrators at Woodhill Towers proposed the idea of a wellness-health-exercise program for the seniors living at their apartment complex. However, they cautioned the four project group students that they might face quite a challenge getting residents to attend. The students eagerly accepted the challenge and were ready for as many (or as few) seniors as might show up for their class.

The project group immediately set to work on creating flyers to advertise the exercise-wellness class. Their idea was to hold an initial meeting with seniors so they could learn more about the residents' goals for improved health, wellness, and fitness. They invited seniors to come

and enjoy refreshments and conversation about leading a healthy life. For the initial meeting, 11 seniors attended, which pleased Woodhill Towers administrators as well as the students. Although the students were elated, they were cautious in their optimism. After all, this was the first meeting and the exercising had not yet begun! Graduate student Melissa Curran expressed the feelings of the other group

members when she said, "Attendance will be the biggest problem. For the first few meetings it is vital to establish participation. If people come the first time and like it, they may come again and may bring friends."

The exercise group met for the second time on February 22, with 10 seniors attending the class. The students began by having everyone pair up in order to introduce themselves and talk about their exercise goals. Then the whole group, students as well as seniors, shared their wellness goals. Some of the seniors' goals included getting more exercise, lowering cholesterol, and having fun.

After introductions, the seniors were given a nutrition lesson by dietetics student and project group participant, Cortney Meyer. The group then proceeded to stretch and exercise. All participated and

seemed to enjoy themselves. Once the exercises were completed, the students and seniors shared a healthy snack of fruit juice and granola bars.

The students in this project group have set individual and group goals that they hope to accomplish by the end of the semester. The goals reflect the reciprocal nature of service learning. Andrew Strong, an undergraduate sociology major at ISU stated his goals as follows: "The main goal I have for the exercise group is to really make a difference in our seniors' lives through health knowledge, exercise, and mutual intergenerational service learning." Graduate student Heidi Ostergaard relayed her goals in a very personal way. "I think the biggest goal that I have for this project is to help facilitate it in such a way that the people are comfortable participating. We as a group want the residents to feel invested in the project; we want them to help create the program so we do exercises that they feel are good and also talk about issues that they find interesting and relevant."

At the conclusion of the semester, the four students participating in the Wellness and Exercise Project plan to throw a graduation party for their senior participants. The group believes that a party will be a nice way to thank the seniors who have participated as well as to bring closure to the intergenerational service-learning experience.

Regardless of how much exercising occurs or how many residents attend in the coming weeks, I have no doubt that the students and seniors participating in this service-learning project will learn a great deal from each other. Heidi summed up the feelings of her fellow project members when she said, "We want to have fun with the seniors—learn from them, laugh with them, and develop relationships with them."

Students Speak

The next few pages give students the opportunity to speak about their service learning experiences and their adventures with older adults. We are delighted with the comments of fourth graders from Normal, the writings of a middle school student, Kayte Norris from Quincy; a high school student, Seseli Vargas from Chicago; and last, Ashley Sloman, a college student from Decatur. Following the students views, Russ Marineau, a retired executive describes why he is involved with schools.

Don't Wait to Make a Difference

by Seseli Vargas - 10th grade, Prosser High School, Chicago

When the class of 2001 at Prosser Career Academy received the news that we had to complete 40 hours of service to graduate, I can say that I was highly upset, as well as other students were.

I can now say that the hours I completed at Our Lady of Resurrection Hospital and at the Brickyard went by as if they were minutes. If only I could complete them for a second time. At first I was scared because I did not want to do a bad job in the Radiology Department (at Our Lady of Resurrection). I did not know what my duties would be, but I was determined to do them to the best of my ability. The people I worked with were very nice ... I enjoyed working at the hospital because it opened my eyes to see several positions that I might consider in the future.

Working at the Brickyard was also fun - I saw several Prosser students there. We wrapped gifts to raise money for "New Horizons" which is an organization that helps very ill children. By volunteering in the Brickyard I helped a child get better from a serious disease - that made me proud. I can also say that those children were the most proud because they will get the treatment they need to get better.

Service as a volunteer was a great experience. All I can say to those that have not completed their hours is "do not wait until tomorrow to do what you can today, because you can make a difference in someone's life right now!" From *Service Learning News*, Chicago Public Schools.

Role reversal: young teaching seniors new tricks

JACLYN O'MALLEY
Daily Vidette Staff

ISU sociology/anthropology students can teach the old new tricks.

Sociology Professor Jacquelyn Frank is incorporating an intergenerational service-learning aspect in her course, "Seminar: Issues in Gerontology."

The Corporation for National Service says service-learning is a "method under which students learn and develop through active participation...and) thoughtfully organized service experiences that meet actual community needs, that are integrated into the student academic curriculum or provide structured time for reflection (which) enhance(s) what is taught in school by extending student learning beyond the classroom and into the community."

Frank was awarded a grant for "Building an Intergenerational Learning Infrastructure in Gerontology." The grant is funded by the Corporation for National Service and the Association for Gerontology in Higher Education. She said the funding groups want-

ed universities that already implemented gerontology courses to get involved with service work for senior citizens.

Frank's class, along with nine other universities, was required to journey to the University of Pittsburgh for a two-and-a-half day training for their service-learning project by an expert in the field.

Stipulations to the grant include: arranging a guest speaker, in-class training by a professional, hosting a state mini-conference on gerontology, writing a professional journal and newsletter article and constructing a website regarding the project.

Frank said, "This intergenerational service-learning component is a tremendous asset to classroom knowledge because it allows students to gain first-hand experience with questions that concern the elderly and contribute to their quality of life."

She said she has 23 students in her class who are both undergraduate and graduate.

"It challenges the different amounts of knowledge the students have because of their differences in school year. It's a nice mix," she added.

After receiving the grant, Frank sought help of local agencies to develop sites for her students to implement their service.

"I had to explain to (the agencies) it was a different kind of program and not a volunteer project," she said. "Our goal is interaction with the seniors."

She added some of the sites confessed they had negative experiences with students in the past and were slightly hesitant in merging with her class.

Frank assured them students were aware of responsibilities and told the agencies they would not be disappointed.

"My biggest terror was the students would walk out of class on the first day after I explained the project to them," Frank said.

"My other concern is they would all sign up for the same projects."

She added, thankfully, none of her students dropped the class, and they each received their first choice of which sites to work from.

The agencies Frank's class is working with include: a computer project with one-on-one tutoring at the Normal Township Senior

Center, an exercise and wellness program and a "media night" at the Woodhill Towers senior housing, a life-history video project at the Phoenix Towers senior housing and an elementary school visit program through the Unit 5 School District.

Sue Keeran, representative for Phoenix Towers said, "The program is a good sharing tool and the seniors and students are building a great rapport."

"It's interesting because both the student and the senior is learning something. It's a very positive experience," she said.

"All the projects put a parameter of around eight to 10 senior citizen contact-hours a semester," Frank said. "If no seniors show up at the programs, the students can't hide in the corner, they have to find other seniors to interact with."

Terry Platner, director of Retired Seniors Volunteer Placement at the YWCA which works with the elementary school project added, "The seniors are really enthused. They feel with the student, they are a team to share their experiences with the elementary students."

Feb 22, 1999

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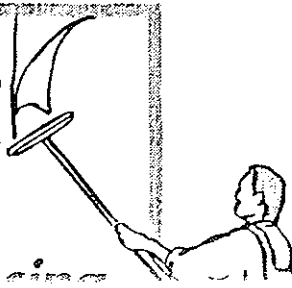
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