Community Service to the Elderly A Service-Learning Model: Guidelines for Replication

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Community Service to the Elderly
A Service-Learning Model
Guidelines for Replication

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and
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Generations Together: An Intergenerational Studies Program
University Center for Social and Urban Research
University of Pittsburgh
Generations Together is a unit within the University Center for Social and Urban Research, University of Pittsburgh, dedicated to creating opportunities for intergenerational experiences that bring young and old together in settings that promote mutual growth and foster understanding between the generations.

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Introduction
Intergenerational Community Service to the Elderly
Guidelines for Replication

Introduction

BACKGROUND

At the University of Pittsburgh, Generations Together, an Intergenerational Studies Program develops programs that bring young and old together in ways that benefit both generations. The University Challenge for Excellence Program (UCEP) works with entering students who are often first generation, mostly African-American, and who may be in need of special assistance during their first year. UCEP seeks ways to raise their self esteem, give them a sense of purpose, connect them to the University, and ultimately to retain them at Pitt through graduation. In 1994, these two university programs joined together with the Housing Authority of the City of Pittsburgh (HACP) to develop a program that addresses the needs of UCEP students and older adults in Pittsburgh. The result of this collaboration is an intergenerational community service project which was funded by the U.S. Department of Education’s Fund for the Improvement of Post-Secondary Education (FIPSE).

Generations Together (GT) is an established leader in intergenerational program development, evaluation and research. GT brought a successful history of volunteer program management, community linkages, background in training and partnership development, and experience in evaluation into the collaboration. HACP is the largest provider of public housing in the city. Thirty percent of the African-American population of Pittsburgh live in public housing directed by the Authority. HACP provided leadership at the high rises through their Social Service Directors who helped recruit older adult participants, facilitate activities, and provide materials. The inclusion of the University Challenge for Excellence Program (UCEP), provided an opportunity for innovation and increased collaboration between Generations Together and the College of Arts and Sciences.

RATIONALE

First-year students entering the University of Pittsburgh’s University Challenge for Excellence Program (UCEP) are traditionally first generation college students, predominantly low-income, and African-American. They are an under-represented student population whose educational development has yet to be fully optimized. They have demonstrated an interest in, and potential for, becoming successful college students. However, they need a supportive academic environment in order to maximize their performance and insure their success. At the University of Pittsburgh, UCEP students participate in retention-focused programming that seeks to give them an educational purpose and provide them with a connection to the University.

Among the growing number of Pittsburghers who are over 65 years of age, are a substantial number of low-income elderly, many of whom live in senior high rises run by the
City’s Housing Authority (HACP). Many of these older adults need services that include support for their daily living activities, friendly visiting, assistance with household chores, access to shopping and medical services, and companionship for excursions outside their homes. Social service agencies that work with the elderly are not able to meet the demand for these services. Thus the need for community service volunteers is evident.

To meet the needs of the UCEP students and of the elderly, Generations Together and UCEP developed a service-learning course and related community service activities that match first year students with older adult residents of four Pittsburgh high rise apartment buildings. Since 1994, thirty-five college students and twelve older adults have taken the course and provided service to over 100 residents of the high-rises. The course, Community Service to the Elderly, is now a regular course offering in the University of Pittsburgh College of Arts and Sciences.

The strategy utilized in this project to help address the needs of the participating college students and older adults is service-learning. This project attempts to impact student retention rates by providing a collaborative intergenerational supportive group, purposeful and meaningful service, and an approved course structure with which freshman students can connect. The service-learning experiences in this project are also designed to meet the critical needs of the elderly through structured interactive activities that provide intellectual stimulation and recreation, and that provide needed information on topics of interest to the high rise residents.

OUTCOMES

The "Intergenerational Community Service to the Elderly in Pittsburgh’s low-Income Public Housing Communities Project", reflects a successful collaborative effort between two university departments and a housing authority that has resulted in a permanent course offering and related community service experience that will affect the lives of first year college students and older adult residents of Pittsburgh’s public housing communities for years to come.

Student views of older adults have changed positively as a result of this project and students’ grades improved during their participation in the project. As the project continues and the students are tracked through their college years at Pitt, we will have a better sense of the extent to which one of the project goals, improving retention rates, is impacted. For the older adults, whose participation increased from 10-15 in the beginning to over 60 per week, the project has added a spark to their lives. Some older adults have participated in each cycle and look forward to meeting and working with the new students each term.

FUNDING

The actual dollar costs associated with developing and maintaining a community service to the elderly program will vary according to the geographic location of the project. However, the major cost categories are staffing, transportation, and supplies.
Staffing costs primarily involve the time of someone to coordinate the project. This may be a faculty member, graduate student, or community leader. Typically, it will require 10 to 20 hours per week to coordinate the project.

Transportation costs include the use of a van or other means to get the college students to the community sites on a weekly basis and to get residents to class weekly.

Supplies include those needed for activities and refreshments for the weekly site visits, as well as food for the ending celebration.

Whenever possible, donations should be used to reduce costs. For example, this project was successful in securing the free use of a van from the university for transportation, donations of various supplies such as clay for weekly activities, and of prepared foods for the ending celebration.

DESCRIPTIONS OF THE GUIDELINES

As part of the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education which supported this pilot program, the coordinators of the Intergenerational Community Service to the Elderly Project developed these Guidelines for Replication. Based on the pilot model, the Guidelines take the reader through a step-by-step discussion of the design, implementation and maintenance procedures of Community Service to the Elderly.

Community Service to the Elderly--Guidelines for Replication was written for two main audiences. First, for universities who wish to increase their outreach efforts to the community, especially in low-income urban areas, and who wish to provide a connection to the community for its students, the guidelines provide detailed information on designing a community service-learning program, how to get started, and how to maintain the program. In addition, the Guidelines explore the steps involved in working with public agencies such as housing authorities and tenant councils.

Second, for housing authorities and tenant councils wishing to involve college students with their residents, the Guidelines provide information on how to work with universities, how to involve residents, and the types of activities to consider in the program.
Program Design
Program Design

THE PROJECT MANAGEMENT TEAM

Critical to the success of every intergenerational program is the dedication, commitment and hard work of the project management team. The team should consist of representatives of the agency or group associated with the major players: the facilitator, students, and older adults. As a minimum, the team should have a leader who serves as the Project Coordinator, someone representing the youth, to help recruit and plan the curriculum, and someone representing the older adults, to help coordinate site activities.

The project team should meet on a regular basis before, during, and after each cycle which corresponds to the university semesters. Before the cycle, the team meets to plan the upcoming project. Topics to be discussed include recruiting of older adults and youth, class and transportation schedules, the course curriculum, and the site activities. During the cycle, the team may meet to discuss any problems that occur and to plan the final celebration. After the cycle, the team meets to review the just completed cycle and to recommend changes for the next cycle. (For more details on these topics refer to Section IV, Program Implementation.)

THE CURRICULUM

The curriculum content should be driven by the goals of the course and its intended outcomes. Specifically, content should include information on community service, aging, the housing system, intergenerational issues, problem solving, leadership, team work and reflection. Other topics should address various needs of the hi-rise residents. For example, health issues, crime and safety, exercise and arts may be included. In addition to these, Generations Together also presented information on careers, volunteerism and communicating with older adults. (See the Appendix for the Curriculum Modules used in this course.)

Content should be presented in ways that are interesting and highly interactive. Lectures should be avoided whenever possible. This is especially important if you will have older adults as class participants. Ample time should be provided for questions, answers and discussion.

Presenters may be recruited from existing university faculty, community agencies and businesses. In this project, presenters included personnel from housing, community police, a center for victims of violent crime, aging advocates, health organizations and a career center, as well as local artists and university faculty.
COMMUNITY SERVICE

In planning the community service component of this course there are four items to consider: selection of the site; transportation; supplies; and, activities. This section describes the critical aspects of each.

Site Selection

The community service in this project is conducted at senior citizen apartment buildings. Each building that participates has an activity room where groups of residents gather to engage in social activities. The number of buildings that you will need in your program will be determined by the number of participating students and the number of older adults. A ratio of five older adults to one student will enable participants to interact in small groups if required by the chosen activity and if kept to 4-5 students large group activities will be manageable. A small number of students is also less overwhelming for the residents.

Another consideration when selecting a site is the geographic location relative to the university. Ideally, the site should be within walking distance or a short bus ride away. If the site is farther than 20-30 minutes away, the number of students willing to participate will diminish because of the time involved and potential conflicts with other classes. In addition, if multiple sites are used, try to identify ones that are in close proximity to each other to reduce overall travel time for the students.

Sites that have kitchen facilities should be encouraged to participate. Refreshments are always part of the site activities and encourage residents to join the group.

Transportation

Directly related to the selection of sites is the issue of transportation. In this project, sites were selected in one area of the city, close to public transportation. However, due to the distance and time involved, it was decided to use university-donated vans instead of buses. Vans were also used to transport the older adults from their residences to class each week. Whether you decide to use public transportation, personal vehicles, or university vans, the chief concern should be the convenience of the participants. If the mode of transportation chosen is too time consuming or complicated, such as multiple bus routes, the success of the project will be affected.

Supplies

One of the real costs associated with this project is supplies. Supplies include items such as refreshments, arts and crafts, and videos. To keep costs at a minimum, staff should solicit donations wherever possible. For example, in this project, donations of clay for arts and crafts class, food for the final celebration, and housing authority staff time were secured. Refreshments for each weekly site visit were also provided by the housing authority.
Activities

When designing community service activities in this project, one should keep in mind the characteristics of successful intergenerational programs and the five elements of successful service-learning programs. Intergenerational program activities should be:

- on-going, that is, they should occur on a regular basis;
- highly interactive; and,
- mutually beneficial.

Service-learning programs should involve:

- training and preparation;
- activities that meet the needs of those being served;
- activities that are directly related to classroom topics;
- time for reflection; and,
- opportunity for celebration.

Keeping these activity guidelines in mind, it is recommended that at the first site visit, the students and residents engage in a brainstorming activity on the needs of the residents and possible activities that can address these needs. A course syllabus should be kept nearby so that participants can refer to it often to ensure that the planned activities correspond directly to the preceding course topic. For example, if Monday’s class topic is health issues, then Wednesday’s site activity should focus on addressing some of the needs of the residents with regard to their health, such as an exercise activity. (See the Appendix for examples of past activities and how they related to classroom topics.)
Program Implementation
Program Implementation

The sections that follow provide the reader with information on how to implement a Community Service to the Elderly Program. Program Management describes the role of the Project Coordinator as the leader of the management team and the function of the team meetings. Participants includes information to consider when recruiting older adults and students. The Course describes options for class content, who to consider as faculty, and classroom logistics. Community Service describes the planning of site activities. Celebration suggests ways to recognize participants, and finally, Evaluation examines options for gathering feedback and assessing the program.

PROGRAM MANAGEMENT

While the success of a program such as this relies on the efforts of all members of the management team, one person must assume overall responsibility for the project and direct the members of the team. This Project Coordinator may be a representative of the youth, older adults, or a facilitator such as the Generations Together Program coordinator. He/she should be familiar with the program design, be well organized, and knowledgeable of the partners and/or systems involved in the program.

At least one month prior to the start of the program, the Project Coordinator should convene a meeting of the project team. The purpose of the meeting is to make plans for recruiting students and older adults, review the class and site visit schedules, and discuss any transportation or other issues. The team should divide the tasks evenly, based on areas of strength. For example, the person closest to the older adults should lead their recruiting efforts, plan for transporting older adults to class, and help plan the site visit activities. Likewise, the student representative should recruit the students, set the class schedule, be responsible for transporting the students to the sites, and lead in the course development.

Once or twice during the term, the team should meet to discuss the progress of the program, do problem solving if necessary, and plan the final celebration. This is a time to discuss informal feedback received from students and older adults, work out any bugs with scheduling or transportation, and assign tasks for the celebration event which closes out the term.

After the program cycle ends the team should meet once more to review the project, make adjustments and changes for the next term, and begin preliminary plans to begin again.

PARTICIPANTS

In this project, recruiting participants takes two forms: the recruitment of college students; and the recruitment of older adults. To successfully recruit participants, you should first, determine when and how to recruit.
Recruitment of College Students

The process of recruiting college students can never start to soon, however it should begin at least two months prior to the start of each new term. The strategy used will depend on whether you are recruiting from a specific group of students, such as an academic discipline i.e. social work, or recruiting from the student body at-large.

If you are recruiting from a specific group of students, then that groups’ advisors should be the primary providers of information, since they consult with the students and make recommendations to them about their course selection. The project coordinator is responsible for providing all the information on the course to the advisors so that the students receive the it and are able to make a decision on taking the course. The program coordinator should be available to the advisors and students to answer specific questions about the program.

The process of recruiting within the student body at-large is made easier by targeting your efforts to groups of students who are more likely to be interested in a community service-learning course working with the elderly. For example, social work students, physical and occupational therapy, geriatrics, and gerontology students are a good starting place. In addition, students in specialized study areas such as African studies or religious studies may be good recruits for the course. Once your target groups are identified, there are several techniques that can be employed from posting flyers to speaking to them at meetings or during orientation, or by sending notices through campus mail.

Recruitment of Older Adults

Older adults have to be recruited for both the class sessions and for the site activities. Two weeks prior to implementing the program posters or flyers should be sent to the sites advertising the class and the activities, including the dates and times of the class and the visits. When recruiting older adults for the class sessions a ratio of 3 students to 1 older adult works well. To recruit older adults for the site activity sessions, the older adults who attend the class can be ambassadors to other residents. The site coordinator should also invite residents to participate and should post flyers two days before the activity. You should keep the older adults informed and encouraged, and they will participate based on their own needs.

THE COURSE

The course is designed to prepare students for community service activities by focusing on aging, the public housing system and intergenerational issues. The following sections describe the curriculum, presenters, and reflection.
The Curriculum

The curriculum should be driven by the goals of the course and its intended content. The initial curriculum planning session should be a group effort between all members of the project management team enabling all to have input. The content should include information on community service, aging, the housing system, intergenerational issues, problem solving, leadership, team work, and reflections. Other topics should address various needs of the hi-rise residents. For example, health issues, crime prevention and safety, and, arts and crafts may be included. In addition information on careers, volunteerism, and communicating with older adults may be offered.

In deciding what topics should be included, you may want to consider the following guidelines:

The topics should be:
- geared toward the achievement of the course outcomes;
- relevant to the needs of the hi-rise residents;
- easily translated into community service activities;
- include information that can be utilized at the community service sites; and,
- presented in ways that are highly interactive.

Presenters

Presenters should be selected who can lend expertise and/or experience to the class session. Since some older adults may be class members, older adult presenters should be recruited when possible. It is recommended that the coordinator have at least two presenters in mind for each session. This allows for a back-up in case the first choice is unable to attend. Presenters can be recruited from existing university faculty, community agencies, and businesses.

When first contacting a potential guest presenter, the goal should be to provide general information to spark an interest and a commitment. The second contact should be more specific and include a detailed package of materials that can be used to plan the presentation. The package should include:
- an overall course syllabus;
- a copy of the curriculum module explaining the topic to be presented;
- a description of the community service component;
- a profile of the class including the number of students, and the fact that it includes first year students and older adults;
- date, time, length, and place of the session, including parking instructions and a location map if necessary.
Presenters should be contacted a week before the class to confirm their participation and to see if they need supplies or materials. This also allows time to contact the back-up presenter if necessary.

Remember to thank your presenters, in writing, this helps to establish a network, making recruitment for the next term that much easier. For example, a presenter who was thanked properly and may not be able to make a commitment for the next term will usually recommend a reputable replacement.

Reflection

One of the five elements of successful service-learning programs is reflection. Reflection is a learning tool that engages students in critical thinking. In this course, it is used to help the students discover specific connections between their interaction with the older adults and the consequences that result from that interaction.

Reflection is crucial because it gives the students an opportunity to express their feelings about the class sessions, teaming, the older adults, and site activities. Reflection can be oral or written; done by the individual or in groups, and, should be scheduled at least 14 times during the term. Following is a guide you may want to consider when conducting oral and written reflection:

Oral Reflection

Oral Reflection should be scheduled at least once a month during the term (an average of four times). It should utilize the entire class session, giving each student a chance to express his/her experience as an individual and a member of the team. The oral reflection should include:

1) an introduction to reflection, scheduled as soon as possible after the students have been introduced to Intergenerational Issues/Needs Of The Elderly
2) a second reflection, scheduled after the first site visit
3) a third reflection, should be scheduled mid-term, to enable students to discuss their experiences since interacting with the older adults, and to give the program coordinator an opportunity to evaluate the site activity process
4) a last reflection or debriefing should be done to bring closure to the experience

Oral reflection should be a two step process: First, the class should be grouped according to the site they visit. This arrangement should provide opportunities for the students to lead the group reflection. The program coordinators’ role is to circulate between the groups, observing and providing input. Second, the groups should then meet as an entire class to exchange experiences, ideas, or even problems and solutions. The class reflection session should be facilitated by the program coordinator.
The following three questions have been helpful in prompting students to probe deeper and think about what they are doing:

1.) **What?** - questions that are observation questions, for example:
   - What happened today, this week?
   - What did you notice different about this week?

2.) **So What?** - questions that are analysis questions, for example:
   - Did the week go the way you thought it would?
   - How did you feel about the project?
   - What did you learn about older people?
   - Are there any problems or needs that are unmet?

3.) **Now What?** - questions that are application questions, for example:
   - What can you do to address any problems or needs indicated above?
   - How could we make the next week more productive?
   - Are there other ways youth volunteers can help the elderly?

**Written Reflection**

Journals have been found to be the best method for written reflection. Journals should be the vehicle which students use to express themselves and solve problems; a good tool for students who have trouble with open dialogue in group settings. Journals also provide an opportunity for students to increase their creative writing skills.

The following are some guidelines for written reflection:

1. Students should do a minimum of ten journal entries
2. Journals should be submitted for review to the program coordinator at least three times during the term
3. Journal entries should be kept confidential between student and program coordinator
4. Students should be encouraged to use whatever method of written reflection that they are comfortable with. This may include prose, pictures, and/or poetry

Written and oral reflection may also provide the project coordinator with feedback on the relevance of the curriculum content, in relation to the community service activities. This feedback should be used as an aid in modifying the next term’s site activities.
COMMUNITY SERVICE

The community service experience related to this course should be an interactive exchange between the students and older adults, and should be based on the curriculum. At the class following the first site visit, which consisted of planning the activities for the term, there should be a group reflection class session scheduled to review the site activity sheets (see appendix) with the students. The purpose of the review is to help the students determine if the activities are based on the curriculum and if the planned activities are interactive. This session should also be used to help the students decide if the planned activities are feasible. For example:

If the planned activity is watching a movie, does the site have a TV and VCR?, or
If the planned activity is cooking, does the site have a kitchen?

If the students determine that some of their activities are not feasible, then they should leave time at the next site visit to discuss this with the older adults and plan new activities. Once the activities have been reviewed, the students should decide what supplies are needed and who is responsible for obtaining them.

CELEBRATION

One of the five elements of successful service-learning programs is the celebration or recognition of participants. In intergenerational programs, participants refer to both young and old. There are many ways to recognize program participants from a “pat on the back” and some encouragement, to a planned recognition event. In this project, participants should be recognized early and often. However, because this project has a definite beginning and end (the university semester), it recommended that a celebration event be held at the time of the last site visit. This helps bring closure to the project and is an opportunity to remind the older adults that though this cycle is ending, another will begin with the next term.

Celebration events are most successful if hosted by one of the hi-rises. There are several reasons for this. The event brings excitement, new faces, and tears of happiness to most everyone who attends. Residents of the host building prepare their favorite dishes to be sampled. Local restaurants are encouraged to donate food and/or beverages. The students present their new friends with some type of memento of the experience, often a poem or collage. Older adults and students speak about what the project meant to them, and everyone receives a certificate of appreciation. A meal is shared and memories are made. Finally, a by-product of holding the event at one of the sites is that it enhances recruitment efforts of older adults for the next cycle.

EVALUATION

Evaluation is an important component of intergenerational programs. Because evaluation is closely linked to the rest of the program, it should be planned along with the rest
of the program activities. The evaluation planning process should include the assignment of roles and responsibilities and determination of timelines and schedules. Deciding what to evaluate is central in this planning process.

Deciding What to Evaluate

As you decide what to evaluate, keep two questions in mind:

- What do you want to know about your intergenerational program?, for example, its problems, impact on students, or successes.

- What do others, especially the university faculty or funding source, want to know about your program?

- What do you need to know to improve it for future cycles?

Funders and other outside agencies will be most interested in the program’s outcomes. They will want to know what changes the program may have on participants. Some of the most interesting changes will be those related to learning, commitment to community service, connection to the university and improvements in grades. Another set of outcomes are related to changes in youth’s views of older adults or changes in how they feel about themselves.

Program administrators, while interested in outcomes, will also be interested in the day-to-day operation of the program and how to improve it. In this case, the evaluation may want to ask about how satisfied the participants are with the program, specific activities, and so forth.

Getting the Information

In this project, surveys were given to participating students as well as a control group, before and after the project cycle. In addition to demographic information, the survey gathered data on academic and professional aspirations, attitudes, prior experience, and knowledge of social problems and community service. (See the Appendix for a copy of the survey.)

Group discussions or debriefing sessions could provide a general assessment of what participants (young and old) are learning about each other, if needs are being met, where any tensions or problems are occurring, and an overall sense of whether or not the youth are feeling more or less positive about themselves and their abilities as the program progresses.

A separate but equally important survey may be one that enables the students to evaluate the course content and methodology. This project used a course evaluation questionnaire that asked about the ease of understanding the content, organization of materials, the relationship to the site activities, and asked for suggestions for improvement. (See the Appendix for a copy of the Course Evaluation.)
The use of journals is a popular way to learn about young people’s experience in a program or course, as are oral reflections and debriefings.

All of these methods provide the you with valuable information on the success of the program. Prior to each term the project coordinator and team should review the curriculum utilizing the course evaluations, journals, and informal student feedback to determine the curricular topics and the sequence of presentation for the next term.

An important obstacle to evaluation can be the lack of a clear goal or objective for the program. In order to evaluate the program’s success, administrators will need to decide what they are trying to achieve.

A second obstacle to evaluation is the tendency to delay consideration of evaluation until the project is nearing completion. Such a delay means that the program can not measure change in learning (or other change) using a “before and after” test of some sort. Such delay also means that administrators are not able to benefit from evaluation of the process of their program. Looking back, administrators may see that problems could have been avoided if they had simply met monthly with the participants and supervisors for a short debriefing or if they had kept modest records about the projects accomplishments.
Conclusion
Conclusion

Community Service to the Elderly: A Service-Learning Model, Guidelines for Replication presents a step-by-step plan for designing, implementing, and evaluating a university-based program benefiting students and elderly residents of the community.

Beginning with the program management team, the reader is provided with information to consider when designing and implementing the program. For example:

- Include at least one representative of the youth and older adults on the team.
- Delegate responsibilities to team members according to their area of expertise, such as having the older adult representative recruit the older adults.
- Gather feedback from team members throughout the cycle.

When designing the curriculum, you may want to consider the following points:

- The curriculum should be driven by the goals and intended outcomes of the course.
- Topics should include community service, aging, intergenerational issues, problem solving, and leadership.
- Classroom presentations should be highly interactive.
- Utilize all available community and university resources when identifying presenters.
- Make reflection an integral part of the curriculum.

Community service is the second main component of this project. When developing your community service activities you may want to keep these in mind:

- Select sites that are geographically accessible to your students.
- Develop activities that are directly related to classroom topics.
- Develop activities that address the needs of the older adult participants.

When planning your evaluation, here are some points to consider:

- Plan the evaluation at the beginning of the project.
- Decide what you and others want to know about the project.
Include an assessment of outcomes, learning, project progress, and results.

Conduct pre and post evaluations.

Use group discussions to provide an assessment of project progress and to assist in identifying and solving potential problems.

Following these guidelines should result in a quality program that meets the needs of your students and older adults. As evidence of success, here is an example of some comments made by participants in the Generations Together program. Your own success may produce similar expressions of satisfaction.

From students:

- "This course helped me to increase my understanding of intergenerational issues by realizing that the elderly are just like the youth—they both need attention."
- "The community service-learning course has helped me learn how to listen to people and not to prejudge anyone."
- "Working with the older adults has shown me that good things happen when you help others."

From older adults:

- "We like these kids. It means a lot to us that they come here every week."
- "I participate every year and I will continue to participate every year. These children need us and we need them. This is a good program."
Appendix
Community Service to the Elderly
Advisor Information

Course Description

This seminar, entitled "Learning Skills" in the university registration booklet, involves the student in experiential learning class sessions which highlight interactive intergenerational learning experiences. The students will receive instruction in specific skills needed to serve the elderly hi-rise residents such as:

- how to do friendly visiting
- intergenerational team dynamics
- working with frail elderly
- Housing Authority procedures

Students will also be involved in leadership opportunities through planning community service, service learning, and intergenerational relations activities. In addition to university students, the class of learners will include selected older-adult hi-rise residents who will share information and experiences related to careers in fields like gerontology and social services, and will work in teams to tackle problem-solving issues that arise in the student’s volunteer experience. At the completion of this course, students will see an improvement in their communication, interpersonal, organizational, and leadership skills. They will also increase their knowledge of the Pittsburgh housing system for older adults and aging issues. Journals are used as an informal tool to help reflect on experiences and develop writing skills.

The community service seminar offered in the Fall semester is a 2 credit course. Students will receive a letter grade. This community service course is equivalent to one portion of the Freshman seminar requirement.

Information Sheet

Freshmen Studies Monday 2:00-2:50
Community Service Class Wednesday 2:00-4:30

The Class:

The class meets every Monday at the University of Pittsburgh from 2:00 to 2:50 in room #2617 of the Cathedral of Learning.
The seminar involves the student in class sessions which highlight interactive learning experiences with the older adult from various hi-rises throughout the City of Pittsburgh. The students will receive instruction in specific skills needed to serve the elderly hi-rise residents, such as how to do friendly visits, intergenerational team dynamics, health issues of the older adult, and Housing Authority procedures. The students will also have opportunities to develop leadership skill through community service planning.

Older adults participating in the class will share information and experiences related to careers in fields such as, gerontology and social services, besides relating their own personal life experiences.

Student outcomes will include improvement in communication, interpersonal, organizational, and leadership skills. They will also have an increased knowledge about the older adult and aging issues.

The Field:

The field experience section of this course consist of an intergenerational exchange between the student and the older adult. The friendly visit will be held at Finello, Garfield Heights, Auburn Towers, or Kelly Street Hi-Rise on Wednesday afternoons, from 2:00 to 4:30 (this time includes half-an-hour travel time). Transportation is provided to and from the sites.

Criteria For Participation:

Students who are interested in community service with the older adult and committed to civic responsibility.
Guidelines For Planning Site Activities

1. Activities should relate to the previous class topic.

2. Activities should be as interactive as possible.

3. There are three open dates for activities that do not, necessarily relate to a particular class topic.

<table>
<thead>
<tr>
<th>Date</th>
<th>Previous Class Topic</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Session</td>
<td>Open</td>
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<td>Session 7</td>
<td>Health Issues</td>
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<td>Session 8</td>
<td>Crime Prevention</td>
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<td>Session 9</td>
<td>Arts and Entertainment</td>
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<td>Session</td>
<td>Open</td>
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<td>Session 10</td>
<td>Careers</td>
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<tr>
<td>Session</td>
<td>Open</td>
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<td>Session 11</td>
<td>Volunteering in the Community</td>
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<tr>
<td>Session 12</td>
<td>Arts and Crafts</td>
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The “Planning Site Activities” should be done as two steps:

1. Ask and list all the needs and/or concerns of the older adult as they relate to the class topic, for example:

   The topic is Health, the question is: What are the health needs and/or concerns of the older adult at this hi-rise?

2. Ask, What are some activities that we can do in an hour and a half that can address some of these needs? For example:

   The topic is Health, some suggested activities might be: Exercise, Breathing Techniques, etc.
### Older Adult Class Flyer

**Intergenerational community Service**

**Class Topics**

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>CLASS CONTENT</th>
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<tbody>
<tr>
<td>Monday</td>
<td>January 29</td>
<td>Introduction/History Of The Housing Authority</td>
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<tr>
<td>Monday</td>
<td>February 5</td>
<td>Reflections</td>
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<tr>
<td>Monday</td>
<td>February 12</td>
<td>Health Issues</td>
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<tr>
<td>Monday</td>
<td>February 19</td>
<td>Crime Prevention In The Community</td>
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<tr>
<td>Monday</td>
<td>February 26</td>
<td>Arts And Entertainment</td>
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<tr>
<td>Monday</td>
<td>March 11</td>
<td>Careers</td>
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<td>Monday</td>
<td>March 18</td>
<td>Reflections</td>
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<tr>
<td>Monday</td>
<td>March 25</td>
<td>Volunteer Organizations In The Community</td>
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<tr>
<td>Monday</td>
<td>April 1</td>
<td>Arts And Crafts</td>
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</tbody>
</table>

Class is held every Monday from 2:00 to 2:50 in the Generations Together office building, 121 University Place. Please notify your High-Rise Liaison if you wish to attend.
Course Syllabus

Freshmen Studies/Community Service Class
Class Room Number: CL 121
Monday: 2:00-2:50
Wednesday: 2:00-4:30

According to Kathlyn Thorp, the Director of the Wisconsin Positive Youth Development Initiative, Inc., in her article “The Basics: What, Who and Why”, written in 1985, the National Council on Aging defined intergenerational as “activities or programs that increase cooperation, interaction or exchange between any two generations. It involves the sharing of skills, knowledge or experience between old and young.”

The University Challenge for Excellence Program (UCEP): A program created at the University of Pittsburgh over twenty years ago and dedicated to the students’ success by providing experience in student development and recruitment, as well as academic counseling and advising; Generations Together (GT): An Intergenerational Studies Program in the University of Pittsburgh’s Center for Social and Urban Research, which promotes mutually beneficial interaction between the young and old, through community outreach, education, research, and dissemination of knowledge; and The Housing Authority of the City of Pittsburgh (HACP): An organization established at the turn of the century in an effort to provide housing and a variety of other services, in conjunction with a team of faculty, staff, and community leaders, present the “Intergenerational Community Service to the Elderly Residents of Pittsburgh’s Low-Income Public Housing Community”.

This course offers interaction between the young adult and older adult by involving each in the sharing of skills, knowledge, and experience, through informative classroom sessions and active site visits.

Objectives of the Course:

1. To introduce issues related to Pittsburgh’s older adult population living in public housing.

2. To provide weekly community service to older adults living at various senior citizen hi-rises throughout the City of Pittsburgh.

3. To increase citizenship and leadership skills, civic responsibility, and commitment to community service.

4. To introduce information and experiences related to gerontology and other careers (i.e. urban studies, housing).
Requirements:

1. Class attendance is crucial, since much of the value of this course will be in the dissemination of information given by guest speakers and the class discussions on related topics:
   
   A. A class session is 50 minutes long, one day a week, and attendance for the total class time is expected unless advance notice is give.
   
   B. Only 2 class session absences for the entire semester will be acceptable.
   
   C. This class will be visited by a large number of guest, therefore tardiness is not permitted.

2. The site visits related to this course are an intergenerational exchange between the student and the older adult, and are imperative to the success of this class:

   A. The site visits last 2.5 hours (2 hours of service and 30 minutes for transportation), and you should arrive at least 10 minutes prior to departure.

   B. Only 1 site absence for the entire semester will be acceptable.

3. Journal Entries: A minimum of 10 entries must be completed (journal entries will be reviewed).

4. Participation: Not only is participation essential for the success of this course both in the classroom and at the sites, but your opinion and questions are also important to your successful completion of this course.
**Community Service Seminar**

<table>
<thead>
<tr>
<th>DAY</th>
<th>Session #</th>
<th>CLASS CONTENT</th>
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<tbody>
<tr>
<td>Monday</td>
<td>1</td>
<td>Introduction to the Course (In Class)</td>
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<tr>
<td>Wednesday</td>
<td>2</td>
<td>Introduction to Community Service (In Class)</td>
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<tr>
<td>Monday</td>
<td></td>
<td>Martin Luther King's Birthday. No Class!</td>
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<tr>
<td>Wednesday</td>
<td>3</td>
<td>Intergenerational Issues/Needs of the Elderly (In Class)</td>
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<tr>
<td>Monday</td>
<td>4</td>
<td>Introduction to Reflections/Introduction to Journal Writing/What-If’s (In Class)</td>
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<tr>
<td>Wednesday</td>
<td>5</td>
<td>Building Teams (In Class)</td>
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<tr>
<td>Monday</td>
<td>6</td>
<td>Introduction/History of the Housing Authority (In Class)</td>
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<tr>
<td>Wednesday</td>
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<td>Tour of the Hi-Rise and Site Activity Planning (At the Sites)</td>
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<tr>
<td>Monday</td>
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<td>Reflection (Submit Journals)-(In Class)</td>
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<tr>
<td>Wednesday</td>
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<td>Site Visit</td>
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<tr>
<td>Monday</td>
<td>7</td>
<td>Elderly Health Issues (In Class)</td>
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<td>Wednesday</td>
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<td>Site Visit</td>
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<td>Monday</td>
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<td>Crime Prevention in the Community (In Class)</td>
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<td>Wednesday</td>
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<td>Site Visit</td>
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<td>Monday</td>
<td>9</td>
<td>Arts and Entertainment (In Class)</td>
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<tr>
<td>Wednesday</td>
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<td>Site Visit</td>
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<tr>
<td>Monday</td>
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<td>Spring Break. No Class!</td>
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<td>Day</td>
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<tr>
<td>Wednesday</td>
<td>Spring Break. No Class!</td>
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<tr>
<td>Monday 10</td>
<td>Careers with the Elderly (In Class)</td>
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<td>Wednesday</td>
<td>Site Visit</td>
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<td>Monday</td>
<td>Reflection (Submit Journal)-(In Class)</td>
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<td>Wednesday</td>
<td>Site Visit</td>
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<td>Monday 11</td>
<td>Volunteer Organizations in the Community (In Class)</td>
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<td>Wednesday</td>
<td>Site Visit</td>
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<tr>
<td>Monday 12</td>
<td>Arts and Crafts (In Class)</td>
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<tr>
<td>Wednesday</td>
<td>Site Visit</td>
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<tr>
<td>Monday</td>
<td>Reflection (Submit Journal)-(In Class)</td>
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<tr>
<td>Wednesday</td>
<td>Last Site Visit</td>
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<tr>
<td>Monday</td>
<td>Class Evaluations (In Class)</td>
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<tr>
<td>Wednesday</td>
<td>Closing Ceremonies!</td>
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**Appendix**
Curriculum
Class Session 1
Introduction to the Course

GOAL: To introduce the community service project and rationale, including an overview of class goals and objectives.

OBJECTIVES:
1. To provide students with information on the class topics, requirements, and schedule.
2. To provide the students with information on the community service component of the course.

ACTIVITIES/METHODOLOGY:
Facilitators will use presentations, group discussion, one-on-one interaction, and Socratic methods.

STUDENT OUTCOMES:
1. Students will be able to describe the course and its related community service project.
2. Students will be able to demonstrate an understanding of their role as it relates to the course.

MATERIALS: To be provided by facilitator.

REFERENCES: To be provided by facilitator.
Class Session 2
Introduction to Community Service

GOAL: To provide an overview of the philosophy of the community in a democratic society.

OBJECTIVES:
1. To engage students in a discussion of the philosophical and historical aspects of community/public service.
2. To enable the students to develop a sense of civic responsibility through community service.
3. To enable students to visualize how community service can fit into their lives as students and as citizens.

ACTIVITIES/METHODOLOGY:
Facilitator will present the philosophy and historical background of community service and engage the students in a discussion of how it relates to their own lives.

STUDENT OUTCOMES:
1. Students will discover the importance of community service.
2. Students will see how their civic responsibility can be realized through this course.

MATERIALS: To be provided by facilitator.

REFERENCES: To be provided by facilitator.
Class Session 3
Intergenerational Issues/Needs of the Elderly

GOAL: To introduce the intergenerational aspects of the project. To introduce the needs of older adults and skills required to meet those needs.

OBJECTIVES: 1. To present a rationale for intergenerational community service.
2. To examine options for intergenerational exchange.
3. To describe outcomes and benefits of this exchange.
4. To identify needs of the elderly.
5. To identify how the needs of the elderly can be addressed through community service.

ACTIVITIES/ METHODOLOGY:

The facilitator presents information on the definition, examples, and options for intergenerational exchange in the context of this course. Students are then lead through a discussion of the needs of the elderly and how they may be addressed through community service activities.

STUDENT OUTCOMES:

1. Students will be able to define intergenerational community service.
2. Students will learn about the needs of the elderly.
3. Students will learn how to address the needs of the elderly.

MATERIALS: Maslow’s Hierarchy of Needs

Class Session 4A
Reflection

GOAL: To provide an opportunity for students to reflect on their experiences and to discuss and share any problems, concerns and/or positive outcomes. To expose students to the many ways to express and reflect on their feelings including keeping a journal or meeting in groups to discuss their interactions.

OBJECTIVE: To enable students to reflect on their experiences and to be comfortable with sharing their feelings in a group setting.

ACTIVITIES/METHODOLOGY:
Hold the Reflection session as soon as possible after the first visit. Divide the class into small groups according to the site they visit. Someone in each group should take notes while the group discusses the experience. Bring the class back together and have the spokesperson report to the class on their findings. Encourage the class to comment and/or share similar experiences.

STUDENT OUTCOMES:
The Reflection session will help the students sustain their interest, raise and solve problems, share successes and insight and gain a greater sense of group participation.

MATERIALS: To be provided by the presenter.

REFERENCES: To be provided by the presenter.
Journal Preparation

What is a Journal?

A journal is a tool to facilitate your personal growth and understanding. It is not a diary, only recording events and then locking them out of sight. A journal is much deeper analysis, self-critique and synthesis of thought that can be read again and again. If done well, it can be the path to self-discovery, the real instance of learning from experience, and a place to vent what must be said. Your journal can be a mirror that you hold up to yourself as you interact with your team member, the elderly, and the community.

Why keep a Journal?

- It can be an outlet for your feelings.
- You can record profound thoughts that you would probably forget.
- It will help you remember things.
- It will enable you to:
  - Express yourself
  - Solve problems
  - Be creative
  - Keep your sanity

Much of the time your journal entries will be “free choice”. Occasionally, you will be asked to respond to specific questions. Specific journal entries are divided into the following themes: the physical environment, the community service activity, team interaction, and your perceptions in the overall context of your weekly experience.

What should I write about?

In general, your entries should answer three questions:

- **What?** What did you observe this week? What was different?
- **So what?** Did the activity go as expected? How did you feel about this week? What did you learn about the elderly, community, aging, etc.
- **Now what?** What could be done to make next week more productive? If you were planning this project, what would you do differently?

Feel free to express yourself in any form you choose, including poetry, pictures and prose. Do what works best for you.
You will be asked to answer the following questions. Please be prepared to discuss your entries as appropriate during the reflection part of each Community Service class session held at the University. One team will give a 10-15 minute presentation of their journal entries during each class.

Physical Environment

I. Describe the building in which your service to the elderly is given.
II. Describe the physical arrangement of the area in which you are interacting with the elderly.
III. Describe the community around you.
IV. What are some possible activities for the future?

The Service You are Providing

I. What services did you provide for the elderly?
II. What materials did you use?
III. What materials were available?
IV. Did you enjoy today's activities?
V. Did you encounter any problems? How did you handle them? Is there another way to handle them?

Team interactions

I. Describe an activity in which collaboration between you and your team members was essential.
II. What can be done to enable your team to work more effectively?

Perceptions

I. What did you notice today about the older adults' abilities to participate in the activities scheduled for today?
II. What effect do you feel your visits have on the life satisfaction of the older adults?
III. What are your perceptions of the support network provided for the residents?
IV. If you were a resident in this hi-rise what would you do to improve the environment here? What activities would you take part in?
Class Session 4B
“What if?” Role Play

GOAL: To expose students to situations which may arise while they are interacting with the elderly.

OBJECTIVES:
1. To enable the students to feel comfortable with their interactions by making them familiar with some possible situations that may take place.
2. To give the students an opportunity to address the situations and to practice problem solving skills.

NOTES TO INSTRUCTOR: This exercise presents situations which can but probably will not happen. Since there is a possibility that these or similar situations may occur, the students need to become familiar with appropriate ways to handle each situation.

ACTIVITIES/ METHODOLOGY:

The “What if” situations which follow should be typed on index cards with one situation per card. Divide the class into groups of two or three students and distribute the cards. Instruct the students to come up with both a positive and a negative way to react to each situation and then assign group members to simulate each reaction. Each group will then present their simulation for the class and the class will assess which is the most appropriate behavior. The instructor and facility representative will comment on each situation, pointing out related policies and procedures as appropriate.

MATERIALS: “What if?” Cards

STUDENT OUTCOMES:

1. Students will be able to express an improved comfort level in addressing situations which may occur during their community service activities.
2. Students will learn to work as a team to solve potential problems.
WHAT IF...

1. the residents don’t seem interested in participating in the activity?
2. a resident is loud and constantly trying to monopolize the discussion?
3. a resident tells you about a serious NEW health problem, but tells you not to tell anyone about it?
4. a fellow student volunteer tells you about some personal information about an older adult?
5. you show up at the site and the liaison is not there?
6. you will not be able to visit with the residents for a while (during holidays, exams, vacations, etc...)?
7. you know that one of the older adults is on a special diet and he/she asks you to bring him/her restricted food (i.e. a diabetic may asks for sweets)?
8. you have a cold but you are still going to school, will you still visit the site?
9. a resident invites you to eat dinner with him/her?
10. one of the residents tells you not to come anymore?
11. your school organization is having a fund raiser, will you solicit the residents for a contribution?
12. your older friend is going away and would like you to watch his/her apartment?
13. after 30 minutes of your visit there doesn’t seem to be anything else to talk about?
14. your older friend dies?
15. a resident tells you she/he has been having dizzy spells, falling down, but refuses to see a doctor?
16. a resident criticizes you (e.g, your to fat, to thin, wear the wrong clothes)?
17. your school is having an event that you think may be appropriate for some of the residents to attend?
18. One of the residents forgets who you are, tells the same stories every week, and appears confused?

19. A resident offers you a gift?

20. It is time for you to leave and one of the residents does not want you to go?

21. The scheduled activity is a movie and the VCR breaks in the first five minutes?

22. An older adult criticizes students today as inconsiderate hoodlums. What is your response?

23. A resident asks your help administer medication (e.g., eye drops), what do you do?

24. You come to visit and find out it is a resident’s birthday?

25. My fellow students are off by themselves and aren’t interacting with the residents?
Class Session 5
Team Building

GOAL: Small groups or teams are a basic unit of operation for many organizations within our society. They are the vehicle of committee work, of therapeutic endeavors, of education, and of business and social interests. This class session will provide the opportunity to explore some of the theoretical underpinnings of teams to analyze the purpose, nature, and processes of teams and to enhance participation and leadership skills.

OBJECTIVES:
1. To understand the theoretical basis of group dynamics.
2. To develop skills of observation and interpretation of behavior in teams.
3. To develop an understanding of one’s behavior as a team member.
4. To increase one’s knowledge of leadership styles.
5. To increase one’s awareness and knowledge of groups and one’s effectiveness as a participant and leader.

ACTIVITIES/METHODOLOGY:

Information on group dynamics, stages of a group, and team building are presented to the students. Students participate in exercises designed to develop problem solving skills, observation skills, and increase self-awareness.

MATERIALS: To be provided by the instructor.

REFERENCES: To be provided by the instructor.
Class Session 6
History of the Housing Authority

GOAL: To introduce the participating building and history of the Housing Authority. The students will be able to trace the extended history of housing communities: pioneering, vision, and rebuilding efforts and some contemporary issues: problems, environment and services available.

OBJECTIVES: 1. To present the history of the Housing Authority. 2. To provide a profile of each building and its residents. 3. To provide a history of On-site Provider Agencies.

ACTIVITIES/METHODOLOGY:

The facilitator leads a discussion of the particular sites that the students will be visiting. The older adults are to be called upon to discuss their experiences during the time that they have resided at each high rise. The facilitator introduces the services provided at the high rises.

STUDENT OUTCOMES:

1. Students will be able to describe the site that they will be visiting as well as services provided there.
2. Students will be able to describe the history of housing.

MATERIALS: Historical information of the Housing Authority.

REFERENCES: Provided by the Presenters.
Class Session 7
Elderly Health Issues

GOAL:
To introduce health issues related to senior citizens living in hi-rises. To distinguish between normal aging and the frail elderly. To identify and dispel health related myths and stereotypes. To learn how to work effectively and communicate with the elderly.

OBJECTIVES:
1. To identify changes that occur in the body as a result of normal aging.
2. To compare normal aging with frail elderly.
3. To identify at least three social losses related to aging.
4. To take part in role plays and related discussion about myths of aging and communicating with the elderly.

ACTIVITIES/METHODOLOGY:
Facilitator will use presentations, group discussion and role-play.

STUDENT OUTCOMES:
1. Students will identify issues related to aging.
2. Students will distinguish between normal aging and frail.
3. Students will demonstrate effective ways to communicate with the elderly.

MATERIALS:
To be provided by the facilitator.

REFERENCES:
To be provided by the facilitator.
Class Session 8
Crime Prevention in the Community

GOAL: To alert the students to crimes affecting the elderly. To instruct the students on how they can avoid being a victim.

OBJECTIVES:
1. To prepare the students for interacting with residents who may face daily crime situations.
2. To develop problem solving skills by working in teams to avoid being victims of crime.

ACTIVITIES/METHODOLOGY:

The Center for Victims of Violent Crimes has prepared tips on how to avoid being a victim. Students will discuss this in relation to their sites.

STUDENT OUTCOMES:

1. Students will be able to identify potential crime situations around the housing sites.
2. Students will be able to assess what steps are appropriate to take to avoid being a victim.
3. Students will be able to work as a team to alert each other of dangerous situations.

MATERIALS: To be provided by the facilitator.

REFERENCES: To be provided by the facilitator.
Class Session 9
Arts and Entertainment

GOAL: To introduce the students to local elderly artists.

OBJECTIVES:
1. To stimulate students' interests and increase their awareness in local arts and artists.
2. To develop interest in art as an expressive form of life.
3. To describe outcomes and benefits of taking part in arts and entertainment in the community.

ACTIVITIES/METHODOLOGY:

An elderly artist is asked to conduct a workshop that details his/her art and enables the students to have a hands-on experience of the medium.

STUDENT OUTCOMES:

1. Students will experience art as presented by an elderly artist.
2. Students will have an opportunity to practice the art form.

MATERIALS: Provided by the guest artist.

REFERENCES: Provided by the guest artist.
Class Session 10
Careers with the Elderly

GOAL: To introduce the students to careers in social services and medical professions geared specifically for the elderly. To introduce strategies for seeking careers in these fields. To provide tips on resume writing and interviewing for those students interested in working in careers with the elderly.

OBJECTIVES: 1. To expose the students to career possibilities working with elderly.
2. To develop interest in fields working with elderly.

ACTIVITIES/ METHODOLOGY:
Facilitator presents information on careers to the students and engages them in discussion on the requirements and strategies for pursuing them.

STUDENT OUTCOMES:
1. Students will be able to identify careers in the social services.
2. Students will be able to identify careers in volunteer agencies.
3. Students will be able to identify medical careers for working with elderly.

MATERIALS: Pamphlets from volunteer agencies, information on the medical fields that work with the elderly, game cards that identify occupation resources and materials, game cards that identify the groups that volunteer agencies work with, other props.

REFERENCES: To be provided by the presenter.
Class Session 11
Volunteering in the Community

GOAL: To introduce the students to volunteer organizations in the community that serve the elderly. To provide information on how the students can volunteer within the organizations.

OBJECTIVES:
1. To expose the students to volunteer opportunities in the community.
2. To develop interest in volunteering in fields working with elderly.
3. To describe outcomes and benefits of taking leadership in volunteer agencies.

ACTIVITIES/METHODOLOGY:
Pamphlets, directories, and other sources of volunteer information is presented to the students to make them aware of the numerous opportunities in the community. Information should focus on agencies and organizations that serve the elderly. Engage the students in a discussion of how they can make volunteering a permanent part of their lives.

STUDENT OUTCOMES:
1. Students will be able to identify aging-related volunteer agencies.
2. Students will be able to identify volunteer opportunities where they can continue serving in the community.

MATERIALS: To be provided by presenter.

REFERENCES: To be provided by presenter.
Class Session 12
Arts and Crafts

GOAL: To gain an understanding of the benefits of intergenerational art programs and types of art. To gain an understanding of how to structure an intergenerational art experience.

OBJECTIVES:
1. To define and design intergenerational art programs.
2. To develop interest in art as an expressive form intergenerational team work.
3. To describe community building through art building.

ACTIVITIES/METHODOLOGY:

Through brainstorming and team work the students will create an artistic model that they can recreate as an art activity with senior adults.

STUDENT OUTCOMES:
1. Students will be able to design their own arts experience.
2. Students will be encouraged to draw personal stories of their experiences with older members of their family.
3. Students will be able to identify similarities in intergenerational art models.

MATERIALS: To be provided by presenter.

REFERENCES: To be provided by presenter.
Evaluation
Generations Together/University Challenge for Excellence Program
University of Pittsburgh

Community Service to the Elderly

Initial Survey

Instructions:

- This is a survey of UCEP students regarding community service. All your answers are very important to us. Please answer every question.

- The U.S. Department of Education has funded several projects in which UCEP students are participating. We will use the information from this survey to help evaluate these projects.

- All the information you provide will be held in confidence. Your name will not be associated publicly with any answers you give us.

Please Print:

Name:

Pitt ID #:

Today's Date: Month _______ Day ___ Year
Generations Together/University Challenge for Excellence Program
University of Pittsburgh

Community Service Projects
Initial Survey
January, 1994

1) What is your intended major?

2) Do you plan to attend graduate school in the future?
   _ Yes
   _ No
   _ Maybe

3) If you were to get an advanced degree, in what area of study would it most likely be? Please be as specific as possible.

4) If you had to choose a career today, what would it most likely be? Please be as specific as possible.

5) Please list the organizations or activities which you participated in high school.
   Would you consider this to be a social service organization or activity?
On items 6 - 18, please indicate the extent to which you agree with each statement:

6) I was very involved in community service throughout high school.
   _ Agree strongly
   _ Agree somewhat
   _ Disagree somewhat
   _ Disagree strongly

7) Religion played an important role in shaping my views on helping others.
   _ Agree strongly
   _ Agree somewhat
   _ Disagree somewhat
   _ Disagree strongly

8) My parents taught me that serving the community is a highly rewarding part of one’s life.
   _ Agree strongly
   _ Agree somewhat
   _ Disagree somewhat
   _ Disagree strongly

9) Participation in community service activities will always be an important personal goal for me.
   _ Agree strongly
   _ Agree somewhat
   _ Disagree somewhat
   _ Disagree strongly
10) Being very well off financially is important to me.
   _ Agree strongly
   _ Agree somewhat
   _ Disagree somewhat
   _ Disagree strongly

11) To reach my goals in this world, I will probably need to get a graduate degree.
   _ Agree strongly
   _ Agree somewhat
   _ Disagree somewhat
   _ Disagree strongly

12) If more individual members of society got involved in helping others, the
    problems of our world would be greatly reduced.
    _ Agree strongly
    _ Agree somewhat
    _ Disagree somewhat
    _ Disagree strongly

13) With enough effort, I could help solve some of the social problems in our
    world today.
    _ Agree strongly
    _ Agree somewhat
    _ Disagree somewhat
    _ Disagree strongly

14) My studies at the University of Pittsburgh seem interesting and relevant to
    me.
    _ Agree strongly
    _ Agree somewhat
    _ Disagree somewhat
    _ Disagree strongly

15) It is likely that I will choose a career or graduate school that has a social
    service focus.
    _ Agree strongly
    _ Agree somewhat
    _ Disagree somewhat
    _ Disagree strongly
16) I am strongly motivated to complete my degree at the University of Pittsburgh
   _ Agree strongly
   _ Agree somewhat
   _ Disagree somewhat
   _ Disagree strongly

17) I am knowledgeable about the problems facing the community’s children.
   _ Agree strongly
   _ Agree somewhat
   _ Disagree somewhat
   _ Disagree strongly

18) I am knowledgeable about the problems facing the community’s older adults.
   _ Agree strongly
   _ Agree somewhat
   _ Disagree somewhat
   _ Disagree strongly

19) Please explain why did you chose not to participate in the community service courses this semester. **Please be as specific as possible.**
Generations Together/University Challenge for Excellence Program
University of Pittsburgh

COMMUNITY SERVICE PROJECTS

FINAL SURVEY

Instructions:

This is a survey of UCEP students regarding community service. All your answers are very important to us. Please answer every question.

The U.S. Department of Education has funded several projects in which UCEP students are participating. We will use the information from this survey to help evaluate these projects.

All the information you provide will be held in confidence. Your responses will be reported in group form.

Please Print:

Name:
Pitt ID#:

Today's Date: Month_______ Day_____ Year

Which community service project did you participate in this semester?

___ Volunteering with older adults

___ Mentoring children

___ Neither
Generations Together/University Challenge for Excellence Program
University of Pittsburgh

Community Service Projects

Final Survey

1) What is your intended major?

2) Do you plan to attend graduate school in the future?
   ___ Yes
   ___ No
   ___ Maybe

3) If you were to get an advanced degree, in what area of study would it most likely be? Please be as specific as possible.

4) If you had to choose a career today, what would it most likely be? Please be as specific as possible.

5) Participation in community service activities will always be an important personal goal for me.
   ___ Agree strongly
   ___ Agree somewhat
   ___ Disagree somewhat
   ___ Disagree strongly

6) Being very well off financially is important to me.
   ___ Agree strongly
   ___ Agree somewhat
   ___ Disagree somewhat
   ___ Disagree strongly
7) To reach my goals in this world, I will probably need to get a graduate degree.
   ____ Agree strongly
   ____ Agree somewhat
   ____ Disagree somewhat
   ____ Disagree strongly

8) If more individual members of society got involved in serving the community, the problems of our world would be greatly reduced.
   ____ Agree strongly
   ____ Agree somewhat
   ____ Disagree somewhat
   ____ Disagree strongly

9) With enough effort, I could help solve some of the social problems of the world today.
   ____ Agree strongly
   ____ Agree somewhat
   ____ Disagree somewhat
   ____ Disagree strongly

10) My studies at the University of Pittsburgh seem interesting and relevant to me.
    ____ Agree strongly
    ____ Agree somewhat
    ____ Disagree somewhat
    ____ Disagree strongly

11) It is likely that I will choose a career or graduate school that has a social service focus.
    ____ Agree strongly
    ____ Agree somewhat
    ____ Disagree somewhat
    ____ Disagree strongly

66 Appendix
12) I am strongly motivated to complete my degree at the University of Pittsburgh.

   ___ Agree strongly
   ___ Agree somewhat
   ___ Disagree somewhat
   ___ Disagree strongly

13) I am knowledgeable about the problems facing the community’s children.

   ___ Agree strongly
   ___ Agree somewhat
   ___ Disagree somewhat
   ___ Disagree strongly

14) I am knowledgeable about the problems facing the community’s older adults.

   ___ Agree strongly
   ___ Agree somewhat
   ___ Disagree somewhat
   ___ Disagree strongly
The University Challenge for Excellence Program and Generations Together have created the intergenerational community service program and this related course. To help us in future semesters, we'd like to get your opinions on the course. Thanks for your help! **Please circle only one response for each question.**

1. The course requirements were made clear to me.

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

2. This course helped to increase my understanding of community service.

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

   How or how not:

3. This course helped to increase my understanding of intergenerational issues.

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

   How or how not:
4. This course prepared me for my service with older adults.

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
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<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

How or how not:

5. The course was organized in a meaningful sequence.

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
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<td>3</td>
<td>4</td>
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<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

6. Class discussion contributed positively to my learning in this course.

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

7. The planning session for activities at the sites was a useful learning experience.

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

How or how not:
8. The activities at the site visits provided opportunities for me to apply what I learned in the course.

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

9. Communication through the journal helped to clarify questions I had about the class.

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

10. The instructors gave constructive feedback on my journal writing and reflection.

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

11. The instructors suggested specific ways students could improve their site visit.

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

How or how not:
12. The instructors seemed to take an active, personal interest in the students.

   Agree strongly  
               1  2  3  4  5  6  7 

   Disagree strongly

13. Did the course help you work out problems and issues that occurred at the sites?

   Yes  No  How or how not.

14. Has this course helped you to apply your experience at the sites to other situations? Yes  No

   If so, please indicate how it has or has not.

15. Are you:

   ___ A Pitt student
   ___ A resident of one of the high rises

   Thank you

72 Appendix