



University of North Carolina at Wilmington  
Gerontology Program

Service-Learning Manual

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“The Association for Gerontology in Higher Education (AGHE) recognizes intergenerational service-learning as an innovative method of teaching and learning that fits naturally into the philosophy and pedagogy of aging education. Intergenerational service-learning provides students with direct contact with the aging community. It addresses the issues affecting this growing population, such as working to reduce stereotypes and to recognize the need to increase interest in working with older adults. Through an intergenerational service-learning project, students will improve their abilities to work with elders and to recognize their contributions to society.”

### **Adaptability**

Service-learning courses have several strengths, not the least of which is that they are adaptable to the needs of the community.

### **Service-Learning Goal**

Our goal in the gerontology program is to supplement coursework in biology, health sciences, psychology, and sociology of aging, with practical hands-on experience with older populations. Thus students who have a general interest in the aging process can realistically consider a career involving working with older adults.

### **Definition of Service-Learning Partners**

Older adults are our primary service-learning partners, however, in arranging service-learning activities, UNCW initiates service-learning contracts that include the following people:

- Staff in facilities or agencies where students are placed
- Course instructor
- Students in service-learning groups

## **History of Gerontology Service-Learning at UNC Wilmington**

To accomplish UNC Wilmington's Generations Together Gerontology Service-Learning Project, service-learning activities were added to our undergraduate Sociology of Aging course. The first of these, "Project ROAR" allowed students to work with a local collaborative of service providers, academicians, and older adults who wish to "raise older adult rights" in order to improve services for older adults in our community. Our strategy was to pair students with long-term care residents whom they visited throughout the semester (January through April, 2000) to reduce social isolation in long-term care facilities. The goal was for the students to learn more about older adults, gather information about living in a long-term care facility and ways to improve the care there. Project ROAR required each student and each resident to sign an agreement to participate in the project. Agreements were also signed by the Regional Ombudsman and by the long-term care facility administrator. Getting all of these agreements was cumbersome, but worth it in the end because students also learned how and why bureaucracies function as they do. To measure any significant changes in the well-being of participating residents administrators were encouraged to employ an assessment instrument before the visitation starts and after the student has completed the semester.

### **Service-Learning and Objectives**

In a recent summary report *Combining Service-learning in Higher Education*<sup>1</sup> authors Maryann Gray, Elizabeth Ondaatje and Laura Zakaras note that several benefits have surfaced regarding service-learning. Among those benefits are positive connections with community organizations and the educational institutions, growth in support for further service-learning opportunities within the educational institutions and high student satisfaction with service-learning courses.

Gray, et al, also report several factors that increase positive results of service-learning. They include the following practices:

- creation of links between service-learning and the course content

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<sup>1</sup> <http://www.rand.org/publications/MR/MR998.1/>

- volunteer time of more than 20 hours per semester
- discussion of service-learning experiences in the class
- training opportunity for students
- receipt of supervision.

As service-learning courses are built the primary emphasis on course planning needs to rest on strong objectives for each course. The various objectives should then be assessed as to where within them the service-learning would apply and that link should be made explicitly clear to students. A *Health and Aging* course, for example, could use the service-learning experience of Long Term Care Olympics to meet an objective requiring students to identify and use common assessment procedures to determine an older adult's ability in physical performance components. An *Introduction to Gerontology* course can employ the use of service-learning activity of collecting life histories to meet the objective concerning use of research skills to evaluate the social and economic outcomes and their relation to life events. The service-learning should be ongoing throughout the semester, and at appropriate times the students should reflect on the goodness of fit between what they are learning in the classroom and what they are experiencing while completing service-learning through writings, discussions, and projects.

Volunteer time should include more than being in a facility working with residents or participants. Preparation for events or for meetings with the participants is also part of the recommended 20 hours.

Students should be trained carefully in several aspects of service-learning. They need to learn what to expect within the facility with regard to the participants. Students should be trained in the activities in which they engage. Students should understand professionalism and confidentiality as well. Student supervision enhances efforts to hold students accountable while offering them support in their efforts.

### **Policy on Service-Learning or Alternate Assignments**

As listed in the UNC Wilmington catalog, *Current Issues in Gerontology* is a service-learning course and by registering for this course, students agree to participate in service-learning projects. For all other gerontology courses, if an instructor chooses to

include a service-learning project in the syllabus, students must agree to accept this service-learning assignment or be offered the opportunity to do an alternate assignment to satisfy learning objectives and to meet the minimum requirements for that course.

In a three-credit course, no more than 50 service-learning hours may be required of any student. In most instances, there will be no more than 30 service-learning hours required including student transportation time to the location of service-learning activities. When student service-learning assignments exceed 30 hours in a semester, it should be understood that some of these service-activities will be conducted in lieu of class time, and that instructor will supplement classroom delivery with web-based instruction.

Service-learning assignments employ “the community as text.” Service-learning assignments are not to be “busy-work,” but rather are to be activities from which students can learn through their involvement in community-based activities. Students will be expected to reflect on service-learning activities as they relate to assigned readings and course objectives. Any alternate assignment must be related to the same learning objective(s).

UNCW Service-Learning students assigned to long-term care facilities are required to have a TB test and a negative reading and present a certificate of to such testing to the activity director of the facility before beginning work in the facility.

### **Research and Service-Learning**

Service-learning projects can combine research with service, but instructors and students must satisfy all requirements of the UNCW Institutional Review Board for the protection of Human Subjects (IRB). Students can provide service to elders, themselves, and to the community by combining intergenerational activity with collection data that is of interest to gerontologists or needed by service-learning partners for the purpose of evaluating program activities.

### **Role of Service-Learning Coordinator**

- (1) Serves as liaison between UNCW instructors and service-learning partners
  - (a) Assures that facility administrators understand all aspects of any gerontology service-learning contract
  - (b) Although instructors make initial contacts with potential service-learning partners, it is the role of the coordinator to secure signatures of facility administrators and students indicating their approval to participate in a service-learning project.
  - (c) Trains students regarding business decorum, sensitivity to diversity, possible health issues, and review of service-learning handbook.
  - (d) Trains facility staff regarding information related to UNC Wilmington service-learning projects. Training will always include project orientation, but training may also include continuing education for staff regarding health issues, activity development, socialization skills and the like.
  - (e) Serve as point of contact for questions of service-learning partners.
  - (f) Schedule student service-learning groups.
  - (g) Work with Gerontology Program Director and instructors to coordinate program-wide service-learning initiatives (e.g., Coastal Carolina Intergenerational Games).
- (2) Reviews service-learning proposals submitted by instructors.
- (3) Reviews IRB forms related to gerontology service-learning research before submitting them to the Chairperson of the IRB Committee; coordinator's review assures that all research projects are in compliance with gerontology service-learning requirements. The coordinator will notify faculty member that documents are acceptable or will note changes needed when appropriate.

### **Role of Instructor**

- (1) Prepare a service-learning proposal for all service-learning projects.
- (2) Submit proposal to service-learning coordinator no later than one week before the start of any semester.
- (3) Include detailed description of service-learning project in course syllabus that clearly relates all service-learning responsibilities to course objectives.

### **Student Service-Learning Agreement**

Students must sign an agreement noting their willingness to comply with the following conditions:

- Keep confidential any information regarding any physical, mental, or social conditions or the care received by an older adult;
- Keep confidential any research data collected as part of a service-learning project in accordance with UNCW policies protecting human subjects;
- Perform service-learning activities regularly as directed by the instructor and in coordination with service-learning partners;
- Maintain professional decorum as a representative of UNC Wilmington (business dress; no friends or family without advance permission; arrive on time; etc.);
- When in long-term care facilities, respect and promote all Resident's Rights and direct any concerns about resident rights to the class instructor who will forward when appropriate to the proper authority;
- Assume responsibility for attending required visits and alert service-learning partners if unable to make a scheduled visit;
- Other than what may be assigned in a Therapeutic Recreation or Nursing class, no assistance in transferring or walking or any other care will be provided for an older adult in a long-term care facility, as part of a gerontology service-learning assignment;
- UNCW students will not transport older adults in any vehicles as part of a service-learning assignment.

### **Role of Gerontology Program Office Assistant**

- (1) Files informed-consent documents
- (2) Helps to schedule travel
- (3) Dispenses service-learning supplies
- (4) Makes copies of informed consent documents
- (5) Does not answer questions about service-learning projects

**Note: all service-learning forms except IRB research forms will be available on the Gerontology Program web site at <http://www.uncw/gero.edu>. IRB forms may be accessed at <http://www.uncwil.edu/ora/forms.htm>. Note that these forms must be copied and cannot be sent via email, rather they must be sent through campus mail. Creation of any consent forms used in the process of research is the responsibility of the researching professor or instructor and copies should accompany the IRB.**

### **Service-Learning Budget**

The gerontology program budget has a very limited budget to finance service-learning, but limited funds are available for service-learning instructional supplies and for instructor transportation. On occasion, these funds are supplemented by one or more service-learning grants. Limited funding may then be available for instructor travel to professional meetings to disseminate information about UNC Wilmington gerontology service-learning projects.

### **Service-Learning Proposal Form**

The proposal form will be available in the office of the Program Office Assistant. The following information should be provided by the instructor and submitted to the Service-learning Coordinator no later than one week prior to the beginning of the semester:

Abstract

Partners

Dates

Celebration of service-learning

Student responsibilities

### Reflections

Service-learning courses always require reflection on how service-learning activities contribute to student understanding of course learning objectives. The following excerpts are taken from student reflections in a recent *Sociology of Aging* course. These students were working in long-term care facilities creating stories from pictures with the elder participants. The students made important connections between their service-learning experiences and their class activities, class discussions and assigned readings.

Note in this reflection excerpt the applicability of theory in practice:

*It is good to see the smiles and hear the laughter and questions that come from both sides. Under the Symbolic Interaction paradigm that we discussed in class, symbols are things or people that have meaning to us. Sometimes these pictures remind the older people of things, people, or events that have taken place in their lives. It is almost as if a light is switched on, and it is wonderful to see their expression. I do not think I will ever forget how Mr. S. responded to the picture of the couple dancing. Through reminiscing, which is part of the life course perspective theory, those memories brought him joy.*

This excerpt reflects the student's understanding of course terminology:

*Most of the individuals in our group appear to be from the same cohort. Cox explains in his textbook, Later Life: The Realities of Aging, that cohort is a term used to describe "group of persons born at the same time" (Cox, 2001). Because these senior are from the same cohort they seem to have similar knowledge on past events. For example, last week they all said the car in the picture was a Ford Packard. I had no clue as to what make or model the car was because I didn't live in that time period.*

A comparison of a class-viewed movie with the service-learning experience is evident in the following excerpt from a student reflection:

*Compared to the people I work with at the Nursing Center, the elderly in the movie Yiddish are still very involved and have better physical health. The people's ability to walk in the movie alone, puts them at a huge advantage compared to the people who are at the nursing center and limited to going places. The people in the movie are also very active in their Yiddish club, designing plays, making the stage setup, and going bike riding. Card playing was also an activity seen in the movie. The difference between the available activities in the movie and those at the nursing center is that there is less variety in the activity at the nursing center. For the most part, if something is not offered at the center, like bike riding, the members at the center have little opportunity to do activities outside the center (which is partially due to their limited mobility).*

This final reflection connects not only to theoretical understandings, but also to diversity issues discussed in class:

*The last couple of Time Slips sessions have been as enjoyable as the previous. I look forward to seeing the participants, and my fellow students. It is almost as if we have become a little family. One of our elderly men missed several sessions and it was wonderful to see him for our last story. I find myself thinking about them all, and even came home after one of the stories to see if I could locate a park online, that one of our elderly women had mentioned. I also was thinking about them one evening on the way home from work, and missed the turn to my home. I enjoy the way that the Times Slips activity allows them to reminisce. However, one of the men told me again that "he really enjoyed us coming". Therefore, I believe the social interaction with the students is also valuable to them. They need the interaction with younger people outside of the facility. Two of our elderly participants especially enjoyed asking questions. They were interested in our lives, as well as wanting to know what was going on outside of*

*the nursing home walls. Reminiscing and social interaction is important in order for those in long term care to keep a sense of their identity, improve memory, and reduce loneliness (Covan & Richards, Long Term Care Notes, p.6-7).*

*I thought about the discussion in class about diversity, and wondered how the stories may have differed if there had been pictures our black elderly participants could have more easily identified with. However, I too believe that none of us intentionally set out to discriminate against anyone. I was so busy visiting, talking, and trying to get to know them, as well as be a facilitator in the activity, that I did not think too much about the content of the pictures. Yet, through doing the life interview, our readings, and class notes and lectures, I can see that according to symbolic interaction that pictures containing people that resembled their families, could have had a stronger impact on their responses. However, both of the black elderly men in our group told me several times during the sessions how much they enjoyed us coming, and our elderly black lady was always near the door on Monday mornings waiting for the activity. Therefore, I hope that what was lacking in the pictures, was made up for in the friendships we formed.*

Such reflection as a part of service-learning is a mandatory and helpful tool that allows for assessment of student attainment of course objectives.

### **Celebration of Service-Learning**

All service-learning courses include an end-of-semester celebration of service-learning. This celebration needs to involve all service-learning partners and all students.

## **Service-Learning and Course Objectives**

In many cases service-learning will be optional. In other words, service-learning may be employed, but not required means of achieving learning objectives in a particular course. At the discretion of the instructor, alternate assignments to service-learning may be included in a syllabus. All assignments, including service-learning, must indicate how completion will relate to the demonstration of learning objectives. The following sample objectives and the subsequent comments demonstrate how the service-learning should be tied to the course objectives.

### ***Introduction to Gerontology Objectives***

- To understand the interdisciplinary nature of the field of gerontology, that is to explore how biology, social sciences, social work and the humanities all add to our understanding of aging and the aged
- To develop an elementary understanding of scientific, historical and cultural perspectives of gerontology
- To understand how physiological, psychological changes, and social changes impact the life course
- To introduce gerontological theory, in particular to understand the life course perspective
- To explore myths and stereotypes of aging and to examine the impact of ageism in contemporary culture
- To appreciate the strengths of diversity in an aging population
- To explore creativity across the life span

Note the possibilities for service-learning with regard to the creativity objective in which students could work with seniors to produce artistic works and to observe the diversity of the aging population. Life histories could serve to create memory videos or booklets while offering companionship of intergenerational friendships.

## ***Sociology of Aging Objectives***

### Academic Objectives

- To understand the impact of population aging
- To understand the impact of diversity within an aging population
- To separate myth from social fact with regard to health, income, living arrangements, and lifestyles of the aged
- To study the impact of social institutions on older adults
- To explore social theories and dimensions of aging
- To review research methods and theory generation with regard to sociological research on aging

### Learning Activities

- Participate in intergenerational service-learning projects in response to locally identified needs
- View films and/or documentaries that address course objectives
- Listen to lectures and participate in class discussion on topics indicated in the syllabus
- Write reflections that explore the relationship between learning activities and academic objectives covered in readings, class discussions and lectures.

When objectives and the activities are clearly linked in the syllabus the students know up front that there is a required service-learning component. Reflections provide the means of having the students compare what they are learning in the course with what they observe in their outside service.

## ***Psychology of Aging Objectives***

- Develop a mastery of current theory and research on various aspects of aging.
- Become experienced in using Web resources as research tools and sources.

- Gain depth of knowledge in an area of psychological aging by preparing and presenting a review for use in long-term care staff in-service on a pertinent area of your choice.

Note that within the previous example's second and third objectives a service-learning possibility is provided. For example, students could be placed within a long-term care facility to work with residency councils in order to identify and observe a specific area of resident behavior such as depression. The student would subsequently be able in some way to share with staff the most current and most applicable Web information on this topic.

### ***Health and Aging Objectives***

- To understand physical and mental aging processes in older adults
- To understand psychological effects of such processes
- To understand factors aiding how elders can successfully remain vital and functionally independent in later years.
- To understand challenges older adults and their families face in management of health and functional disabilities.

These objectives pair well with students placed in facilities to work with elders to strengthen their functional abilities. Long Term Care Olympics is a good example of this as it provides service while pairing invaluable hands-on experience with the information being taught in the course.

### ***Current Issues in Aging Objectives***

- To understand basic concepts in aging including aging challenges, the economics and politics of aging, and the life course perspective.

- To develop insight and understandings on various controversies concerning aging, such as biological theories of aging, health care rationing and social security debate, elder neglect and abuse.
- To analyze and compare works for various themes in aging to determine popular views of aging.
- To examine diversity as a comparative study of the effect of racial experiences on later years.
- To employ the use of the Web as a tool in research

The previous objectives could use interviews, such as life histories and recordings for family posterity, as a service-learning project. Interviewing persons of varying racial groups who were also for example veterans of foreign wars or persons who lived in the Depression years would enhance understandings of the effect of race on the life course.

Service-learning offers as well opportunity for the combining of graduate and undergraduate research teams as well as combined instructor collaboration. While undergraduate students carry out the actual research activity, the graduate students gather and conduct the research. Objectives are met for more than one course with one service-learning activity.

The following pages are the syllabus of a recent *Sociology of Aging* course. This type of format is useful to all who must understand and use the syllabus.

### **Sociology of Aging**

**Sociology 336001**  
**Eleanor Krassen Covan, Ph.D.**  
**T.A.-Beth Richards, B.A.**  
 Fall, 2002

**Class Time:** T/R. 3:30-4:45 p.m.

**Class Location:** SB 207

**Instructor's Office:** FR 106 **Office Phone:** 962-7816

**Office fax:** 962-7906

**Home Phone:** 383-0540 (before 8:00 p.m.)

**E-mail address:** covane@uncw.edu

**Office Hours:** T/ R 2:00 – 3:15 p.m. and by appointment

T.A.'s Home Phone: **686-0639 (before 8:00 p.m.)**

E-mail address: **rgang@ec.rr.com**

**T.A.'s Office:** FR 109 (hours by appointment)

**Course Description, Objectives and Activities:**

This course will meet twice each week and will combine service learning experiences with lecture and discussion on theories of and social responses to the aging process. The implications of changing demographic characteristics of the aging population in the United States will be considered.

Academic Objectives:

1. To understand the impact of population aging
2. To understand the impact of diversity within an aging population
3. To separate myth from social fact with regard to health, income, living arrangements, and lifestyles of the aged
4. To study the impact of social institutions on older adults
5. To explore social theories and dimensions of aging
6. To review research methods and theory generation with regard to sociological research on aging

Learning Activities

1. Participate in intergenerational service learning projects in response to locally identified needs
2. View films and/or documentaries that address course objectives
3. Listen to lectures and participate in class discussion on topics indicated in the syllabus
4. Write reflections that explore the relationship between learning activities and academic objectives covered in readings, class discussions and lectures.

**Course Texts:**

Harold G. Cox, Later Life: The Realities of Aging, 5<sup>th</sup> Edition. Prentice-Hall, 2001.  
 ISBN# 0-13-013831-2

Barbara Myerhoff, Number Our Days, Meridian (Penguin), 1994. ISBN# 0-452-01122-1

(The instructor may choose to assign articles to supplement the texts. If this happens, the articles will be copied and distributed to students or placed in the library reserves in advance of assignment).

**Attendance and Participation Policy:** The instructor assumes that each student will accept responsibility for class attendance and service learning. Each student begins the course with 50 participation/attendance points. Students will be expected to participate in

discussions on assigned readings & to participate in a service-learning project. You may volunteer points of discussion at the appropriate time in class responding to leading questions posed by the instructor to students who will be called on randomly. If you cannot participate because you are absent or unfamiliar with the assignment, your grade will suffer accordingly. Your attendance with regard to service-learning assignments will be monitored on site. Remember that many people are counting on you to adhere to a schedule. Five points will be lost for each service-learning absence. Three points will be lost for each incidence of non-participation when randomly questioned. The perfect student will keep all of his/her points.

**Policy for Turning in Work:** All written assignments are due at the beginning of class time on the date noted in the Schedule of Meetings or within this syllabus. Your name, date, and title of assignment should appear at the top of all of your work, including your email submissions.

**Dr. Covan and the T.A. must each receive both a hard copy of every written assignment as well as an emailed a copy in MS Word. If you must miss class for some unforeseen emergency, you may fax two hard copies to 962-7906.**

**Course Requirements and Grading:** Students will earn points based on how well they meet the following requirements. The total number of points that can be earned is 500, distributed in the following manner:

<b><u>Requirements</u></b>	<b><u>Points</u></b>
1. Attendance & Participation in Class and Service-Learning Activities	50
2. Mid-term Exam	100
3. <u>Number Our Days</u> Analytical Memo	50
4. Life History Video Interview /Analytical paper	100
5. <i>Time Slips</i> Booklets and final paper	50
6. Reflections on Learning Objectives	50
7. Final Exam (Analysis of all Life History Data)	<u>100</u>
	500

<b><u>Points</u></b>	<b><u>Grading Percentage</u></b>	<b><u>Grade</u></b>
470 - 500	94 - 100	A
455 - 469	91 - 93.9	A-
440 - 454	88 - 90.9	B+
420 - 439	84 - 87.8	B
410 - 419	82 - 83.8	B-
390 - 409	78 - 81.8	C+
365 - 389	73 - 77.8	C
340 - 364	68- 72.8	D+
325 - 339	65 - 67.8	D

Below 325

Below 65

F

Please note that grades for all work will be assigned in compliance with the university honor code as described in the 2002- 2003 UNCW catalogue.

**Analytical Memos:** An analytical memo is a short, relatively informal paper, written on a topic chosen by the student that is related to a particular learning objective. You will note that Number our Days is a book chosen to supplement material ordinarily found in a textbook. It is ethnography, which is a non-fictional description of a community of elderly persons. In your analysis, you might consider, for example, whether or not Myerhoff's ethnography is a description of the author's "service-learning project" or you may compare and contrast Cox and Myerhoff's views on health care or religion in old age. In either case you will write a short paper, about 750 words, in which you will reflect upon and analyze something that sparked your interest. The memo must involve the Myerhoff book in some way. **Due date: October 15.** Begin reading Myerhoff early in the semester.

**Mid-term Exam:** There will be a take-home examination consisting of two or three essay questions. We will be discussing study questions throughout the semester as we review course readings. At least one week before your exam is due, you will receive the specific questions to be answered for this exam. In responding to the exam questions, you may not exceed 1500 words. **Your exam is due on October 22 by class time.**

**Time Slips Service-Learning Project:** *Time Slips* began in Milwaukee, Wisconsin in 1998 as a research project. A team of artists, caregivers, and people with dementia wanted to see if creative storytelling could help open communication with and understanding of people with Alzheimer's disease. Students will be assisting in a New Hanover County effort to reproduce the *Time Slips* project in our community. This project has multiple objectives, in fact all the academic objectives listed in your syllabus including. You will be applying sociological research skills in a practical setting while fostering intergenerational relationships and reducing incidents of isolation in long-term care facilities. Students will work in groups of two-four with employees of these facilities. Based on the research of Anne Basting, in Milwaukee, Wisconsin you will participate in interactive, intergenerational storytelling workshops for people with Alzheimer's or related dementia for nine weeks and will then reflect on these activities. At the end of the nine weeks, the class will present "*Time Slips*" activities and booklets of stories to an audience of participants and their family members. We expect this to be a celebrative event. In the meantime, you will be required to visit either an adult day care or a long-term care facility, for one hour each week with members of your student team for each of nine weeks. More information on the *Time Slips* project is available on the *Time Slips* web site at: <http://www.timeslips.org/go.html>

The New Hanover County project will provide data for what has now become a national research project. You will write at least five short **reflections** (about 250 words) integrating the service-learning project with course lectures and readings that you will turn in on dates indicated on the syllabus. When the project is complete, you will prepare

a brief report on your accomplishments, maximum 1000 words, in which you will analyze what you have learned, noting the benefits (assuming you perceive benefits) of service learning projects. This report is due on **December 3**.

You will be trained in how to conduct the *Time Slips* sessions, how to record the **stories**, how to work in groups and how to create a master **booklet** containing all of the stories collected by your group this semester. **You must be a responsible member of your assigned group!** Further instructions will be included in your *Time Slips* training session.

**Life History Interview and Analysis:** This assignment is related to academic objective 6. Students will receive a list of information topics for open-ended video life history interviews. Students will each interview one person 60 years of age or older and will record the information requested. In reality, you will be asked to have an extended conversation with an older adult, sharing your respective life histories rather than conducting a one-sided interview. In the past, many students have found it rewarding to interview an aging family member. In addition to preparing a biographical story, students will be preparing a video life history of the persons interviewed and will present the video tapes to their interviewees as gifts. The persons interviewed will decide what they would like to record on their tapes. We hope that the elders will find telling their stories to be therapeutic. The instructor will provide a form that must be signed by your interviewee that indicates permission has been granted for your interview. Each student will prepare a sociological biography describing the person interviewed. The student will discuss how “normative” or how unique is his or her interviewee by referring to theories, statistics and descriptions presented in the textbook, lectures, other readings, and or by referring to what you have learned in your service-learning project. Each student will also comment on the ease or difficulty of obtaining the interview and will summarize what was learned from this assignment. Proper citations (references) and footnotes are required, even when citing the material in your text. Note that the UNCW Writing Center will offer help on student writing assignments. Please plan to turn in two copies of this assignment if you wish your interview to be returned.

This assignment is due on **November 12**. After the interviews have been completed, the instructor and students will analyze the student sample population of biographies, comparing the student sample with national and regional norms discussed in the text.

**Final Exam Paper:** The course will be concluded with a final exam paper. It will be due no later than the beginning of the final class day, Dec. 10. The paper will consist of the student’s descriptive analysis of data from the student sample of life history interviews. The instructor will provide students with data and a codebook for analysis at least one week before the exam is scheduled. When all of the class data is submitted, one or two students will be asked to enter the data into an SPSS file. If you have had experience with this type of entry, please volunteer early in the semester to enter the data. It should take only one two-hour or so period to enter the data and will be hastened by two students working together. This will aid in your class participation points and it will aid in getting the data to class members.

**Policy on Learning Accommodations:** The instructor recognizes that all students do not learn in the same manner and that accommodations may help both the student and the instructor to measure student progress. In conjunction with the Student Development Center, I will try to accommodate you. It is permissible to tape lectures and discussions.

All assignments, tests, and due dates are indicated with advance notice on the syllabus. It is assumed that as adults, students will be responsible and turn assignments in on or before the due date. Written assignments turned in after the due date may be accepted at the discretion of the instructor, but such assignments turned in after the due date will receive a grade reduction. If you must be absent on university business when an assignment is due, please plan to turn in that assignment before you leave. Incompletes for the semester's work will be given only under the most stringent qualifications and for obvious and compelling reasons. Apparent failure to keep up with course work prior to the request for an incomplete will almost certainly lead to the request being refused. Please contact instructors right away if you are having difficulty with assignments. Perhaps we can be helpful.

<b>Sociology of Aging</b> <b>Sociology 336001</b> <b>Schedule of Meetings</b> <u>Fall, 2002</u>			
<u>Date</u>	<u>Topics/ Agenda</u>	<u>Objectives</u>	<u>Assignment</u>
<u>Weeks 1-3</u>	<b>Understanding Sociology of Age</b>		
August 22	Syllabus Review, Facts on Aging Quiz Friedan article on reserve in library	2, 3	Purchase Texts Begin reading Myerhoff.
August 27-29	<i>Time Slips</i> and Dementias Introduction	1, 2, 3	Cox, Ch.1,2,
September 3-5	Friedan Discussion Demographic Trends/ Economics	1, 3, 4	Friedan Reading Cox, Ch.13,14
September 10-12	<i>Time Slips</i> Training/ Service Learning Assignments Visit Facilities	2, 4	<b>Reflection 1 on Objective 1 or 3 due 9/12</b>
<u>Weeks 4-7</u>	<b>Theory and Perspectives</b>		
September 17-26	<i>Time Slips</i> Sessions Begin Social Theories	2, 3, 4, 5	Cox, Ch.3,4,18
October 1	Preparation for Life History Interviews	6	<b>Reflection 2, on Objective 5 due</b>
October 3-8 (10-14-Fall Break- no <i>Time Slips</i> the week of Fall Break)	Age Norms/ Intimacy and Sexuality ( <i>Yiddish</i> )	2, 3	Cox, Ch.7 & pp.197-199 Work on Interview

<u>Weeks 8-9</u>	<u>Culture and Community</u>	1, 2, 3, 4	
<u>Date</u>	<u>Topics/ Agenda</u>	<u>Objectives</u>	<u>Assignment</u>
October 15-17	Culture and Aging: documentary- <i>Number Our Days</i> Midterm Exams distributed 10/17	1, 2, 4	<b>Myerhoff text &amp; Memo due Oct.15.</b> <b>Reflection 3 on objective 2 due 10/17.</b>
October 22-24	Minority Groups and Diversity  <i>Time Slips</i> Discussion	2, 3	Cox, Ch.8 Midterm Exams due 10/22
<u>Weeks 10-16</u>	<b>Social Institutions Family, Health, Religion, Education, Politics</b>	4	
October 29	Family Patterns and Living Environments	3, 4	Cox, Ch.9,11
October 31- November 5	Health and Aging	3, 4	Cox, Ch.5 <b>Reflection 4 on Objective 4 due on 11/5</b>
November 7	Long-term Care	3, 4	
November 12-14	Later Life Issues: Retirement, Death and Dying	2, 3	<b>Life History Interviews due 11/12</b> Cox, Ch.10,12
November 19-21	Coding of Life Histories Religion, Education and Politics Final week of <i>Time Slips</i>	6	Cox, Ch.15,17
November 26 (11/28-Thanksgiving)	Groups work on booklets for <i>Time Slips</i>	4	<b>Reflection 5 due 11/26</b>
December 3	Distribution of Life History data for final paper. Completion of booklets and preparation for celebrations at facilities	6 4	<b><i>Time Slips</i> report due.</b>
December 5	<i>Time Slips</i> celebrations at facilities	4	
December 10	Final paper due: two hard copies and online copy emailed <b>by class time.</b>	1, 2, 3, 4, 5, 6	

Past Service-Learning Partners

Alterra

Area Agency on Aging

Autumn Care

Brithaven

Brunswick County Department of Aging

Brunswick Cove

Champions

Coastal Adult Day Care

Columbus County Department of Aging

Elderhaus

Hospice

Katherine Kennedy

Lake Shore Commons

Liberty Commons

Meadows of Wilmington

New Hanover County Department of Aging

New Hanover County Emergency Management

Pender County Department of Aging

Pender County Emergency Management

Spring Arbor