PCC Gerontology Program – GRN280A – **Internship Assessment Report**

Complete this report form each term, for each internship site.
You will be including this form in your academic portfolio that will be submitted when applying for your degree / certificate(s).

STUDENT NAME		PCC "G" NUMBER	
INSTRUCTOR NAME		TERM & YEAR	

INTERNSHIP SITE		GRN280A CREDITS *(This Term and This Internship Only)*	HOURS WORKED *(Minimum 30 Hours for Each Credit Earned)*
INTERNSHIP SUPERVISOR		SUPERVISOR POSITION	
INTERNSHIP SUPERVISOR PHONE		INTERNSHIP SUPERVISOR EMAIL	

GENERAL DESCRIPTION OF THE INTERNSHIP EXPERIENCE:

DESCRIBE WHAT YOU DID	
DESCRIBE YOUR CO-WORKERS	
DESCRIBE YOUR CLIENTELE / PATIENTS / RESIDENTS	
DESCRIBE THE ORGANIZATION / FACILITY	

LEARNING OBJECTIVES -- *(List each original Learning Objective. And in the space below, describe the tasks you performed to meet the objective. Assess how well you met or did not meet the objective.)*

1	ORIGINAL LEARNING OBJECTIVE	
	HOW YOU MET THE OBJECTIVE	

2	ORIGINAL LEARNING OBJECTIVE	
	HOW YOU MET THE OBJECTIVE	

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STUDENT NAME	INSTRUCTOR NAME	INTERNSHIP SITE

3	ORIGINAL LEARNING OBJECTIVE	
	HOW YOU MET THE OBJECTIVE	

4	ORIGINAL LEARNING OBJECTIVE	
	HOW YOU MET THE OBJECTIVE	

OVERVIEW OF YOUR SATISFACTION:

WHEN CONSIDERING THIS INTERNSHIP, HOW SATISFIED WERE YOU WITH . . .	VERY SATISFIED	SOMEWHAT SATISFIED	NEUTRAL	NOT REALLY SATISFIED	NOT AT ALL SATISFIED
LEARNING: The amount of knowledge you gained while working at this internship?					
NETWORKING: The number of contacts you made and people you interacted with?					
SERVICE GIVEN: The value of service you provided? .					

FINAL REFLECTIONS -- *(Discuss other things you learned from this experience that will be valuable in managing your career pathway, including plans for future internships or jobs, additional training or education needed).*

(Thank you for completing the form. Now save with the following file name protocol:
[student name]_[term and year]_[course name]_[form name].pdf. Your file name should look something like this:

JohnDoe_Fall2011_GRN280A_InternshipAssessmentReport.pdf

Then submit to the appropriate Dropbox folder in D2L.)

Faculty Feedback *(To be completed by the instructor only.)*	STUDENT NAME		FINAL GRADE
INSTRUCTOR NAME	INTERNSHIP SITE		

INSTRUCTOR COMMENTS:

1. Changes Implemented to Improve Student Outcomes

✓ **Gerontology Homeroom & ePortfolios**
The major change Gerontology implemented this year was the creation of a Gerontology Homeroom in Desire2Learn and the development of a process for students to create their professional and academic ePortfolios.

This process – still in the trial and development stage – has had a significant impact on how both we and our students approach learning in general and outcomes assessments in particular. Our Program is very complex, with a Degree and seven certificates, a rapidly changing labor market configuration and employment outlook, a strong interdisciplinary component of both required courses and program electives, and students representing a high degree of prior academic and work experience diversity and an older profile, with 65% being 40 and older, and close to 50% being 50 and older. In addition, we have open enrollment year round, and students work at varying paces.

The creation of an online Gerontology Homeroom accessible 24/7 year round and for a period of up to 5 years following graduation is transforming how we advise and interact with students and how students learn about the Program and plan their academic and career pathways. Once completed, the Homeroom and the sharing of student ePortfolios with faculty, other students, and professionals in the field will become the primary context within which our Learning Outcomes Assessment takes place.

The Gerontology Homeroom embodies the Program's Learning Outcomes Assessment Plan, reflecting the alignment of Core Outcomes, Degree and Certificate Outcomes (including Technical Skills Assessment) and the Core and Career Management Degree/Certificate Course Outcomes. It has eight Learning Modules:

Module 1: Introduction to ePortfolios and the Homeroom (including instructions to students on how to develop and management their ePortfolios and to utilize them for Outcomes Assessment).
Module 2: Career Management Tools (including the career management courses: GRN181, 280B, 280A, and 282; and Organizers and Planners, including Degree and Certificate Checklists and guidance on using GradPlan)
Module 3: GRN AAS Degree and GRN Certificate
Module 4: Activity Professional Certificates (3)
Module 5: Advanced Behavioral & Cognitive Care Certificate
Module 6: End of Life Care & Support Certificate
Module 7: Horticultural Therapy Certificate
Module 8: Exporting ePortfolio Presentations and Creating Personal Websites

Modules 2-7 include descriptions of the Degrees and Certificates and all the major courses, a labor market inventory and exploration of existing and emerging career pathways in the field, and the framework for outcomes assessment that will be reflected in student ePortfolio presentations for each Degree and Certificate. All modules include discussion boards and Modules 2-7 include dropboxes for submitting assessment tools.

- ✓ **Curriculum Changes:** All Career Management Courses (GRN181, 280B, 280A, and 282) descriptions, outcomes, and activities were revised to reflect incorporation of ePortfolios and outcomes assessment tools.

2. Assessment Design

The GRN Homeroom incorporates the Program's LOA assessment design (tools and processes). The most significant changes are represented in the two Tables accompanying this report on four Gerontology Core Courses and the Career Management Courses.

3. Assessment Results

- ✓ **Core Courses:** Assessment results are reported on the Core Courses Table. The results are based on the D2L statistical reports, so are not very informative in themselves, although the tables include the project guidelines and rubrics used. See 4, below, for planned changes on how we can make these assessments more meaningful for students and our outcomes assessment agenda as we integrate them into the ePortfolio process.
- ✓ **Career Management Courses:** These courses integrate the outcomes assessment process throughout. The Internship Assessment Report was introduced over the course of the year and will continue to be used for Student Self-Assessment of Learning Objectives in the 50-75 internship placements in the Program each year. See 4, below, on how the assessment tools we have developed will be integrated into a capstone assessment process for each Degree and Certificate the student earns.
- ✓ **Other Courses:** Most of the required Gerontology courses have capstone projects with rubrics, and we plan over the next year to review them and track results. The principal courses for each of six specialty certificates are also developing and refining capstone projects and rubrics that will be included in next year's tracking. The 3 activity professional courses (GRN165, 265, and 266) are already linked to National Certification Council of Activity Professionals (NCCAP) Certification and students who successfully past the test are reported to the NCCAP. Students successfully completing GRN165 Basic Activity Training receive the State of Oregon certification. Because there are experience and CEU requirements for actual national certification, no students have yet applied for NCCAP certification at the 3 levels, and it is a goal of the Program to work with NCCAP over the next year to facilitate that process. Students who have completed GRN172 Adult Care Home Training over the last year have all

successfully passed the State and County Certification. Most students who successfully completed GRN238 Guardian Conservator Training (which will become GRN245 Introduction to Guardianship and GRN246 Guardian Conservator Training in Fall 2012) have passed the National Guardianship Certification test.

4. Planned Changes for Improvement

✓ **Gerontology Homeroom** – The Homeroom is currently at a barebones level, but we hope to have it fully complete and functioning by this fall.

✓ **Core Courses** – Priorities for the coming year will include:
   o Review of existing capstone project guidelines and rubrics to develop both a grading checklist that is meaningful and useful for students, and an outcomes assessment rubric that aligns with course and degree/certificate outcomes.
   o Utilization of completed and assessed projects in the Outcomes Assessment process for each Degree and Certificate earned by the student.
   o Introduction of outside reviewers of student ePortfolio presentations.

✓ **Career Management Courses** – We will continue to develop the assessment tools and resources to promote student academic and career success. Specifically, we will concentrate on:
   o **GRN280A:** Introduction of an Employer/Supervisor Assessment Tool that links explicitly to the students' learning objectives and to the Degree/Certificate Outcomes
   o **GRN282:** Revision of the Program Exit Questionnaire
   o **GRN282:** Integration of capstone project assessments as a task for the course tied to Degree/Certificate outcomes
   o **GRN181, 280B, 282:** Continued development of new assessment tools and appropriate revision of course units.

5. Reflections on Effectiveness of Assessment Tools and Processes
The process of developing the Gerontology Homeroom and ePortfolios has been both arduous and exciting. Even with the incredible support of the DL team, we are truly exploring new frontiers, often feeling lost. This can at times be very frustrating until we figure out how to make D2L do what we want it to. That said, we are continually amazed at the power of ePortfolios and their potential for transforming the teaching and learning experience. Following PCC's lead of "soft launching" new processes in the summer term, we are engaged in a multilevel soft launch of the Homeroom and working with a small, but valiant ePortfolio Vanguard creating model ePortfolio presentations and testing the system. We hope to be sharing the Homeroom with our faculty and students, as well as other LOA experts and fellow travelers, by the fall.

Career Management Courses – GRN181, GRN280B, GRN280A, and GRN282

Core Outcomes	5: Professional Competence		6: Self-Reflection
Degree/Cert Outcomes	**5 Cert:** Work as an age specialist in the area of one's prior work experience, credential or degree (if appropriate)	**6 Cert:** If desired, pursue the additional 46 credits to earn an AAS Degree in GRN	**5 AAS:** If desired, pursue higher education for a bachelor or master degree, beginning at the 3rd year level

Career Management Course – GRN181 Exploring Careers in Aging (2 credits)

Course Outcomes	Tasks/Units	Outcomes Assessment Tools	Outcomes Assessment Tools Under Development
1. Conduct labor market and career option research in the field of aging to develop and prioritize desired career pathways.	1. Overview of course and field	**Program Entry Questionnaire***	
2. Develop SMART career and educational/training goals, objectives, and plans.	2. Self-Assessment		
3. Create a reflective and professional ePortfolio to track and adapt their career and educational/training goals.	3. Jobs, Roles, Work Preferences & Experience		
	4. Career Priorities & Labor Market Research	Prioritization Grid	
	5. Informational Interviews		Guidelines developed Need Assessment Form
	6. Site Visits, Exploration, Networking		
	7. Goal Setting & Planning	**1. Goal Setting & Planning*** 2. Degree/Certificate Checklists 3. GRN Planner	
	8. Self & Course Evaluation	Evaluation Form	

***Outcomes Assessment Tools** in Bold included in 6/12 Report

Career Management Course – GRN280B Gerontology Internship Seminar (1 credit)

Course Outcomes	Tasks/Units	Outcomes Assessment Tools	Outcomes Assessment Tools Under Development
1. Identify and negotiate work or internship opportunities to advance your career pathway.	1. Experiential Learning	Learning Styles Assessments	
2. Work effectively under supervision and in organizations to advance organizational and team goals and to achieve personal and professional learning outcomes.	2. Internships		
3. Build a professional portfolio and utilize networks and resources to support your career goals.	3. Problem-Solving & Conflict Resolution	Conflict Management Styles	
	4. Work Relations & Communication	Communication Assessments	
	5. Organizations, Organizing & Organizational Politics		
	6. Building Networks		
	7. Finding My Life Project		Life Project Form Review of Goals/Plans
	8. Managing Boundaries, Stress & Burnout		
	9. Final Reflections/Next Steps		

* **Outcomes Assessment Tools** in Bold included in 6/12 Report

Career Management Course – GRN280A Gerontology Internship (1-10 credits)

Course Outcomes	Tasks (within and prior to course)	Outcomes Assessment Tools	Outcomes Assessment Tools Under Development
1. Continue developing professional skills and direction by identifying your learning outcomes, and negotiating and implementing a plan for achieving those outcomes in an intentional worksite under appropriate supervision,	Set up internships according to the Internship Checklist		
2. Engage in reflections, self-assessment, and utilizing supervisory assessment of your work to advance and adapt your identified career pathway.	Complete and sign Training Agreements & Learning Objectives and submit for processing and registration	Fillable Training Agreements & Learning Objective forms	
3. Incorporate life-long, work-based learning and assessment strategies throughout your professional career.	Complete Gerontology Internship Waiver form for prior related work experience (up to 3 credits)	GRN Internship Waiver Form	
	Complete GRN Internship Assessment Report	**GRN Internship Assessment Report***	
	Have Supervisor complete Employer Evaluation Form		GRN Employer Evaluation Form, integrating Learning Outcomes Assessment

* **Outcomes Assessment Tools** in Bold included in 6/12 Report

Career Management Course – GRN282 Gerontology Professional Seminar (2 credits)

Course Outcomes	Tasks/Units	Outcomes Assessment Tools	Outcomes Assessment Tools Under Development
1. Develop professional plans to meet evolving career and educational/training goals, based on experience, interests, and trends in the field.	1. Review & Reassessment of Career Priorities, Goals, and Plans		
2. Build a professional network, portfolio, and a range of appropriate tools for advancing career opportunities.	2. Job Search Network & Assessment of Employment Outlook. - Create LinkedIn.com profile.		
3. Utilize learning outcomes assessment practices to guide ongoing professional development.	3. Mission & Vision Statements		Have guidelines. Need to create Templates
	4. Portfolios, including development of a Master Portfolio	Portfolio Checklist	Developing ePortfolio template and process
	5. Master Resume	Master Resume Checklist & Forms - Contact Info & Basics - Job History - Education History - Associations & Memberships - Transferable Skills - References	
	6. Job Specific Resumes		Have guidelines. Developing template & tutorial.
	7. Capstone Seminar Preparation		
	8. Job Interview Preparation	Interview Organizer	
	9. Behavioral Interview Preparation	SPAR Scenarios	
	10. Self & Course Evaluation Program Exit Questionnaire		In process of revising Program Exit Questionnaires

* **Outcomes Assessment Tools** in Bold included in 6/12 Report

Gerontology Program Entry Questionnaire

STUDENT NAME		PCC "G" NUMBER	
STREET ADDRESS		CITY / STATE / ZIP	
PRIMARY PHONE NUMBER		SECONDARY PHONE NUMBER	
PCC EMAIL ADDRESS		ALTERNATE EMAIL ADDRESS	

Whether or not you decide to continue to earn the Gerontology Degree or any of our Certificates, please take a few minutes to complete this questionnaire, which we ask everyone taking GRN181 to complete.
We use the aggregate data (not your personal information) to help us to track students taking our courses and to design our program to better serve student needs.

(Thank you for completing all indicated spaces, whether or not you have given us this information in another format. Having this information in this standard form helps us to use the information more effectively.)

Describe how you became interested in pursuing a career in the field of aging:

What area(s) in the field interest you most at this time?

Briefly describe your work and volunteer experience related to the field of aging:

What is the highest level of education you have completed before entering this program?

☐ High school degree or GED   ☐ Professional Certificate   ☐ Associate's Degree

☐ Bachelor's Degree or higher in _____ (please specify)

Gerontology Program Entry Questionnaire -- Continued . . .

Which of the following educational goals are you aiming for? (Check all that apply)

☐ Gerontology Associates Degree

☐ Professional (short-term) Certificate(s):

    ☐ Gerontology Certificate   ☐ Activity Assistant, Director and/or Consultant Certificate

    ☐ Horticultural Therapy Certificate   ☐ Advanced Behavioral & Cognitive Care Certificate

    ☐ End of Life Care & Support Certificate   ☐ Design for Accessibility and Aging in Place *Certificate*
                                            (through Interior Design)

    ☐ Healthy Older Adult Fitness Certificate   ☐ Other: _____
        (through Fitness Technology)

☐ Transfer to complete a Bachelor or higher Degree in: _____

    ☐ PSU BA/BS Health Studies with Aging Services Concentration   ☐ PSU BSW

    ☐ Other: _____

How much do you think that each of the following could be a challenge to achieving your goals?

	1 = strongly disagree [NO, THIS WILL NOT BE A CHALLENGE]	2 = disagree	3 = neutral	4 = agree	5 = strongly agree [YES, THIS COULD BE A CHALLENGE]
Time Constraints	☐	☐	☐	☐	☐
Health Concerns or Problems	☐	☐	☐	☐	☐
Financial Concerns	☐	☐	☐	☐	☐
Transportation	☐	☐	☐	☐	☐
Math Skills	☐	☐	☐	☐	☐
Writing Skills	☐	☐	☐	☐	☐
Computer Skills	☐	☐	☐	☐	☐
Study Skills	☐	☐	☐	☐	☐

Other challenges (Please describe):

Do you have any other concerns you'd like to share? (Please describe)

(Thank you for completing the form. Now save with the following file name protocol:
[student name]_[term and year]_[form name].pdf. Your file name should look something like this:
JohnDoe_Spring2012_GRNEntry.pdf
Then submit to the appropriate Dropbox folder in D2L.)

GOAL SETTING AND PLANNING SHEET

NAME	DATE

I. **Set your goal, one umbrella goal (aka SMART Goal) per sheet –** Setting goals is critical to becoming who you want to be. Ideally, your goals intersect and support each other. But the first step is to consider each major goal separately, making sure it is SMART and considering the Objectives and concrete Action Steps needed to achieve it. *For this Program, you need to set two umbrella goals: Career and Educational/Training.* Other goals may be critical to your success, and we urge you to use this Goal Setting and Planning Sheet for such issues as Personal Health/Wellness, Financial Stability, and any other goal that is important to you.

II. **Verify that the goal is SMART –** **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**imely.

GOAL NAME	

☐ CAREER   ☐ EDUCATION/TRAINING   ☐ HEALTH/WELLNESS   ☐ FINANCIAL

☐ Other:

SPECIFIC	*I N C L U D E . . .*
	WHO
	  WHO IS INVOLVED
	WHAT
	  WHAT WILL BE
	  ACCOMPLISHED
	WHERE
	  IDENTIFY A
	  LOCATION
	WHEN
	  ESTABLISH A TIME
	  FRAME
	WHICH
	  IDENTIFY
	  REQUIREMENTS
	  AND CONSTRAINTS
	WHY
	  SPECIFIC REASONS,
	  PURPOSE OR
	  BENEFITS	

MEASURABLE HOW TO KNOW WHEN MILESTONES ARE REACHED		
ATTAINABLE REALISTIC. WILLING AND ABLE TO DO WHAT IT TAKES, ACCESS RESOURCES, OVERCOME OBSTACLES		
RELEVANCE SIGNIFICANT, CONSISTENT WITH OTHER PLANS & GOALS.		
TIMELY SET TIME FRAME, REVIEW ROUTINELY, MAKE MID- COURSE CORRECTIONS.		

GOAL SETTING AND PLANNING SHEET

GOAL NAME	

III. Make a list of Tasks or Objectives that are needed to achieve your Goal, and under that, list the specific Action Steps you need to do to achieve those tasks, including details such as: expected completion dates, potential obstacles and how to address them, specific resources to utilize and people you will ask for assistance. (Basically, you're going through the same processes as steps I and II but on a smaller scale.)

TASK/OBJECTIVE	
DESIRED OUTCOME	
COMPLETE BY	
RESOURCES	
ACTION STEPS:	1
	2
	3
	4

TASK/OBJECTIVE	
DESIRED OUTCOME	
COMPLETE BY	
RESOURCES	
ACTION STEPS:	1
	2
	3
	4

TASK/OBJECTIVE	
DESIRED OUTCOME	
COMPLETE BY	
RESOURCES	
ACTION STEPS:	1
	2
	3
	4

TASK/OBJECTIVE	
DESIRED OUTCOME	
COMPLETE BY	
RESOURCES	
ACTION STEPS:	1
	2
	3
	4

GOAL SETTING AND PLANNING SHEET

GOAL NAME	

Instructor Feedback	STUDENT NAME	INSTRUCTOR NAME

INSTRUCTOR COMMENTS:

Core Outcomes	1: Communication 2: Community-Environmental Responsibility		3: Critical Thinking-Problem Solving 4: Cultural Awareness	5: Professional Competence 6: Self-Reflection
Degree/Cert Outcomes	1: Apply skills & knowledge to effective work with & for elders as a gerontology professional, and as a family & community member	2: Use gerontological research & theories to plan, implement & contribute to programs, policies & social change strategies for & with elders in professional, institutional & community settings	3: Communicate, collaborate & access appropriate resources, while working with other professionals & diverse stakeholders in service & program delivery	4: Adhere to professional & ethical standards appropriate to one's gerontological specialty, while managing one's career & taking advantage of continuing learning opportunities

	SOC223 **Sociology of Aging**	SOC230 **Introduction to Gerontology**	SOC231 **Sociology of Health & Aging**	SOC232 **Death & Dying**
Course Outcomes	**1.** Use social theories and multi-disciplinary perspectives to explain diverse patterns and inequalities in individual and population aging and their consequences for individuals, families, communities, and societies. **2.** Inform gerontological practice in aging services, business, and family care by analyzing the influence of social structural and cultural factors (including age, abilities, nationality, race/ethnicity, social class,	**1.** Evaluate institutional practices, programs and policies and make recommendations to improve services and promote best practices in the field of gerontology, using social theories and multidisciplinary and multicultural perspectives on aging persons and societies. **2.** Plan and implement appropriate and effective programs, policies, and social change strategies for and with older adults of	**1.** Use sociological theories and multi-disciplinary perspectives to provide quality care for older adults, based on the knowledge of how the health and aging process is influenced by social structural and cultural factors, including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientation, and religious or spiritual community. **2.** Use resources and services to work with	**1.** Analyze and compare the changing social, psychological, cultural, religious, spiritual, ethical and historical changing patterns of death beliefs and traditions related to varying modes of death, across the lifespan **2.** Describe the physiology of death and dying, compare the effectiveness of the medical model of dying and palliative model of dying on end of life care from an individual, family, and cultural perspective,

Continued from previous page . . .	SOC223 **Sociology of Aging**	SOC230 **Introduction to Gerontology**	SOC231 **Sociology of Health & Aging**	SOC232 **Death & Dying**
Course Outcomes continued . . .	gender, sexual orientation, and religious or spiritual community) on the life course and life chances of diverse populations and groups. **3.** Use knowledge of the life course and population aging to plan and implement problem solving and social change strategies within social institutions and through social movements to address social inequalities across the life course. **4.** Work with increased confidence as professionals in the field of Gerontology, and further the development of their professional portfolios.	diverse ages, abilities, nationalities, races/ethnicities, social classes, genders, sexual orientations, and religious or spiritual communities. **3.** Work with increased confidence as professionals in the field of gerontology, and further the development of their professional portfolios.	families and older adults to plan for culturally and socially appropriate aging in place, healthcare needs, and care management. **3.** Develop health policies, programs, and care plans to ensure a safe and healthy aging process. **4.** Work with increased confidence as professionals in the field of Gerontology and further the development of their professional portfolios.	and assess the impact of legalities and legal instruments on end of life decision making for individuals and families from diverse religious and cultural backgrounds. **3.** Explore individual and family grief and bereavement issues through an understanding of theories, models of coping, spiritual, religious, and cultural beliefs, and end of life practices and institutions, including care facilities, burial practices, funeral homes, crematoriums, and cemeteries.
Degree/Cert Outcomes	1, 2, 3, 4			
Capstone Project	Life Stories Project	Applied Research Project	Interview & Evaluation	Death & Dying
Project Outcomes Rubric	See below – Linked to LSP Guidelines	See below – Linked to ARP Guidelines	See below, linked to project (Interview & Evaluation) guidelines	See 2 assignments, below, linked to Project Guidelines

CAPSTONE PROJECT | SOC223 Sociology of Aging | Life Stories

Project Guidelines | SOC223 | Life Stories

The capstone project of this course is the Life Stories Project. In the past, I have required that students select one older person to interview and write their life history. Working with one person's life history is an incredible experience both for the student and for the person whose life is reflected upon and featured in the final project. You may very well want to do such a project with a family member, close friend, or other loved one. It is a wonderful gift for the person and for their survivors.

For the capstone project now, however, you have the option of working with a singular life history or to move to a life stories approach, involving interviews with many people of various ages. Expanding the number of people you interview and the types of stories you hear will allow us to integrate the capstone project into each course unit, and provide, I believe, a much richer experience. In some rare cases, you may end up with only one older person as a principal life stories subject, but strive to talk to a number of older persons, of various ages and circumstances.

You should start a Life Stories File, in which you keep all your reflections and assignments related to the Life Stories Project and the life course perspective in general. Assignments 2 through 9 in this course will contribute to the final project. In addition, I will introduce readings, suggestions, and questions throughout the term, and you will have the opportunity to discuss the Life Stories Project with each other as well. The final shape of your Project will depend upon you and the people you interview. Each life story illustrates one snapshot of the life course and can be understood from multiple perspectives and theories. By reflecting on the life stories you hear and by thinking about your own life course, you will acquire insights about human potential as it is realized or stymied by life experience and the influences of our social, economic, and political world. Think of this course - and the Life Stories capstone project - as a way of constructing grounded theory about aging and the life course. Whatever you produce by the end of the course will be a work in progress - hopefully, a work you will continue throughout your own conscious aging.

We now turn to some resources and perspectives that inform this project.

Resources

Life Stories & Life History: The life history and life stories come out of the oral history perspective. Oral history depends on first hand accounts about the past from people who can give eye-witness information, using interviews, audio and visual recordings, pictures, diaries, and other documentary evidence. Oral histories provide a rich resource for understanding historical events from the perspective of ordinary and extraordinary people who lived through and influenced the course of particular historical periods. One of the most accessible examples of the use of oral history is Howard Zinn's **A People's History of the United States**, and a more recent volume based on it: **Voices of a People's History of the United States** (with Anthony Arnove). Another great interviewer and teller of life stories is Studs Terkel, who died in late 2008 at the age of 96, the author of a dozen books of oral history, including **Working** and the Pulitzer Prize-winning, **The Good War**. As a gerontologist, you would find these

collections of particular interest: ***Touch and Go: A Memoir***(2007), ***Coming of Age: Growing Up in the Twentieth Century*** (paper, 2007), and ***Hope Dies Last: Keeping the Faith in Difficult Times*** (2003).

The StoryCorps Project has brought life stories and life history to the American public in an unprecedented way. David Isay, the project's creator and director, was inspired by a series of interviews from the 1930s and '40s housed at the American Folklife Center at the Library of Congress, mostly conducted as part of the Works Projects Administration's Federal Writers' Project by historians and folklorists. Based also on his own experience in conducting life stories and histories and many other experiences, StoryCorps started taking shape in 2002 as a way to document day to day American life - not of the headlines, celebrities, and political events, but of ordinary Americans sharing the dreams, hopes, and most meaningful relationships. Starting with a recording booth in Grand Central Station, and expanding now to another booth at the World Trade Center "ground zero" site and three mobile units, thousands of 40 minute interviews have been recorded, with one copy going with the interviewer and one deposited in the Library of Congress. The account of the project, along with samples of several representative interviews, can be found in the recently published, ***Listening Is an Act of Love: A Celebration of American Life From the StoryCorps Project*** (2007). You'll find more interviews and resources for conducting interviews on a variety of topics at **StoryCorps.net**.

Narrative Gerontology & Life Review: Over the last few decades, the use of life review and reminiscence has blossomed in therapeutic settings, as well as in the broader circle of elders exploring new avenues in the second half of life. There is a whole field of *Narrative Gerontology* (See the 2001 book *Narrative Gerontology*, by Gary Kenyon, Philip Clark, and Brian deVries), and extensive articles and books on life review, reminiscence, guided autobiography, and so on. (See, e.g., Jeffrey Dean Webster and Barbara K. Haight's *Critical Advances in Reminiscence Work: From Theory to Application*, 2002, and James E. Birren and Kathryn N. Cochran's *Telling the Stories of Life Through Guided Autobiography Groups*, 2001.) You can find on the Internet several story circles and life story sites, both commercial and non-profit.

Some of the more interesting sites are the Story Circle Network, TimeSlips Creative Story Telling Project ("celebrating the creativity of people with dementia"), and the Older Women's Legacy Circle (OWL-Circle). The National Center for Creative Aging includes some links to books and projects related to life stories, including Gene Cohen's *The Creative Age: Awakening Human Potential in the Second Half of Life*. *The Older Learner* also published a useful article by James Birren and Helen Kerschner on "Guided Autobiography for Older Adults: New Learning Based on Old Experiences," in the Spring 2001 issue.

There are many more resources and much more research that you might want to explore if you plan to use these approaches in the work you do. Several organizations have training on their approaches. In addition to the resources noted above, the UCLA Center on Aging has several courses and trainings. There is also an International Institute for Reminiscence and Life Review at the University of Wisconsin-Superior you can join.

Life Course Perspective: The Life Stories Project hinges on the life course perspective. See *Course Unit 3 on the Life Course*, for a discussion of the essential concepts of this perspective and how they are applied in research, therapy, and reflective biography and autobiography. You will produce the life stories for your project primarily through interviews, and these interviews will be based on a life course perspective. Through the life course perspective, you will be able to see how people's background, significant social events and relationships in their lives, their changing role within the

family, the changing network of their social supports, their experience with work and retirement, and how they view the aging experience. By comparing stories, you will also learn about the impact of social inequalities and diversity.

Getting Started

As noted above, I suggest that you create a file on the Life Stories Project, so you can insert assignments, insights, resources, conversations, and other resources throughout the term. Below, you will see how Assignments 2 through 9 will be major ways in which you acquire interviews and reflections to construct your project. While some unexpected opportunities may present themselves over the course of this term, I suggest that you think about people you know and ways that you might gain access to people with whom you will work on this project. You may want to focus only on one individual, but I'm guessing that most of you will want to interview more than one person. The only criterion is that the majority of persons you interview must be 65 years or older. You will find that these individuals have a vast amount of experience and will reflect upon changes they have encountered in terms of their statuses and roles in their family, their work, in their local communities, and in society in general. You may select someone you know, if you wish, but be careful about selecting someone you know too well who may be tempted to say "you already know about that" when you ask a question. A family member who is too close to you may also find it difficult to be fully open about some of their experiences and attitudes. They may feel shy about telling you certain things. On the other hand, if you think you can conduct thorough and probing interviews with relatives, the process may open a new and exciting chapter in your relationship. You need to decide what works for you. In addition to using the stories for this class, you might consider giving your interviews to the families or persons you interviewed. Often older people have a lot to say but may not be able to write it down, and your paper or interviews can be a real gift.

Basic Principles to Keep in Mind

1. Be very careful about the ethical issues that arise when you are studying other human beings. Respect the privacy of the persons you interview. Use pseudonyms or first names only, unless the person has given you permission.
2. Explain honestly what you are doing and why, and to what use the interviews will be put. Explain that the life stories project is required for the sociology of aging class that focuses on aging and the life course.
3. Select person who seem interesting to you and with whom you can feel comfortable.
4. We can learn from every older person we meet, but how much we learn depends on how well we listen.

Interview Guidelines

1. Set up specific appointments for interviews, preferably at times when no one else is around. Their presence may be distracting or inhibiting.
2. Do the interviews in short sessions, not to exceed one hour (StoryCorps interviews are 40 minutes long), but you might also allow some socializing time before and after the formal interviews.
3. If your interviewees agree, it is a good idea to tape the interviews so you can listen to them as you are writing up your assignments (and possibly give a copy to the person interviewed). If a person does not agree to be recorded, take quick notes during the interview, using where you can the words of the interviewee, and then write up your notes about the interview as soon as possible after your meeting. You may also want to share your notes or your final assignment with the person interviewed, to correct any misrepresentations.

4. When you write up your notes, include both the responses of the interviewees and your thoughts and interpretations, including comparisons and contrasts with concepts and themes we have discussed in class. Be sure, however, that you distinguish these comments and reflections from what your interviewees have actually told you. These notes will help you not only with individual assignments, but also when you construct the final Life Stories Project.

5. Being nervous, tense, and excited are normal feelings for both you and the persons you interview. Try to relax and enjoy the process. Your feelings and reactions during the interview process are also an important source of information. Sharing these reactions with the interviewees, when you feel it appropriate, may also move the interviews in interesting directions. Give the persons time to think about a question without too quickly jumping in with another question. Allow comfortable silences to exist in the interviews. Don't exhaust your interviewees. Take a break when you feel it is needed.

6. The first time you interview a particular person, you should also get some background information on the person, which you may or may not use in the particular assignment, but which may become meaningful as you are pulling together interviews and stories for the Life Stories Project.

7. Your own willingness to share some information about yourself may encourage the older person to be more open with you. Do not probe into issues that the person obviously does not want to pursue. On the other hand, don't avoid topics that *you* are uncomfortable asking about or that may provoke strong reactions in the persons you interview. If you think the discussion is making your interviewee uncomfortable, ask the person if he or she would rather not discuss the topic.

8. Focus on listening to the person you are interviewing and use their own words as much as possible. Keep in mind what David Isay says: "listening is an act of love." Here are some things to think about as you work on developing good listening skills:

Listening

Although listening is a critical part of communication, poor listening is perhaps the most common barrier to effective communication. Because the ability to listen is taught less than other basic communication skills we are generally not very good listeners, and weare not used to being listened to well.

Fortunately, with practice, good listening skills can be learned and developed. We can all become better listeners.

Good listening:
- Saves time
- Reduces mistakes
- Reduces misunderstandings

When talking to someone we may need to ask if we have heard them correctly before we respond. This means that we have to pay very close attention to each word the person is saying. This is called *active listening* because it involves a lot of energy. The steps for **active listening** are:
- Hear the words.

- Figure out their meaning.
- Respond to the meaning in your own words.

Hearing what a person says is not the same as ***listening***. It happens when you take time to see if what you understood was what the person really meant. Your response is a way to ***check if the individual feels heard and that the communication was understood.***

Ways that you can do this are to:
- Ask the speaker questions to see if the understanding is correct.
- Re-word the statement and say it back for clarification. For example: "What I hear you saying is that you feel frustrated. Is that correct?"

Sometimes it is important to not only hear the words but to actively listen to the individual's behavior or other modes of communication. Examples of ***actively listening to an individual's behavior*** include:
- They say everything is fine, but they are forgetting important information
- They say they enjoy their work, but are consistently late or sick

Themes, Transitions, and Trajectories

While your assignments this term will focus on particular aspects of people's lives, take some time to reflect on themes that seem to define how a person responds to particular events or talks about their experience. It will be easier to pick up themes from people with whom you spend more time, but by listening carefully and by applying a life course perspective, you should be able to pick up dominant themes in a person's life even if they are not consciously aware of them themselves. Themes are frameworks through which people understand their lives, or put their lives into perspective. Such themes are particularly evident in how a person interprets their major life transitions. By actively listening, you will note how they interpret events, experiences, conditions, and priorities in their lives, how they make connections and draw conclusions, and how they explain themselves to others (including you).

It may help to think of a theme as a current running through a person's life that gives it meaning and direction. It may also help to think about your own life and identify one or two themes that help you to explain who you are to others. You will have this opportunity in some of the term's assignments.

In discovering themes, it is important to remember the insight of the philosopher Soren Kierkegaard, that we "we live life forward but understand it backward." Keep in mind that the stories people are telling you are not accounts of "what really happened," but rather how they currently interpret and understand what happened in the past. We are continually remaking and rethinking and re-understanding our lives at any particular point. The persons you are interviewing will remember their experiences from their current standpoint, and will be influenced by the fact that you are interviewing them.

The Project Report

Your final report should be <u>*approximately 10 pages, typed, and double-spaced*</u>. You will undoubtedly have much more information and many more reflections than you will not be able to integrate in the project report, and will have to select excerpts from the interviews and your reflections to construct your Life Stories Project. Because you are all different, you are interviewing different people, and the focus of your interviews and your reflections are unique, I would expect that each project will be unique.

Given that, I do suggest that you write the paper in the following three sections:
- An *Introduction* to the paper in which you discuss briefly what you see as your central findings or the most interesting issues about aging and the life course that emerged from your interviews. The introduction should include a brief description of the people you interviewed (and of any other interviews or material you are drawing upon). Like any introduction, yours should provide an overview of what you intend to discuss in the paper. You will obviously be finalizing this section after you have finished the interviews, your assignments, and the body of the paper.
- *Presentation and Analysis* of the data will form most of this paper. You should describe and discuss your understanding of the life course using examples from your notes to illustrate the general findings or themes. While you are drawing upon the interviews and other materials, your paper should not simply be a collection. Rather, you should develop an outline of the themes and findings you found to be the most interesting, and then drawing comparisons and contrast from the interviews and reflections. You may organize your analysis around "stages" or phases of the life course and human development; social characteristics of people and how they have influenced their life course (gender, race-ethnicity, social class, nationality, etc.); contrasting personalities or themes; and so on. Remember: these are only suggestions. Go with the flow that has emerged from your interviews, your discussions, and your research over the term.
- The *Conclusion* should very briefly summarize your current thinking on the life course - the implicit theory or perspective that you currently use to make sense out of all the diversity of aging and life course experiences, including your own.

Remember that your project represents a work in progress, and you have captured your present perspective. You can continue to work on this project on your own, throughout your own life course, maintaining and expanding your relationship with life stories subjects.

Life Stories Project Assessment

<u>Timeline</u>
- **Assignments 2 through 9** will provide the opportunity for you to write and reflect on several life stories - focused on one or many persons and occasionally comparing aspects of your own life stories to the persons you are interviewing.
- *Post selections of your interviews and reflections or a draft of your Life Stories Project online by Monday of the 10th week of the term, so we can conduct online discussions about your life stories and what you have learned about aging and the life course.*
- *You should submit your Life Stories Project - including your reflections and conclusions - to the Assignment Dropbox by the end of the 10th week of the term. If your Project is completed on time, I will be able to give you feedback. If you submit the project by the end of term date, I will only be able to give you a grade with possibly very brief comments.*

Due Dates

Item	Due Date
Assignment 2: How We Are Aged [Described in Learning Module 2: Age Identity & Age Theories]	end 2nd wk
Assignment 3: Life Review & Age Norms [Described in Learning Module 3: The Life Course]	end 3rd wk
Assignment 4: Aging Bodies: Age-Related Diseases & Lifestyle Impacts [Described in Learning Module 4: The Biology of Aging]	end 4th wk
Assignment 5: Depression, Learning, & Memory [Described in Learning Module 5: The Psychology of Aging]	end 5th wk
Assignment 6: Grandfamilies, Intergenerational Relations, & Intimacy [Described in Learning Module 6: Family & Social Supports]	end 6th wk
Assignment 7: Leisure, Work, Spirituality, Engagement [Described in Learning Module 7: The New Aging]	end 7th wk
Assignment 8: Demographic Trends & Context [Described in Learning Module 8: Demography of Aging]	end 8th wk
Assignment 9: History, Policy, & the Life Course [Described in Learning Module 9: Age History & Aging Policy]	end 9th wk
Discussion 10 on Life Stories - Post selections to assigned Discussion space at the beginning of 10th week (and discuss through the end of the week)	start of 10th week
Submit completed Life Stories Project by the end of the 10th week	end 10th wk

Rubric [Linked to LSP Guidelines] | SOC223 | Life Stories

Learning Outcome	A (81-90)	B (72-80)	C (63-71)
1. Illustrates & draws from sociological theories & multi-disciplinary perspectives on diverse patterns and inequalities in individual and population aging and their consequences for individuals, families communities, and societies			
2. Demonstrates how the life course is influenced by social structural & cultural factors, including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientation, and religious or spiritual community			
3. Discusses how social institutional practice or policies influenced the aging process and life course of the life stories subjects, and in what ways			
Total Points			

Standards for Grades

A: The project provides a thorough integration of accounts and reflections on life experiences with themes, concepts, and issues explored in the course. It clearly develops themes of the life course through a comparative perspective, and relates the life course to social structural and cultural

factors as well as institutional practices and policies. It includes consideration both on one or more life stories subject, and on the student's own life story.

B: The project provides a good description of diverse interviews and reflections on life experiences, but with limited or only implied reference to the themes, concepts, and issues explored in this course, and with limited comparative perspectives on social structural and cultural influences and institutional practices and policies that affected the life subjects' lives.

C: The project provides an adequate description of various aspects of the life course of the project subjects through interviews and reflections, but with little or no reference to the concepts, themes, and issues explored in this course. The project is not organized around an analysis of the course themes, and does not develop a comparative perspective on the life subjects considered in terms of social structural and cultural influences as well as institutional practices and policies that affected their lives.

Results 2011-12 | SOC223 | Life Stories Project

Fall 2011
Number of Students Completed: 52/64
Minimum: 32%
Maximum: 100%
Average: 89.23%

Spring 2012
Number of Students Completed: 24/41
Minimum: 75%
Maximum: 96%
Average: 88.75%

Note: The results are taken from D2L Statistical Reports. Students who failed to make the deadline for submission to the Dropbox are not included, nor are students who took Incompletes and finished in subsequent terms. Once the GRN Homeroom is fully functional, Gerontology students will import their capstone projects to their student ePortfolios, for inclusion in the reflective assessment process on meeting Degree and Certificate outcomes. Current students receive detailed feedback on their projects based on the project rubrics.

CAPSTONE PROJECT | SOC230 Introduction to Gerontology |Applied Research Project

Project Guidelines | SOC230 | Applied Research Project

Topic Statement: 20 points
Two Analytical Summaries: 100 points total
Applied Research Topic and Proposal Posted to Discussion areas 8 and 10 for Peer Review: 20 points for each discussion (40 points total)
Final Applied Research Plan and Self-Evaluation Submitted as Assignment: 200 points for ARP, including 20 points for self-evaluation
Extra Credit! **Submit an Outside Review of your Applied Research Proposal: 25 points**
Total possible points: 320 (plus 40 points for ARP Topic (D8) and Proposal (D10) Discussion and 25 points extra credit for Outside Review)

Please note that Learning Modules 8 and 10 provide additional guidelines and resources.

As indicated on the syllabus for this course, your final project involves identifying a research-based resources on some issue related to aging and aging services, and outlining a plan explaining how this research might be applied in a program or policy. The objectives of this assignment are two-fold: First, you will learn how to access research about an issue related to aging and to critically analyze it. Second, you will exercise your imagination about how this research could be implemented in a care facility, activity program, community resource, local or national law, or other public program or policy serving the needs of elders.

Follow these steps:

1. **Submit a proposed Topic by the indicated due date.** You can address any issue that interests you related to aging, but it would be preferable to have it relate to issues we are studying this term. Possible topics could relate to healthcare, long-term care, housing, elder abuse, death and dying, work and retirement, social security, the economics of aging, political issues related to aging, or careers in aging. You might be concerned about an issue that has come up in your work or volunteer experience. You may have noticed a problem with family members. Choose an issue that grabs your personal attention. It's always easier to do research on something you care about. Submitting your issue or topic proposal is worth **20 points**.

2. **Find at least two resources that directly relate to your issue.** If you have trouble finding something, change your focus. You may have to read or scan several potential resources before you find one that you think will be really useful to you. [See **Finding Resources**, below.]

3. **Write analytical summaries of two resources you think you will use for your project.** You should submit Analytical Summaries of two resources you plan to use in formulating your Applied Research Plan by the indicated due date. You may actually use more than two resources, but you only need to submit analytical summaries on two resources. [See **Writing an Analytical Summary**, below.] These analytical summaries are worth 50 points each or **100 points total**.

4. **Write an applied research plan.** Once you have completed your Analytical Summaries, brainstorm about how this research might be used practically in a particular setting. Once you have a general idea of how you would implement it, formulate an applied research plan, according to the guidelines, below. [See **Formulating an Applied Research Plan**.] This applied research plan should be **3 to 4 pages** and is worth **180 points** (include self-evaluation for 20 additional points - see below).

5. **Share your applied research plan with your assigned discussion group.** You will be assigned to a peer review group and should discuss each other's proposals during the indicated week**.** You will submit the 3-4 page Applied Research Plan and seek feedback from your peers in the group, and you will also review at least one other student's ARP.

6. Submit your final **Applied Research Plan** with a **self-evaluation** of your project to the Assignment Section of Module 11 by the due date, answering the following questions: Did I use good, research-based resources? Did my analytical summaries convey the main points of the articles? Did I demonstrate how my applied research plan was based on the research? Did I follow the guidelines on writing analytical summaries and the applied research plan? This self-evaluation is worth **20 points**.

7. *Extra Credit!* **Outside Review**. For **25 points extra credit**, you can find an expert, professional or articulate client or elder who can respond meaningfully to your Applied Research Plan. Ask them to write a review or give you verbal feedback that you record and submit. You must also provide contact information of the reviewer.

Finding Resources

1. You will find many resources in each Learning Module throughout the term. Additional suggestions are included in Module 8.

2. Ebscohost is an electronic database of journals available to all PCC students. I will demonstrate how to use this in class, but you can also access it on your home computer. (Your last name is the user name and your G number is the password) Use the Academic Search Premiere and Ageline databases (and others that seem to apply to your particular topic) and search using key words related to your topic. If you aren't finding appropriate resources, try using different key words. Read the abstracts of the articles to make sure that the article fits your needs. Print out one or two promising articles.

3. By using keywords and carefully sifting through websites, you can find additional Internet resources by using a Search Engine. I recommend Google. In general, the best Internet resources on aging and gerontology will be websites ending in .org, .gov, and .edu. There may be some good .com resources, particularly on existing products or programs that are run by for-profit enterprises. Always try to find articles in Ebscohost, because they are free, and some articles located through Google or other search engines require payment for the full article.

4. You may get some ideas for applications from popular resources, but I want you to use at least one resource that is focused primarily on research. You need to develop the skill of finding applications based on existing research.

Writing an Analytical Summary

1. Select a substantive article or research report, and read it in its entirety once. It will be helpful to make comments in the margins as you read, mark or highlight important passages, and circle key terms.

2. After you have read the article in its entirety once, go back and read the opening paragraph(s), the concluding paragraph(s) and the first sentences of each paragraph.

3. Answer the three most important questions to grasp the substance of the article: What? Why? How? Then ask yourself: What is the author's point of view toward the subject? This should help you to establish the main argument or points of the article.

4. Once you have written down the main argument of the article, outline the ideas the author uses as support (the secondary ideas that justify what the author is stating).

5. Write the analytical summary of 1-1.5 pages maximum. The summary includes the following essential information:

-   In the first sentence, state the author and title of the work you are summarizing, along with the controlling idea or thesis.

-   Follow the first sentence with the major points of the work, or the supporting ideas that develop the argument. Select the ideas that are most important and show the relationship among the points - definitions, causes and effects, examples, and so on. Transitional expressions such as "because, however, when, moreover, secondly, in addition" and so on fulfill this function.

-   Finish with a concluding sentence, which may be a condensed version of the author's conclusion, or a restatement of her or his controlling idea.

-   Write in the present tense, and use succinct and clear language. Recheck your summary to make sure you haven't changed the author's original meaning.

-   Your summary not only condenses the study or article, but it also serves as a critical analysis of it. Your own opinions and reactions should be stated, but make sure to argue your point logically and by carefully taking up the points raised by the author. A bad analysis would be, "This author is sexist." A good analysis would be, "This author does a good job of explaining heart attack prevention for men, but he ignores the research on women's heart attacks."

Formulating an Applied Research Proposal or Plan

1. In your first sentence, summarize the proposed application, establishing *a clear relationship between the application and the research*. An *example* would be: "I propose creating classes at senior centers to help elders preserve and improve their memories, based on the research supporting the ability to improve memory through practice and using memory devices."

2. In the following section, explain *the need* for your plan and how the plan could build on existing programs or policies. [This would be the equivalent of a "gap analysis" or assessment of the needs and assets in a program proposal.

3. In the third section, outline the details of **your plan to implement your proposal**: what you would do, who would carry it out, who the recipients or beneficiaries of the plan would be, and what the components or steps of the plan would be. [In most cases, you will not actually be implementing your proposal, but I want you to think in concrete terms about how the proposal you are making could actually be carried out].

4. Conclude by summarizing the usefulness or **projected benefits of your proposal**.

ARP Rubric | SOC230 | Applied Research Project

Criteria	Possible Points	Earned Points
Clear statement of proposal with link to research	60	
Need for the proposed plan and how it builds on existing programs or policies	40	
Detailed description of plan - implementation ideas, beneficiaries, components or steps	40	
Summary of the usefulness or projected benefits of your proposal	40	
Total	**180**	

Results 2011-12 | SOC230 | Applied Research Project

Winter 2012
Number of Students Completed: 37/56
Minimum: 90%
Maximum: 100%
Average: 93.31%

Spring 2012
Number of Students Completed: 14/29
Minimum: 70%
Maximum: 100%
Average: 87.5%

Note: The results are taken from D2L Statistical Reports. Students who failed to make the deadline for submission to the Dropbox are not included, nor are students who took Incompletes and finished in subsequent terms. Once the GRN Homeroom is fully functional, Gerontology students will import their capstone projects to their student ePortfolios, for inclusion in the reflective assessment process on meeting Degree and Certificate outcomes. Current students receive detailed feedback on their projects based on the project rubrics.

Project Guidelines | SOC231 | Interview and Evaluation

50 points possible; 5-7 pages, double spaced; Due Week 9

Changes in health are common as we age. Now that you are familiar with the background of changing health among older adults, and ways that age-related changes can impact day-to-day life and socialization, I would like you to apply your information and further explore how these changes affect individuals by:

1. Interviewing an older adult (aged 65 or older) about his or her health and aging changes.
2. Evaluating the home setting of the person you interview.
3. Offering resources and recommendations that will make it possible for the older adult you interview to remain in his or her home as he or she continues to age and experience changes in aging.

Please see below for more specific requirements of this three-part paper.

<u>PART 1: Interview about Health and Aging</u>
The goal of this first part of your project is to find out about your interviewee's current health, any aging changes they have experienced, and in what ways any aging changes, or changes in health have affected their day-to-day activities and socialization.

The person you interview must be:
- Aged 65 or older
- Have no obvious evidence of dementia
- Live in a private home (not in a long-term care facility)
    - It will be most helpful to meet with your interviewee in his/her home, rather than a neutral location, because you will be evaluating the home environment; however, if you interviewee is more comfortable meeting in a neutral location, the evaluation can be completed without viewing their environment, by asking your interviewee questions about his/her home environment.

Below are questions you should ask your interviewee (Please feel free to rephrase the questions if you would like.):
- How would you describe aging?
- What changes in your health have you experienced as you have aged?
- Have you experienced changes in vision/hearing/energy level/balance, etc.?
- Is there anything you used to be able to do that you can no longer do?
- How have health or aging changes affected how you go about your day-to- day activities, such as:
    - doing laundry
    - washing dishes
    - bathing
    - grocery shopping
    - cooking
    - cleaning
    - taking care of your home
    - mowing the lawn
    - driving
    - socializing with others

- Do you have someone who helps you with any of the tasks listed above? Who helps you and how often?

In your paper, please include the following:
1. a brief description of who you are interviewing (their age, how you know them)
2. a description of their responses to the questions above

Part 2: Home Evaluation
In this section of your paper, please include the following:

1. Home Evaluation: Evaluate your interviewee's home to make sure the environment is safe to accommodate aging changes that your interviewee may already be experiencing or is likely to experience as a part of normal aging (for example changes in vision, balance, etc).
- You can use one of the "tools" or forms from learning module 6, and either allow the person you interview to complete it, or you can complete it, OR
- You can evaluate the person's home based on the knowledge you have gained about aging changes and safe environments. You may also want to take a look at the outside of their home as part of your evaluation (For example, if there are stairs, are they steep, and is there a railing? Are there alternative to stairs? Is the walkway clear? How is the lighting?)

2: **Future Plans and Safety Issues**: Ask your interviewee if he or she plans to remain in his/her home as he/she ages, and if so, what plans he/she has made to make that possible. In your write-up, describe the overall safety of the person's home and his/her response to what plans he/she has made to remain in the home as he/she ages. You don't need to describe every item on the tool (if you used the tool in your evaluation).

Part 3: Aging Services and Resources
For last part of your paper, you will need to find **at least 2** services or programs that will help your interviewee remain in his/her home as he/she continues to age and experience changes associated with aging. You will need to find individual services or resources. The Washington County Department of Aging and Disabilities, for example, would _not_ be an acceptable resource because it is an agency that _informs_ people about services but does not actually _provide_ the service itself.

In your write-up:
- Name and describe the services or programs you found and how they might help your interviewee continue to live in his/her home.
- Describe how your interviewee would be able to learn about these resources if it were not for you. (Can you find them on the internet or in a paper phone book?)
- Describe how easy or difficult you believe it would be for an aging adult in their late 80's or early 90's to access these resources or services.

Conclusion
In your conclusion, please include:
- a paragraph or two about what is important for your interviewee to consider as he/she ages (for example, exercise programs, changes to the home, awareness of aging services, etc.)

- a paragraph or two about what you learned by completing this assignment

Rubric | SOC231 | Interview and Evaluation

GRADING CHECKLIST (RUBRIC) These are the items I'll be looking for when grading:
1. Description of your interview and aging changes your interview has experienced **(1-2 pages, 8 points)**
2. Description of how aging changes have affected their day-to-day activities and social life **(1-2 pages, 8 points)**
3. Description about evaluation of interviewee's home environment, and if interviewee plans to remain in home and what changes they plan to make to make environment safe **(1-2 pages, 8 points)**
4. Description of 2 resources and services, description of how older adults can access these services, and how easy it would be for an older adult in their late 80s or early 90s to access these services **(1-2 pages, 8 points)**
5. Conclusion-description of what is important for your interviewee to consider as he/she ages and what you learned **(1-2 pages, 8 points)**
6. 6. Basic Grammar and Spelling: 12-point font, double-spaced, Arial or Times new Roman font style, clear and understandable writing style, few or no typos or spelling errors **(10 points)**

Please make sure your paper is written in essay (paragraph) form, rather than numbered responses.

TOTAL POINTS POSSIBLE: 50

Results 2011-12 | SOC231 | Interview and Evaluation

Fall 2011
Number of Students Completed: 57/63
Minimum: 68%
Maximum: 100%
Average: 95.54%

Winter 2012
Number of Students Completed: 65/76
Minimum: 48%
Maximum: 100%
Average: 96.49%

Spring 2012
Number of Students Completed: 65/75
Minimum: 72%
Maximum: 100%
Average: 95.31%

Note: The results are taken from D2L Statistical Reports. Students who failed to make the deadline for submission to the Dropbox are not included, nor are students who took Incompletes and finished in subsequent terms. Once the GRN Homeroom is fully functional, Gerontology students will import their capstone projects to their student ePortfolios, for inclusion in the reflective assessment process on meeting Degree and Certificate outcomes. Current students receive detailed feedback on their projects based on the project rubrics.

INSTRUCTOR I – Ann McQueen

Project Guidelines | SOC232 (I) | Final Paper

SOC232: Death and Dying - Final Paper -- Assignment Description and Guidelines
360 points; 5-7 pages, double-spaced (12-point font)
Your final paper has three (3) sections. Please be sure your paper addresses ALL THREE sections:

Section 1: Approach
In this paper, you will be exploring a person's or animal's death, how that death affected loved ones, and how the deceased loved one was honored. You will need to relate aspects of the death back to **specific** course content, theories, and research. When describing the death and the aftermath, think about the aspects of dying and death we've studied in this course. Bring those pertinent to your topic into your paper, for example:

- the type of death
- palliative care
- ways of coping with illness
- ways of coping with grief
- rituals to honor the deceased

Be sure to add discriminating details that include religion, spiritual beliefs, cultural, and family traditions.

Write your paper from the position of a person experiencing the death of a loved one. If you have experienced the death of a loved one, you could write the paper from your own point of view. You could also write the paper from the perspective of someone you know or have known who has experienced the death of a loved one.

- You can start with the end of life described in one of the culturally accepted methods we've studied in this course. It could be, for example, a summation of the person's life as told in an obituary, a description of the funeral, the ritual, and mourners or the occasion of scattering the ashes of the person who has died.
- OR you could begin with receiving the news that someone has died, or has been diagnosed with a terminal illness.

The above are just suggestions. You have flexibility with your approach, and you can be creative. Just make sure to include aspects related to death and dying, and multiple perspectives (for example, if you are writing about a death in a family, describe how different family members were affected). You will also need to include points 2 and 3 in the directions below.

 NOTE: If you do not want to write about a personal experience, or have not had a personal experience with the death of a loved one, you can interview someone, and write about his or her experience. Ask the person to describe how they honored the dead and how he or she was impacted by the death. In your reflection, include the length of time since this person's loss, the aspects described above, and continue to follow the directions for points 2 and 3 listed below.

Section 2: Relate Experience to Course Content, Theory, and/or Research

You will need to relate your paper back to specific course content, theory, and/or research. For example, if you are describing the grieving process, you could include how the process relates to specific grieving theories that are described in your textbook(s). Please be specific!

Section 3: Include Outside Sources

In addition to the course text and online lecture notes, you are expected to find <u>at least two outside sources</u> you will cite in your final project. These sources can be in the form of books or articles. This is the "Annotated Bibliography" part of the assignment. To "annotate" a source for your project, cite the source, then add 1 or 2 phrases or sentences about how this article or book related to your paper. You must also include a full bibliography of these sources at the end of your paper.

There is more information and example of annotated bibliographies at: http://www.pcc.edu/library/research/how_cite.html

Your grade will be based on the following:

- Description of how your subject (person or animal) died
- Description of how you and others were affected by the death
- Description of how subject was honored (i.e. funeral, celebration of life, rituals) and details related to death and dying

- How effectively you relate your story back to **specific** course content, theory, or research
- At least 2 citations from outside sources
- Annotated Bibliography
- Grammar and Spelling

INSTRUCTOR II – Erica Srinivasan

Project Guidelines | SOC232 (II) | Final Paper

360 points. 5-7 pages, double spaced

1. In this paper, you will be exploring the death of either a person, or a pet, how the death impacted others (you can include yourself), and how the person or animal that died is honored. You will be exploring the death from multiple perspectives and will need to relate aspects of the death back to course content, theories, and research.

You can write about the death of someone you know, or write about another person's experience with the death of a loved one, or you can make up a scenario for your paper.

You should include details about how the person/animal died, how others (at least 2 people) were impacted by the death, and how the person or animal was honored. When describing their death and the aftermath, think about the aspects of dying and death we've studied in this course. Bring those pertinent to your topic into your paper, for example, the type of death, palliative care, ways of coping with illness, ways of coping with grief, and rituals to honor the deceased. You may want to touch upon religion, spiritual beliefs, cultural, and family traditions. You have some flexibility with the details you include, although it should relate to how the person/animal died, how others were impacted, and how the

person/animal was honored.

You have creative flexibility with how to set up your paper. You can start with the end of life described in one of the culturally accepted methods we've studied in this course. It could be, for example, a summation of the person's life as told in an obituary, or a description of the funeral.

Or, you could begin with receiving the news that someone has died, or has been diagnosed with a terminal illness. These are just suggestions. You have flexibility with your approach, and can be creative, as long as you describe the death, include multiple (at least 2) perspectives (for example, if you are writing about a death in a family, describe how different family members were affected), and describe how the person/animal was honored.

2. You will need to relate your paper back to specific course content, theory, or research. For example, if you are describing a person's grieving process, you could include how that person's process relates to specific grieving theories that are described in your textbook. You must include at least 3 specific theories, research findings, or concepts from course content. You must do more than just make a reference to course content. You need to describe, in detail, how it relates to the experience you are writing about. You will also need to name the specific theory/model/concept/research that you are writing about, and give a brief description of the particular course content you are referring to.

Here is a list of items I will be looking for when I grade:
- Description of how your subject (person or animal) died
- Description of how others were affected by the death (you can include yourself. You need to include the perspective of at least 2 people).
- Description of how subject was honored (i.e. funeral, celebration of life, rituals) and details related to death and dying
- Related your story back to **specific** course content, theory, or research (at least 3, with a description of the particular concept), and **explain how** it relates.
- Basic Grammar and Spelling

Required Items for Paper	Learning Outcome	A (81-90)	B (72-80)	C (63-71)
Description of how your subject (person or animal) died	80 points Demonstrates an understanding of the physical, psychological, and social aspects of the dying process (in reference to the type of death written about), including unique issues that may arise related to the location of death			
Description of how others (at least 2 persons) were affected by the death (You can include yourself. You need to include the perspective of at least 2 people).	80 points Discusses the physical, emotional, and behavioral aspects of grief. Explores how grief and bereavement are unique experiences that vary among individuals. Demonstrates how the expression of grief is influenced by various factors including the type of death, relationship to the deceased, coping skills, & age.			
Description of how subject was honored (i.e. funeral, celebration of life, rituals) and details related to death and dying	80 points Explores how cultural, spiritual, religious and social practices and beliefs impact how a person is honored.			

Related your story back to **specific** course content, theory, or research (at least 3), and **explain how** it relates.	80-illustrates and draws from sociological theories, models, research and concepts to analyze death, dying, and grieving experiences.			
Basic Grammar and Spelling	40 points—This is a 3-credit college level course, so I expect your writing to be clear to read and understand. If there are a high number of spelling, grammar, or word choice errors (for example repeatedly using defiantly instead of definitely), points will be deducted.			

Standards for Grades

A: The project describes in detail the end of life process for a loved one, the grieving process for at least 2 people, and the way the loved one was honored. It clearly explains at least three theories, models, research or concepts within from the course and applies it to the described experience.

B: The project provides a good description of the end of life process for a loved one, the grieving process for at least 2 people, and the way the loved one was honored, but with limited or only implied reference to the themes, concepts, models, research and issues explored in this course.

C: The project provides an adequate description of various aspects of the life course of the project subjects through interviews and reflections, but with little or no reference to the concepts, themes, and issues explored in this course. The project is not organized around an analysis of the course concepts, theories, models, issues, or research

Results | SOC232 (I & II) | Final Paper

Project 1	Project 2
Fall 2011	**Fall 2011**
Number of Students Completed: 25/33	Number of Students Completed: 25
Minimum: 84.72%	Minimum: 65%
Maximum: 100%	Maximum: 100%
Average: 97.44%	Average: 98%

Project 1	Project 2
Winter 2012	**Winter 2012**
Number of Students Completed: 36/36	Number of Students Completed: 27
Minimum: 100%	Minimum: 65%
Maximum: 100%	Maximum: 100%
Average: 100%	Average: 96%

Project 1	Project 2
Spring 2012	**Spring 2012**
Number of Students Completed: 26/33	Number of Students Completed: 25
Minimum: 83/33%	Minimum: 65%
Maximum: 100%	Maximum: 100%
Average: 95.47%	Average: 86%

Note: The results are taken from D2L Statistical Reports. Students who failed to make the deadline for submission to the Dropbox are not included, nor are students who took Incompletes and finished in subsequent terms. Once the GRN Homeroom is fully functional, Gerontology students will import their capstone projects to their student ePortfolios, for inclusion in the reflective assessment process on meeting Degree and Certificate outcomes. Current students receive detailed feedback on their projects based on the project rubrics.