

Department of Human Development  
Virginia Polytechnic Institute and State University

HD 3114: Issues in Aging: Intergenerational Approaches to Contemporary Social Issues (Index #13186)  
Seitz 313  
SPRING 2007

**Description**

Students in this course will explore contemporary social issues affecting older adults and intergenerational strategies for addressing these issues. The issues involve not only older adults but also children, youth, young and middle-aged adults, and entire families. They cross systems of employment, education, health care, welfare, and policy. These issues are unique to some countries while others are widely experienced across diverse cultures. Intergenerational strategies represent a strengths-based approach to tapping resources, meeting needs, and building community by connecting young and old. Students who complete this course will be prepared to plan, put into action, assess, and sustain intergenerational programming that targets a multitude of developmental, educational, economic, health, and community issues.

**Learning Objectives**

1. Understand the theories and societal trends that support intergenerational programming (IGP).
2. Analyze best practices of successful IGP and identify obstacles to success.
3. Utilize assessment tools for evaluating and sustaining IGP.
4. Review research illustrating successful and ill-fated IGP.
5. Consider the potential role of IGP in human services, education, health, and welfare policy.

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Phone: 1-5434 (Jarrott), 1-7768 (Weintraub)	S-L Ctr. Contact: Perry Martin, <a href="mailto:vtserver@vt.edu">vtserver@vt.edu</a> , 231-6964
Class Meeting: MWF 9:05-9:55	S-L web site: <a href="http://www.vtserver.vt.edu/dd/home.asp">http://www.vtserver.vt.edu/dd/home.asp</a>
Blackboard Site: <a href="http://learn.vt.edu">http://learn.vt.edu</a>	

**Professional Considerations**

Professional behavior is expected in this class as each course serves as training for your careers.

1. Take responsibility for meeting with your instructor, TA, and the Service-Learning staff during office hours and via e-mail or phone as necessary to monitor your learning and course success.
2. Make-up assignments, quizzes, and exams and extra credit projects are generally **not** options in this course. Attend class regularly, plan your time wisely, and turn in all work on the due date. If you are unable to be in class when a quiz or assignment is scheduled, you must contact Dr. Jarrott by phone or e-mail before class.
3. Phones and media players need to be off and put away during class.
4. University Honor Code: **The honor code will be strictly enforced in this course.** All assignments submitted shall be considered graded work. All aspects of your course work are covered by the honor system. Any suspected violations of the honor code will be promptly reported to the honor system. Honesty in your academic work will develop into professional integrity. The faculty and students of Virginia Tech will not tolerate any form of academic dishonesty.

**Blackboard**

You will need to access the course's Blackboard (BB) site for assignments, guidelines for class activities, and communication with the instructor, TA, and your classmates. If you officially pre-registered for this course, you are already enrolled and may access the Blackboard site using your VT PID password. You are responsible for verifying your access to BB; contact Dr J with any problems accessing the account (NOTE: BB is down on occasion. Do not wait until the night before an assignment is due to access the relevant documents).

**Readings:** Complete assigned readings before the class scheduled for discussion of the materials. While most readings will come from the reading packet and the *Toolkit*, others will be posted at BB. Make sure you are comfortable accessing these documents and ask for help if you need it! Be prepared to ask and answer questions and participate fully in class activities. Some class presentations will follow the readings closely, but most will present additional material based on the assumption that you have gained a good background from the text and readings.

Student Evaluation: Evaluation of learning will be in the form of in-class activities and quizzes, exams, reports, presentations, and attendance at student presentations.

You may get **cover sheets**, and **writing guidelines** for assignments at the Blackboard site. They provide all the details you need to complete the assignments successfully. Additionally, general writing guidelines and proofreading tips are posted at BB. Requirements for each assignment will be reviewed in class before it is due. If you do not understand the directions or evaluation criteria, please see Dr. Jarrott or Mr. Weintraub well before the assignment is due, during regular office hours or by making an appointment for another time. Complaints about poor grades on formal writing assignments are less valid if you have not sought help in advance of the assignment’s due date (midnight the night before does not count).

Run the **spelling and grammar checkers** before printing your assignments. **Proofread** all assignments for quality of ideas, documentation of references to material from the text and other resources, and quality of writing. Print the Writing Guidelines from the Blackboard site under Course Documents and review it prior to writing the assignment. Papers submitted with more than ten spelling and/or grammatical errors will be returned to you with no grade. You will be required to meet with someone at the Writing Center to work on the paper and resubmit the paper within one week of when you receive the paper. Until you submit the revised paper, your grade for that assignment will be a 0. Your grade will be based on the revised paper, but you will not be eligible for full credit due to the required rewrite.

**Keep a copy** of all work written outside of class. **Save** all graded assignments until the end of the semester.

You may seek **help** on formal writing assignments from the **Writing Center, 340 Shanks Hall, 231-5436, M – F 9:00AM – 5:00 PM.** Sunday, Monday, and Tuesday evenings from 7-9 PM you can get drop-in help with writing assignments from Writing Center-staff on the fourth floor of the library. Finally, the English department offers various online assistance programs and sites at <http://athena.english.vt.edu/~owl/owl.html> .

Assignment	Total Points	Record Your Scores				
In-class activities & quizzes 15 @ 3 each (17 provided: 2 unexcused absence permitted)	45 (11%)					
Midterms 1 @ 50, 1 @ 75, 1 @ 100	225 (56%)					
Formal reports 1 @ 45, 1 @ 55 pts. OR S-L journals 5 @ 20 each	100 (25%)					
Concept map presentation	30 (7.5%)					
<b>Total Points Possible</b>	400					

Pass-fail Requirements: Attend classes and average of “D” or better on course assignments. You must complete all requirements.

Audit Requirements: Complete readings, attend all classes, and participate in discussions/activities.

**If you need adaptations or accommodations because of a disability (learning disability, attention deficit disorder, psychological, physical, sensory, etc.), if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to meet with Dr. Jarrott during the first two weeks of class to discuss needed accommodations. Athletes who will miss class meetings for excusable athletic commitments need to provide documentation and a calendar of events to Dr. J and Mr. Weintraub within the 1<sup>st</sup> 3 weeks of class.**

### Service-Learning Sites

**All students choosing S-L must complete an online application by 1/25 and attend class on 2/2.**

Students choosing to perform Service-Learning (S-L) will be placed at a community program serving older adults, where they will complete 20 hours of service during the semester. Some sites will have intergenerational programming with young children, but at most sites the Service-Learners will provide the intergenerational component at the older adult community service program. Go to the S-L website to see descriptions of the sites and register for S-L <http://www.vtserver.vt.edu/dd/home.asp> .

1. VT Adult Day Services (ADS)
2. Giles Co. Senior Center
3. Warm Hearth Assisted Living & Nursing Home
4. Giles Family Health Center
5. YMCA Senior Connections Program
6. Giles Retired Senior Volunteer Program

### Project Ideas

**All students choosing the project option need to attend class Friday 1/26 (regular class meeting time).**

1. Intergenerational Program Evaluation Investigate how intergenerational contact is facilitated in the NRV or your hometown. Who participates in these activities, what activities are implemented, how often are they implemented, and what are the expected outcomes? How successfully is the program meeting its goals? Is it just a nice idea or does it have the potential for real impact on society? How would you measure that? What suggestions do you have for the program? Dr. J can put you in contact with sites in Pearisburg, Harrisonburg, and Falls Church. The project report should be written in the standard APA format of a research journal article with: literature review/rationale, research questions, sample, measures/procedures, data analysis plan, findings, discussion, and references.
2. Artists, architects, design students see Mr. Weintraub!
3. Conduct a secondary data analysis Dr. J has data on attitudes about IG exchange, sense of community at IG programs, and planning/evaluation data from IG activities conducted at VT. Dr. J can provide direction in identifying a research question, conducting analyses, and interpreting findings. The project report should be written in the standard APA format of a research journal article with: literature review/rationale, research questions/hypotheses, sample, measures, procedures, data analysis plans, results, discussion, and references.
4. IG Facilitator The Adult Day Services (ADS) is in need of one additional IG facilitator to work with our older adult clients and one classroom of children from the Child Development Center for Learning and research. The facilitator needs to be available Tuesdays from 9:30-11 as well as Mondays from 12-1:30 throughout the spring semester (except spring break). The student would be responsible for working with a partner from the children's program to plan, implement, and assess the intergenerational activities that take place between the two generations. This is a semester-long commitment and requires additional training, regular meetings with program staff, and associated paperwork. Students interested in this opportunity should meet with Dr. Jarrott ASAP and would likely add 1 credit of undergraduate research to their schedule to accommodate the work associated with this position.
5. IG Observer: The intergenerational research team has one remaining spot for a research observer of IGP conducted at the ADS and neighboring children's program. This student needs to be available on Tuesday mornings from 9:30-11 and Thursdays from 11:15-12:45. The student would be responsible for working with a partner to conduct research with an observational scale during IGP and single generation programming. This is a semester-long commitment and requires additional training, regular meetings with program staff, and associated paperwork. Students interested in this opportunity should meet with Dr. Jarrott ASAP and would likely add 1 credit of undergraduate research to their schedule to accommodate the work associated with this position.
6. BMS Living History Project: Adult Day Services is conducting an intergenerational project with Blacksburg Middle School 7<sup>th</sup> graders this semester. Older adults and students meet weekly for six weeks at the ADS or BMS. The living history project involves interviews, sharing social histories, and discussion of community. Up to two positions are open on this project; team members will work with the students and seniors, meet regularly with the research team, and help manage data processing. Students interested in this project need to be available Thursday afternoons between approximately 11:45 and 1:45 for the first half of the semester (except spring break).
7. Create your own project!

### Course Calendar

Wk/ Date	Topic	Reading	Assignment
<b>1</b>	<b>Introduction and overview of course. History of Intergenerational Programs (IGP)</b>		
1/17	Overview of course What is IG?	Syllabus	Student info cards
1/19	History/evolution of IGP S-L Overview	Wisendale (2003) Toolkit Ch. 1 (posted @ BB)	
<b>2</b>	<b>Why IG? Developmental and organizational theory</b>		
1/22	Child/adult developmental theory	Newman (1999) Graves & Larkin (2006) Kuhn (1991)	
1/24	Organizational theory/ Community capacity	Mancini, Bowen, & Martin (2005) Raynes & Rawlings (2004)	
<b>1/25</b>	<b>Service-Learning applications must be completed by today.</b> <a href="http://www.vtserver.vt.edu/dd/home.asp">http://www.vtserver.vt.edu/dd/home.asp</a>		
1/26	Project student meeting	Report guidelines	Bring project ideas and notes
<b>3</b>	<b>Why IG? Social issues</b>		
1/29	Social issues addressed by IG	Ward (1997) Henkin & Kingson (1998)	
1/31	Theories of contact & personhood	Caspi (1984) Brockner (2004)	
2/2	Required meeting for S-L students & proj. students at dementia sites	What is dementia? & S-L Reading posted @ BB S-L report guidelines	
<b>4</b>	<b>Midterm 1 Preparing for IG</b>		
2/5	Midterm 1	Course pack readings from Weeks 1-3 and Toolkit Chapter 1	
2/7	Preparing: Setting goals	Toolkit Chs. 2-5 Orthner & Bowen (2004)	
2/9	No class meeting		
<b>5</b>	<b>Preparing for IG</b>		
2/12	Preparing: staff, participants, environment	Toolkit Chs. 6-7 Rosebrook & Bruno (2005)	
2/14	Preparing: Obstacles/challenges	Pogorzola & Krout (2001) Jarrott et al. (2004)	
2/16	No class meeting		
<b>6</b>	<b>Implementing IG</b>		
2/19	Implementing: Guidelines, role of the environment	Toolkit Chs. 8-10 Kaplan & Larkin, 2004	
2/21	Implementing: Use of community capacity model (networks, facilitation)	Jarrott et al. (2006) Deutchman et al. (2003)	Project Report 1 Due
2/23	No class meeting		
<b>7</b>	<b>Evaluating IG:</b>		
2/26	Evaluation: Assessing IG related to issues in aging	To Be Announced	
2/28	Evaluation: Developing evaluation plans & tools	Toolkit Ch. 11	
3/2	No Class Meeting		
<b>3/3-11</b>	<b>Enjoy your spring break!</b>		
<b>8</b>	<b>Evaluating &amp; Sustaining IG: Project students, make appt. to meet this week w/ Aaron or Dr J to review your project plan and report.</b>		
3/12	Evaluation: Practices	Class will be divided into 4 groups: Isaacs & Bearison (1986) Marx et al. (2005) Salari (2002) Middlecamp & Gross (2002)	Assessment test drive! Students will be assigned to 1 of 4 readings posted @ BB that they should prepare for discussion in class.

3/14	Sustaining: How to use evaluation	Toolkit Ch. 12 Mancini & Marek (2005)	
3/16	Sustaining: Spread the word	Steinig & Arfin (2005)	
<b>9</b>	<b>Midterm Issue in Aging: Need for Caregiving</b>		
3/19	Midterm 2	Readings for weeks 4-8 and Toolkit chapters 2-12	
3/21	Service-Learning	Underwood (2006) Fruhauf et al. (2004) <u>or</u> Lambert-Shute et al. (2004) (posted at BB)	Students will be assigned to the Fruhauf et al. OR Lambert-Shute et al. article to prepare for discussion.
3/23	S-L Meeting	Reading on closure posted @ BB	
<b>10</b>	<b>IIA: Need for caregiving; Income/finance</b>		
3/26	Shared Site IGP: ADS & NH	Seefeldt (1987) Hayes (2003)	
3/28	Elders as non-family caregivers	Beadon (2006) Readdick (2004) Larkin & Newman (2001)	
3/30	Foster caregivers/Liberty Meadows	FGP Fact Sheet Eheart & Hopping (2001) Eheart & Power (2001)	
<b>11</b>	<b>IIA: Engagement/generativity</b>		
4/2	Family Friends	Family Friends Report (2002) Peterat & Mayer-Smith (2006)	
4/4	Mentoring programs	Taylor et al. (1999) Chan & Ho (2006)	
4/6	Project Student Meeting		
<b>12</b>	<b>IIA: Creative expression; shared culture/history</b>		
4/9	Creative expression programs	Cusicanqui & Salmon (2004) Gildin & Perlstein (2004) Langford (2003)	
4/11	Sharing culture/history	Ohsako (2002) Kaplan (1997)	Project Report 2 Due
4/13	No Class meeting		
<b>13</b>	<b>IIA: Family Relationships</b>		
4/16	Grandparents raising grandchildren	Nyesigomwe (2006) Gerard et al. (2006)	
4/18	GC caring for GPs GP engagement w/ GC	Chum & Lee (2006)	Last day to submit S-L journal
4/20	No class meeting		
<b>14</b>	<b>IIA: Future Elders; Policy</b>		
4/23	Today's youth, tomorrow's elders	TBA	
4/25	Policy	Toolkit – Chapter 13 Smith & Beltran (2003) GU Agenda (2005) - @ BB	
4/27	Concept Map Presentations		Sign up for a date and time to
<b>15</b>	<b>Concept Map Presentations</b>		
4/30	Concept Map Presentations		make your individual concept map presentation to Dr. Jarrott & Mr. Weintraub on one of these dates.
5/2	Concept Map Presentations		
5/4	Concept Map Presentations		
5/7	Final 1:05-3:05	Comprehensive, emphasizing readings from weeks 9-14 & Toolkit Ch. 13	

\*Schedule of readings may be changed during the course of the semester.

#### Required Texts\*

- Human Development 3114 Course Pack. Available for purchase via the University Readers website at [www.universityreaders.com](http://www.universityreaders.com) (students click the big red “Students Buy Now” button on the top right side of the page). Once you order the reading packet it will be shipped to you, and you will have electronic access to the first few assigned readings so you can stay current with readings while you wait for the course pack to arrive. All purchase and PDF inquiries should be directed to [orders@universityreaders.com](mailto:orders@universityreaders.com).

2. Center for Intergenerational Learning (2005). Connecting generations, strengthening communities: Toolkit for intergenerational program planners. Available from University Readers, sold separate from the Course Pack.