

MOLLOY COLLEGE
Rockville Centre, NY

COURSE OUTLINE

Semester: Fall, 2008

Department: Social Work/Gerontology

Faculty: S. Elaine Callahan, M.A., C.S.W., L.M.S.W.

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Terri Zenobio, L.C.S.W.

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Text: Quadagno, J. (2008). *Aging & the life course: An introduction to social gerontology*. New York: McGraw-Hill.

Course Description: Life span development in later adulthood, successful aging, family relations, community programs and social policies will be reviewed in this introduction to aging. This multidisciplinary course will also cover the continuum of service for elders ranging from home and community based services through long-term care. Selected works from fiction and non-fiction writings and media will supplement the assignment to develop the bio/psycho/social/spiritual exploration of age. Students will join community volunteers in a community service project to further expand their knowledge and engagement with the study of aging.

Course Goals & Objectives:

1. To create opportunities for enhanced personal and/or professional relationships with the elderly.
2. To create awareness of the need for ongoing economic and social advocacy.

3. To provide students with the fundamental knowledge of the many facets of aging.
4. To expose students to the comprehensive field of gerontology.
5. To utilize a service learning component of intergenerational community service development and delivery to integrate theory and practice.

Learning Outcomes:

At the conclusion of the course, the student will be able to

1. Discuss biological, psychological, sociological and spiritual aspects of normal aging, including the attitudes, myths, and cross-cultural influences, which impact our perceptions of this life stage.
2. Identify the significant pathological aspects of senescence.
3. Identify the negative attitudes and stereotypes of old age, which result in ageism.
4. Develop a personal vision of aging and well-being.
5. Describe various means of delivering services through the efforts of individuals, families, communities and governmental agencies.
6. Demonstrate the knowledge of forming intergenerational collaborations to address community needs related to transitions and relocation stress.

Learning Activities: A variety of approaches will be utilized during this course. They include but are not limited to lectures, discussions, field trips, and in-class exercises, assigned readings, presentations, use of media. Students will also engage in a civic project with assigned reflective logs.

Grading:

Class Participation and Attendance	15%
Quizzes	40%
Book Report Written/Oral Discussion	20%
Term Project/Service Learning	25%

Academic Integrity:

The Molloy College Policy of Academic Honesty found on page 46 of the 2007-2009 Molloy College Course Catalogue binds all students and faculty.

Selected Bibliography:

Chopra, D. and Simon, D. (2001). *Grow younger, live longer*. New York: Harmony Books.

Holman, N. R. and Kayak, H. A. (2008). *Social gerontology: A multidisciplinary perspective*. Boston: Allyn & Bacon.

Novak, Mark (2006). *Issues in aging*. Boston: Allyn & Bacon.

Rowe, J. W., and Kahn, R. L. (1998). *Successful aging*. New York: Pantheon Books.

Thomas, L. E., and Eisenhandler, S. A. (eds) (1999). *Religion, belief and spirituality in late life*. New York: Springer Publishing.

Communicating Across the Curriculum

Communication across the curriculum requirements are satisfied by the above written and oral assignments.

All written work must demonstrate acceptable standards of proper English usage. Students are strongly urged to become familiar with the rules governing the mechanics and format of writing research papers, primarily in the areas of avoiding plagiarism, treatment of quotations in the text, and documentation. If you experience problems in this area, please consult the writing lab. Poorly written and presented material will lead to lower grades. Students are expected to keep back-up copies of their written assignments.

Course: GRN 201: Intro to Gerontology: Service Learning Participation

Semester: Fall 2008

Faculty: Terri Zenobio, LCSW

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Reflective Journal Assignment:

Taking the time to reflect on your actions, thoughts, and feelings after different experiences in and outside the classroom aids in the learning process. Typed, single-spaced responses to each of these questions are due at our last meeting on Nov. 18th. Papers will be graded on grammar, organization of ideas, inclusion of course content, and insight into material. Late assignments will be penalized.

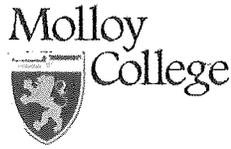
In your answer, you may describe some aspect of the service experience; analyze how course content relates to that experience; and/or comment on how the experience and course content can be applied to your future behavior.

1. How are older adults perceived in society at large? Your own culture? Your own family? What kind of stereotypes are you aware of? What kind of positive examples can you find?
2. Discuss the dilemmas of both adult children and older adults trying to communicate about the transition of relocation. What complicates this specific interaction? How does role theory explain some of these difficulties? How might a tool-kit facilitate better exchanges?
3. What is your understanding of the service learning experience? What might you gain from the intergenerational team members? From the service recipients,

themselves? What challenges or concerns do you anticipate with your experience.

4. What may be the reason(s) the topic of relocation is typically fraught with such avoidance and resistance? What thoughts and feelings may contribute to an older adult's fears or anxieties? What pieces of the tool-kit might assist in alleviating those stressors?

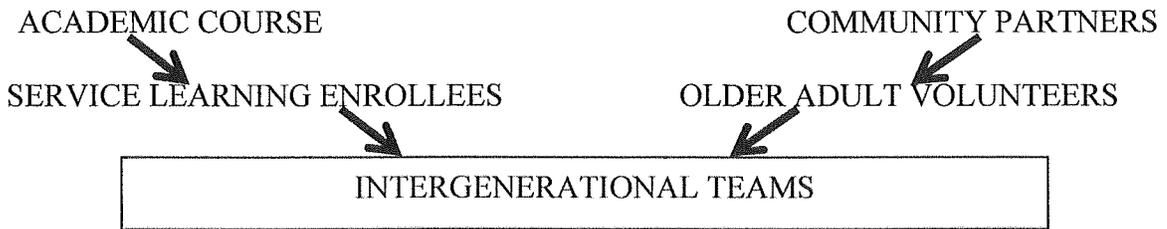
5. What have you learned from this service learning experience and how can it apply to your professional and personal life's journey? Has it influenced your impression of an aging society or the field of gerontology? To what degree has it impacted your consideration of ongoing civic engagement or volunteerism?



DEPARTMENT OF SOCIAL WORK

GERONTOLOGY PROGRAM

INTERGENERATIONAL SERVICE LEARNING PROJECT: RELOCATION STRESS



PHASE I RESEARCH ON RELOCATION STRESS
Teams will **identify the issues related to loss, change, and transition for older adults** who are developing impairments that increase their need for extensive support. This support may require intensive in-home care, living with family members, or moving to long-term care settings. Research has identified this period as a time of major adjustment.

PHASE II DEVELOPMENT OF TOOL KIT
Teams will **develop items and informational components** to address the needs of family units and older adults as they transition from independence into frailty.

PHASE III TOOL KIT DISTRIBUTION
Returning to the community, team members will **provide** the tool kit to individuals, groups and organizations as **a service of strategies, resources and support** to empower family units and ease the adjustment.
COMMUNITY RECIPIENTS

PHASE IV EVALUATION
Impact of Service Impact of Service-Learning Civic Engagement



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