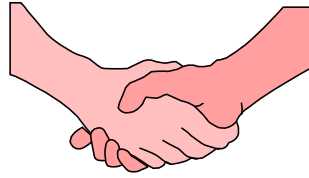


UNST 421: Senior Capstone



Linking the Generations: Communication, Aging, and Society Summer 2012

Monday Evenings from 4:45pm – 7:55pm with additional meeting time in community

Location: CH 400A CRN: 81760

Instructor: Cindy Koonz

Phone: 971-221-5883 (cell phone with voicemail) (prefer email) **Fax:** 725-5385 (Speech Dept.)

E-mail: teachcin16@hotmail.com

Office Hours: By appointment, and before or after class

Text: Harwood, Jake (2007). *Understanding Communication and Aging*. Sage Publications
Albom, Mitch (1997). *Tuesdays with Morrie*. Doubleday. (now available in paperback)

Community Partner:

Cedar Sinai Park in Portland will be the community partner we are working with this Summer for this 8-week Capstone project. It is a residential facility catering to those who are unable to live on their own. It is comprised of Rose Schnitzer Manor (assisted living) and Robison Jewish Health Center (advanced long term care) along with the May apartments. There is an Alzheimer's wing at Robison. The site address is the 6125 SW Boundary (off of the Beaverton-Hillsdale Highway). Our volunteer coordinator for the campus at the center is Kathy Tipsord Kathy.tipsord@cedarsinaipark.org, and Patti Garland, patti.garland@cedarsinaipark.org the activity coordinator at Robison and Katie Watry Katherine.hansen@cedarsinaipark.org is the coordinator at Rose Schnitzer Manor. We will be working with the residents and the families of the residents as needed to complete the projects. Each student will have to pass a background check prior to working at the center. Please get this completed as soon as possible. In the meantime, you will have to be at the center when there are supervised visits.

Course Description:

Gender-Sexualities Studies.txt

This course will focus on the issues of aging and intergenerational communication as students apply knowledge from their major in addressing the societal views of aging. Students will address their assumptions and stereotypes toward the aging population, and will reflect upon personal barriers and successes in the intergenerational communication process. Communication issues will be addressed in the areas of intrapersonal, interpersonal, mass and intercultural communication while working with Cedar Sinai Park to complete a variety of projects including oral histories and memory books for residents. Students will reflect on their progress throughout the term through journals.

Course Goals:

This course will tie together the University Studies goals and requirements for a community-based Senior Capstone course. The focus will be on **Communication skills** (oral and written) which will be enhanced through interaction with the community residents and families, and also within the classroom setting. **Appreciation of diversity** will be reached through interaction with the aging population, and working with diverse ethnic groups within this community setting. **Critical thinking** will be explored in the classroom, looking at the assumptions and stereotypes students may have about aging. We will also explore and analyze different perspectives on the aging process in interdisciplinary teams. The next goal is **understanding social responsibility**. Students will reflect on their roles along with the roles of the elderly in society. Students will develop a sense of empathy toward older adults, and a respect for intergenerational communication.

Overall Course Learning Objectives:

1. To realize the importance of communication across generations.
2. To address and analyze personal assumptions and stereotypes of aging.
3. To apply the different contexts and issues of communication to the aging process.
4. To apply theory and course concepts to meet the needs of the community.
5. To explore and connect the student's discipline's perspective on aging.
6. To reflect on student's experience in the community.

Attendance Policy:

This is a community-based course and requires attendance to class meetings and community-based meetings. This course is a partnership representing PSU and it is important that you are courteous to your classmates and your community members.

It is very important that you arrive on time to class. If you know that you will be late to a class, or you need to leave early, **please notify me prior to that particular meeting.** Please respect your other classmates' learning environment. You will be allowed to miss one (1) scheduled class without penalty. **Additional absences will deduct 10 points from your final grade.** Two late arrivals (more than 15 minutes) will count as an absence. This is 10% of your total course grade. It is very important to keep scheduled meetings with the community partner. If you must miss a meeting, please contact your community partner prior to the meeting day.

Participation Policy:

Please come prepared to discuss the readings assigned for the day. It is crucial that you come prepared because the discussions will help prepare you as you move into the community setting to begin your projects. Journal assignments will be prepared in advance of class discussions. There will be occasional quizzes throughout the term to gauge reading progress.

Late Assignments: Assignments will not be accepted beyond 1 class period and will receive a 15% reduction in the grade.

Please Note:

* Please let me know if you will be working with the Disability Services at IASC for reading, enlargements, etc. for this course.

- Please have cell phones and pagers on silent mode if brought to class.

Child Care: *Children's Center* 143 Smith Center (503) 725-CARE.

Information and Academic Support Center (IASC): 425 Smith Center (503) 725-4005. IASC offers a variety of supportive opportunities for newly enrolled students to aid in retention.

Writing Center: 188F Cramer Hall; (503) 725-3570. Offers professional critique of student work for all writing abilities. Repeat appointments with a consistent person are advised.

Department & University Policies

1. Academic Honesty requires that credit must be given any time you use words and ideas other than your own. Proper citation is necessary; APA is preferred for this course. In the *2003-2004 Portland State University Bulletin* it states, "The Student Conduct Code, which applies to all students, prohibits all forms of academic cheating, fraud, and dishonesty. These acts include, but are not limited to, plagiarism, buying and selling of course assignments and research papers, performing academic assignments (including tests and examinations) for other persons, unauthorized disclosure and receipt of academic information, and other practices commonly understood to be academically dishonest" (p. 29). Acts of academic dishonesty in this course may result in failure for the assignment and/or possible suspension from the university for up to two years.
2. Incomplete Grades will only be given to students when certain criteria are met and the student's circumstance warrants it. The instructor does not have an obligation to award an incomplete. To be eligible for an incomplete, the student must show satisfactory progress. Satisfactory progress includes, but is not limited to, a grade of C or better, completion of most coursework (approx. 75%) and a displayed commitment to the policies set forth in the course syllabus. The student and the instructor are required to complete a contract in which both parties agree to the essential work to be done. The student is required to also complete a justification statement. The contract and justification statement must be filed with the department. According to the *2003-2004 Portland State University Bulletin*, "The deadline for completion of an Incomplete can be no longer than one year. The instructor may set a shorter deadline which shall be binding" (p. 49).
3. Coursework completed for this class that is not retrieved by the student, will be available for the first three weeks of the following term. After this time, student coursework will be disposed; however, the grades will be held on record for two years.

Assignment Descriptions: All assignments will be typed and submitted for grading (with exception of collage).

Self-Concept Collage:

For this assignment, you will be making a collage using cutouts from magazines, pictures or personal photos (be creative) to reflect on how you see yourself now and how you will see yourself at the age of 80. You may separate the sections in any way you want. Collage could

include, but not limited to, family, friends, work, or play. Will you change? How will you change over the years? What things will remain the same? Collage should be no smaller than 11 X 17.

Communication Pre Assessment:

Please answer the following questions and submit on the 2nd day of class based on your current knowledge. Please save this file as you will refer back to it toward the end of the term when writing up the post assessment.

What is your major in college?

Have you taken any communication courses in college? If so, please list.

Have you taken any courses that have focused on aging or older adults? Please describe.

What are some common stereotypes of older adults as portrayed in the media?

What is your overall comfort level of communicating with older adults?

How often do you interact with older adults? Please describe.

Do you have grandparents or older adults currently in your life?

If yes, how do you communicate with these older adults? (technology, face to face, other means)

What are some of the barriers you perceive in communicating with older adults?

What, if any, differences are there between the elderly in different cultures? Please describe.

This term, you will have the opportunity to be creative with written communication in the form of a final project presented to the resident that will be a combination of a written and visual project. Please describe an example of a project you have completed and what you felt went well and what you might have improved on in this project.

Analysis of Children's Literature:

This assignment will further explore the image of elderly in children's literature. Each student will read [Ageism in Literature](#) and choose a children's story that portrays older adults within the story line and complete the worksheet on the last page of the article to turn in for credit, please also include some comments about the book on the worksheet.

Please bring the book to class on the due date of the assignment. You can search the local library, borrow books from children, or relatives for this assignment.

Book Review:

Each student will read the short book "Tuesdays with Morrie" and complete a mini-review of the book. This book looks at issues of life and intergenerational communication as it follows a professor and former student's conversation about life. You will answer the following questions in your short 1 page review. What insights, if any, did you come away with after reading this book? What did you like/dislike about the book? In addition, **Please integrate 2-3 aging concepts that connect with Morrie's perspectives on aging from the Harwood Textbook.** I am more interested that you read the book for pleasure to get the message the author is conveying, rather than write extensively about the text. The book will be available at the bookstore for purchase or you may check out the book from the local library, rotate copies with another student in class, or purchase a copy for your personal collection.

Journals:

The journal will enable you to reflect on your progress in the community and understanding of course concepts and theory. Each week you will read the assigned readings and answer the discussion questions provided on the Focus Journal Questions Handout. This should be approximately 1.5 pages (double spaced) in length. Although you will only be required to respond to 1 journal question in your journal per week, **you are required to be prepared** to answer the rest of them in a class discussion. You may use part of this space to also reflect on the

previous week's class discussion. **In addition, you will also address in 1-2 paragraphs your current status with your project in the community with each journal assignment.** Please be prepared to report on the status of your project at each class period. One entry is due according to the timeline schedule. If you do not have a specific update in the community for this week, please respond to one or several questions below instead.

- What was duration and nature of the work or activity?
- What was the best and worst part of the work? Why?
- If I was in charge of this project or class, how would I have changed it to make it more effective, productive, interesting?
- Who did you work with? What were they like? What did you learn from them? What did you have to offer them?
- What did you do or learn that relates to the course content?
- How can you relate the service projects to the class activities or vice versa?
- What project-related topics would you like to discuss in class?
- What personal skills or traits help you to be effective in this project?
- What personal skills or traits would you like to develop further?
- How does this project/course affect my life goals?

Discussion Leader:

A pair of students will sign up for each week of the quarter to lead the discussion. **Each student** read the assigned chapter listed under discussion leader. You will divide up the chapter, read and summarize the key points in class and create 4 questions each for the class to begin the discussion of topics. Questions can be a combination of the course readings and your selection. Questions should be thought-provoking and “open” in nature, allowing classmates to expand on ideas presented...”How do you feel about...?” “Or how would you approach things differently...?” **Turn in typed summary and questions on assigned date for credit. No make-ups allowed.**

Community Project:

Based on interest of the community member, we will be completing a variety of projects for the term. Because of the diverse audience, your project may be one of the following or may be designed to fit the needs of your particular partner. With this flexibility, it is important that you determine early on your particular project and approve it with me in advance. Please remember that each older adult is unique and may need the project adapted to fit his or her needs based on the resources available. A component of your grade for the project will be based on a peer evaluation as well.

Memory Book: You will be paired with a classmate and a resident at the Cedar Sinai Park. The memory book assignment will allow you to explore the significance of intergenerational memories and stories as told by older adults at the center. This project will include working one-on-one with the older adult, *having an ongoing conversation* with them about their lives, including significant life events. The written document will be given to the older adult. Everyone has unique life stories and this will document these events for them and their families. Your project can include a collection of photos

compiled by you and the older adult throughout the conversation that helps identify items and stories significant to their lives. Photos will be color copied and labeled accordingly. The books may help them recall some details of their past, and help them engage in conversation with staff, family members, or other community members.

****Your project may not take the full time required every week. You are expected to spend approximately 5 hours a week working on your community project/volunteering throughout the quarter as this is an intensive Capstone course. *You may spend time talking with other people at the center while you visit, and/or help with activities.* You will also need to sign in as a volunteer while spending time at the center for Robison's administrative records and for course requirements. You may also choose to spend time volunteering at Loaves and Fishes to include in overall time experience. **Please use the volunteer hours sheet to record your total volunteer hours within and outside of Robison that will go toward your total community time. You will turn in your timesheet from your syllabus at the end of the term. If you feel that you are having a difficult time working around the activities available at the center, contact me early on. It is much more difficult to meet the course requirements if you delay your work in the community.****

Community Outreach:

To explore the aging population in Portland, please do one of the following activities or create one of your own and pass it by me for approval. This activity will entail 2-3 hours of time that may be counted toward your total time in the community. ***Compare your experience to your experience at Cedar Sinai Park.***

Option 1: Make arrangements with Loaves and Fishes Meals-on-Wheels program to deliver meals to homebound seniors or volunteer to serve a meal(s) at one of their centers. You probably will have to fill out volunteer paperwork when doing this. Go with a classmate if available and let the program coordinator know you are coming in advance. Write a 1-page summary of your experiences.

Option 2: Ask for a tour in advance and visit a nursing home of your choice in Portland or surrounding area (not Robison). Tell us about your impressions of the home. What was the environment like? (be descriptive--lighting, paint on walls, pictures, rooms-shared? 2 or 3 to a room, able to have personal belongings in rooms?, scents, activities schedule, hospital like? home-like? designated room for families to visit in?, staff ratio if available, how much does it cost to live there?.) Address other issues as you see fit. Summary should be 1 page.

Option 3: Get activity of your choice approved by instructor. Write a 1-page summary.

Presentation:

The presentation will include sharing a final copy of the project with your community member on the final night of class, and sharing your project with the class on the last in-class meeting. Your presentation for class should include insight into the intergenerational experience, challenges, rewards, etc. You will hand in 2 separate ***black and white*** copies on 8.5 X 11 paper, paper-clipped together of your project to be compiled into a book for the Center. PLEASE DO NOT STAPLE OR BIND YOUR DOCUMENTS. You can use material directly from your written reflection for your presentation. Identify and synthesize how at least 3 course concepts from Harwood played into your community experience.

**Written Reflection on Project:
Communication Post Assessment**

Please reflect back on your pre-assessment completed on day 2 of class and add the following questions and submit on date assigned on syllabus based on your experiences in the community and the classroom this term (you will be re-submitting a compilation of your pre and post assessment.)

How might you look at stereotypes differently now than at the start of the course?

*What is your overall comfort level of communicating with older adults after taking this course?
Older adults with disabilities?*

What has been your biggest challenge in communicating with older adults this term?

What have you done well with regard to communication with the older adults in the community?

Have some of the barriers you perceived initially in communicating with older adults changed throughout the course?

How do cultural differences impact communication with the elderly?

Please describe your interactions with your resident and what you will take away from the project (please use only first name of resident in paper).

Describe your approach to completing your final memory book project and what your goals were in presenting a final product to the resident? How did you go about planning and constructing the project?

In addition, please tie in at least 4 aging concepts and/or theories from your book or readings that directly applied to your experiences in the community. Include any additional insight about the process here in this final reflection. (Approximately 5-6 pages, including items from pre-assessment)

Expenses: If you have expenses for the project, such as photocopying, supplies, etc., please save all receipts in case we are able to get funds for reimbursements. **Reimbursements are very limited. If you choose to purchase supplies different than those provided in the course, it may be difficult to have you compensated for them.**

Grading:

Self-Concept Collage	5 points
Communication Pre-Assessment	5 points
Analysis of Children's Literature	5 points
Book Review-Tuesdays with Morrie	10 points
Journal(1 entry per week)	18 points
Class Discussion Leader	6 points
Term Project	15 points
Communication Post-Assessment/ Reflection on Project	13 points
Presentation	8 points
Community Outreach Assignment	10 points
<u>Participation (In class/quizzes/ assignments)</u>	<u>5 points</u>

Grade Scale:

90-100	A-/A
80-89	B-/B/B+
70-79	C-/C/C+
60-69	D
59 or less	F

Total Points Possible: 100 points

This is a tentative class schedule: It may be modified as needed-UNST 421 Linking Generations

Week:	Date:	Topic:	Notes/Assignments:
1- MON	6/25	Class introduction Bring Collage for discussion next week. Directions to Center, Assign Collage, Comm Pre-Assessment due next week.	Drive to Center or Carpool to Center at 6 for Orientation- must have background check submitted to attend this session.
2- MON	7/2	Stereotypes/perceptions of aging Read these for this week also (7/2) > Pair up/assign residents	Harwood- Ch 1, 2 Self-concept collages due in class. Communication Pre-Assess Due Journal due
		<i>Discussion Leaders 7/2>>>></i> Ch 3- Stereotypes and Attitudes about Aging	<hr/> <hr/>
3- MON	7/9	Meet in Community	5:30
4- MON	7/16	Barriers to Conversation Facing Elderly People/ Listening and interviewing Older adults portrayal in literature	Ageism in Literature (D2L) Harwood- Ch 4, 7, 8 Children's Lit Analysis due in class Family History Questions (guide FYI only) and Oral History Interviewing Guide (D2L) Journal due
		<i>Discussion Leaders 7/16>>>></i> Ch 9-Uses and Effects of Media	<hr/> <hr/>
5- MON	7/23	Health, Communication, and Aging Alzheimer's Disease http://www.alz.org/alzheimers_disease_alzheimers_disease.asp	Harwood-Ch 11 Alzheimer's Disease Fact Sheets http:// www.alz.org look under what is Alzheimer's Caregiver Stress- http://www.caregiverstress.com Journal due
		Discussion Leaders 7/23>>>> CH 12-Older Adults Use of Technology	<hr/> <hr/>
6- MON	7/30	Intercultural Communication Jewish /other Cultural Traditions (Website with additional info on Jewish Culture) http://www.jewfaq.org/archive/index.htm Death and Dying Morrie Video clips (Ted Koppel)	Book Reviews due, Tuesdays with Morrie, Harwood- Ch 10 Discussion Journal due

		<p>Discussion Leaders 7/30 >>>> Hospice for End of Life Care http://en.wikipedia.org/wiki/Hospice Hospice http://www.hospicenet.org/ Bereavement- http://www.nmha.org/go/information/get-info/grief-and-bereavement/coping-with-loss</p>	<hr/> <hr/>
7- MON	8/6	<p>Family Communication Successful Aging- Retirement/Poverty in Old Age-Conclusion</p>	<p>Harwood-Ch 5 Grandparents (D2L) Community Outreach Due Journal Due Harwood- Ch 13 Elderly_poverty.pdf on D2L-Review Journal Due</p>
		<p><i>Discussion Leaders 8/6 >>>></i> Ch 6: Intergenerational Relationships June 12, 2006 issue of US News & World Report on Retirement issues or visit a website listed in this chapter's webliography and present info to class and prepare questions. The Not-So-Golden Years- PDF</p>	<hr/> <hr/> <hr/> <hr/>
8- MON	8/13	<p><u>Presentations in class</u> <u>Final Meeting at Robison</u> <u>Evaluations</u></p>	<p>Meet in class at 4:40 Leave for center at 6:00pm- Get Together with residents and family Post Assessment and projects due</p>

Student Understandings

1. I understand the standards in this course and that I am responsible for my own learning.
2. I understand that at times I will be working in groups.
3. I understand that working together in an interdisciplinary group means that I will be responsible to take an active part in advancing the assigned work of the group.
4. I understand that it will be necessary to work outside of class with the community partner.
5. I understand that I have a commitment to the resident/family I am working with, and will make sure that I notify him or her prior to the appointment if I must cancel.
6. I understand the nature of the course requires consistent classroom attendance and interactive participation inside and outside the classroom.
7. I understand the basis of the final grade.
8. I understand that if I do not agree to the requirements of this course that I will drop the class in a timely manner to allow room for another student, since this is a low enrollment course.
9. I understand that this form must be signed and turned in Monday, July 2, 2012, at the beginning of class.
10. I have read and understand my responsibilities based on this learning contract, and I agree to the requirements of this course.

Name: (Print and Sign) _____

_____ Date: _____

Current Phone Number: _____

E-mail address: _____

I will be communicating with you by email this term, so please feel free to do the same.

Journal Focus Questions for Linking the Generations Class

In addition to answering your assigned number below on the dates due, please provide an update to your progress in the community.

Due 7/2:

1. How do changing population demographics influence individual lives? How might the aging of the baby boomers influence your life? What economic opportunities might arise as a result of the aging of the baby boomers?
2. Why has “natural selection” not eliminated Alzheimer’s disease? What things that are now thought of as “normal” aging might be viewed as “pathological” in 25 years?
3. If you have taken other communication classes or other college courses, discuss what you have learned about old age in those classes. If you have learned nothing about old age, discuss why that might be.

Due 7/16:

1. What might be some ways to break the communication predicament of aging? What are some reasons why older people might disclose painful information? Can you think of other things that older people do in conversation that appear unusual to younger people? Why might they do those things?
2. Can you describe a “best case scenario” for the development of an intergenerational relationship that would positively influence a younger person’s attitudes about old age?
3. Think about a recent portrayal of an older person that you saw in a television or a magazine advertisement. What message is it sending about aging?

Due 7/23:

1. What can doctors and patients do to improve communication in the medical encounter?
2. What elements do you think would be most effective in a support group for older adult caregivers? How would you structure a support session for such individuals?
3. What causes stress for caregivers? What specific strategies would you use to reduce stress if you were a caregiver?

Due 7/30:

1, 2, and 3-

Select from a list of cultures (will choose in class so no duplicates) and identify how members of that culture view death and dying. Are there rituals involved? How are elders in the culture received and cared for by others? Do spiritual beliefs impact the cultures views? Understandably, not all people in a culture adhere to the same norms and beliefs, so provide a snapshot of the research you found.

Due 8/6 (see 2nd set below also):

1. What unique aspects might be associated with a lifelong friendship (or a sibling relationship)? Try to imagine what it is like to know someone for 80 years, and imagine how communication in that relationship might differ from communication outside of it.
2. How do older people cope with widow(er)hood, and how might dating in old age differ from dating among the young?
3. Why might sibling relationships grow stronger in older adulthood? What other relationships might influence the strength of the sibling relationship in older adulthood?

Due 8/6:

1. How are societal/cultural norms of aging transmitted to individuals? What is age segregation and why does it happen?
2. What single recommendation would you make to a 50-year old wanting to proactively prepare for his or her own older adulthood? What steps can younger people take now to make this world a better place in which to grow old?
3. What factors might play into a decision to retire from full time work?

