

## Service Learning and Elder Moments Journal Guidelines

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We live in an age-segregated society. To discuss aging in a meaningful way, we have to take steps to overcome this segregation. Doing so will enable us to understand how age stratification and discrimination operate in our society, and to get in touch with our own "ageism." Connecting with elders will enable us to find links between age groups and to appreciate how various individuals and groups in our society experience the life course. Finally, through service, we will get in touch with human needs and gain some practical ideas about how the experience of "growing old" can be enhanced. This knowledge develops our capacity to evaluate practices, programs, and policies in the field of gerontology.

### Doing Service

Everyone in the class must be involved in some way, for one or two hours a week [a minimum of 12 hours] in some kind of service with elders. This can be done in a variety of ways:

- A relationship with your parents or another older relative
- Regular visits with any older person
- Volunteer or internship experience in an organization serving the elderly
- Volunteer work or regular interaction with older adults in a religious group, club, or other voluntary organization
- Paid work that involves some kind of regular interaction with older adults

Some of you may already be involved in employment or an internship that will serve the purposes of this assignment. Others may be developing an internship, or might have the opportunity to get involved with older people as we get into the term. Please feel free to contact me at any time for further assistance on this. If you are currently enrolled in CG181: Exploring Careers in Gerontology, you might get some ideas from the instructor or develop an internship through your market research. PCC's [Service Learning Program](#) has developed relationships with a number of organizations that might be helpful, or you can contact the Gerontology Program for access to our database of internship placements.

### Service-Learning Experience and Hours Log (80 points)

Document your experience through a log of activities and contacts, as well as by a letter from your place of paid or volunteer work if that is appropriate. The log should simply list the date, time, and place of the experience, with a brief description of the experience, adding up to at least 12 hours. This log of your hours of experience is due on **March 18th**.

### Elder Moments: Reflection Journal (80 points)

At least weekly, record your reflections both on your service-learning experience and on any other "elder moments" that highlight age-related issues or that have helped you understand and appreciate the concepts, themes, and issues we are exploring this term. Turn in a brief **Introduction to your Journal by January**

**28th**, explaining how you plan to fulfill the service-learning requirement (10 points). Then, keep your journal, writing about a page each week, throughout the remainder of the term, and submit this ***journal of reflections (70 points), along with your log, by March 18th.***

**Submit** the **Journal Introduction, the Journal, with the Log of your experience**, in the appropriate ***Assignment Dropbox.***