

**TRAINING
GUIDE
for
VOLUNTEERS
WORKING
with
OLDER
PEOPLE**

nejw

NATIONAL COUNCIL OF JEWISH WOMEN
EDUCATION · SOCIAL ACTION · SERVICE
15 EAST 26th STREET · NEW YORK, N.Y. 10010

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TRAINING GUIDE FOR VOLUNTEERS WORKING WITH OLDER PEOPLE

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February 1979

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INTRODUCTION

The statistics are startling - Do you know that one out of every ten people in the U.S. is over 65? By the year 2000 the elderly population will increase to 31 million. Whether we be 65+ or not, we are part of the statistics and the problems are ours. By meeting the challenges presented by our rapidly changing population today - we surely will be making an impact on our own tomorrows!

The National Council of Jewish Women, by setting Aging as a program priority has recognized the tremendous needs of the elderly and is striving to provide services to enable older persons to maintain independent and productive lives.

To be an effective volunteer with the Aging, the volunteer, through training must examine her attitudes towards Aging and older people. She should develop an awareness of the Aging process, a knowledge of community resources and an understanding of how to deal with advocacy in closing gaps in services to older people.

This guide is designed to aid Sections in planning a training program for volunteers serving older people and to work effectively with resource people in its implementation.

THE AREAS FOCUSED ON IN THIS TRAINING GUIDE ARE:

HIGHLIGHTS OF THE AGING PROCESS

UNDERSTANDING AND SENSITIVITY TO AGING

SELF-ADVOCACY

USE OF COMMUNITY RESOURCES

BIBLIOGRAPHY

- . This guide provides a framework for a training program and should be adapted to needs of a particular Section.
- . Each Workshop may be used independently or in its entirety.
- . Publicity is needed to promote workshops. A reading list should be made available to participants prior to series.
- . Each series should include a wrap-up and an evaluation.
- . It is strongly suggested that a cross-section of the membership be involved in planning this program. This program should not be limited to direct service volunteers and should be offered as a continuing education program to the entire membership. CEU credit information may be obtained by contacting the National Office.
- . Cost for these training programs is minimal and involves fees or honorariums to resource people and charges for renting films, reprinting materials (etc.).
- . We hope this guide will be useful in training volunteers who are well-equipped to serve the increasing number of older people today.

HIGHLIGHTS OF THE AGING PROCESS - WORKSHOP I

This guide is intended as a resource for those who are struggling with the difficult question "what is the aging process?" It consists of a four-part series which can be adapted to each Section's needs. The goal of the series is to train volunteers to work effectively with older persons by gaining insight into the experiences of older persons and their relationship to their environment.

SERIES #1a - CONCEPT AND DEFINITION

GROUP SIZE: Participants should be limited to thirty.

TIME ALLOTTED: Approximately 2 hour Workshop

PHYSICAL SETTING: Comfortable room appropriate to Workshop.

RESOURCES AND PROCEDURE: A moderator who sets the tone of the series and reads the recommended poems which have been distributed and will be the basis of discussion; a recorder; and a professional resource person who is to handle the feedback, feelings and questions dealing with the poems; paper and pencils.

POEMS SUGGESTED: "Growing Old" by Matthew Arnold and "Messo Cammin" (Midway upon the journey of our life) by Henry Wadsworth Longfellow. (poems are included - see Appendix A.)

SUGGESTED AREAS FOR DISCUSSION:

- . Highlight the media's view of aging, as well as how society defines old age.
- . Is there an element of truth in the poems no matter how different their approach?
- . Does one poem most clearly express your own experience?
- . Do the old have a comfortable feeling of achievement now that they are old, or do they feel like observers to the passing scene?

SUMMARY

The resource person reinforces the positive aspects of aging. The moderator concludes by emphasizing the overall goal.

SERIES #1b - CONCEPT AND DEFINITION

SUGGESTED READING: De Beauvoir, Simone. The Coming of Age: The Study of the Aging Process.

RESOURCES AND PROCEDURE: Panel of Experts: Gerontologist, social case worker, social group worker; a moderator. The moderator opens the session and introduces the resource people. The gerontologist gives a 10-minute presentation on the biological aspects of aging, the social case worker addresses the psychological aspects of the aging and the group worker highlights the social and leisure time activities of the elderly.

HIGHLIGHTS OF THE AGING PROCESS - WORKSHOP I (continued)

RESOURCES AND PROCEDURE (continued)

Before the session begins, participants are asked to write down on a piece of paper the first thing that comes to mind when they hear the word "old." Answers should be held by participants. After panelists have spoken, the floor is open for discussion.

SUGGESTED QUESTIONS FOR MODERATOR:

- . How do you see yourself aging?
- . What preparations have you begun to make for your retirement?
- . Can we prevent ourselves from falling into the myth that old age means deterioration and uselessness?

Utilizing what the members have written about the word "old" have them share their thoughts with the group. Did feelings and perceptions change?

SUMMARY

Moderator summarizes, thanks the panelists and announces the next Series, The Sociological Situation of the Aging Process.

HIGHLIGHTS OF THE AGING PROCESS - WORKSHOP I

SERIES #2 - THE SOCIOLOGICAL SITUATION OF THE AGING PROCESS

GROUP SIZE: Participants should be limited to thirty.

TIME ALLOTTED: Approximately 2 hours.

SUGGESTED READING: Minna Field, The Aged, the Family and the Community and When Your Parents Grow Old by Jane Otten and Florence B. Shelley.

SUGGESTED FILM: "When Parents Grow Old" (16 minutes)

Available from: Learning Corporation of America
1350 Avenue of the Americas
New York, New York 10019
Rental: \$25.00

SYNOPSIS OF FILM: Edited from the fine feature film, "I Never Sang For My Father," with Melvyn Douglas as the widowed, ailing father and Gene Hackman as a young man about to marry. What is it like to be a proud, self-made eighty year old man who should not, for health reasons be left alone in his house? What are the alternatives he can accept? What does a son do when torn between a desire to marry and a feeling of responsibility to his father? The conflict is left unresolved and this should provide excellent discussion for living arrangements and family relationship session.

RESOURCES AND PROCEDURE: A moderator; social worker; panel of three people representing three generations-any combination of the family unit, eg. - mother-daughter, grandchild, son-mother, grandchild (participants should be chosen prior to the Series;) a film projector and screen. The moderator presents an overview of the Series and briefly introduces the film. The moderator introduces the social worker who will lead discussion after the film is shown. Some questions that the social worker will deal with include:

- . Was the situation depicted in the film familiar to you?
- . Did you identify with the characters? Which?
- . If your health deteriorated to the point you could not care for yourself, could you see yourself living with your children? Would this be a potential source of conflict?
- . What are the possible alternates?

A 10-minute coffee break follows this discussion. The group resumes with introductions of the panel by the moderator.

The panel and the social worker discuss their reaction to various situations that may affect the older person in his family - example: a middle aged woman faced with both her older mother and adolescent daughter vying for her attention.

The social worker elicits response from the group when she feels it appropriate, summarizes and ends the discussion.

Moderator thanks the group, ends the discussion setting the tone for the next series, Housing and The Elderly.

HIGHLIGHTS OF THE AGING PROCESS - WORKSHOP I

SERIES #3 - HOUSING AND THE ELDERLY

GROUP SIZE: Approximately 30 people.

TIME ALLOTTED: Approximately 2 hours.

SUGGESTED FILM #1: "Beyond Shelter: Ideas on Housing for the Elderly" (25 minutes)

Available from: Transit Media
P.O. Box 315
Franklin Lakes, N.J. 07417
Rental: \$25.00

SYNOPSIS OF FILM: Where to live, how to live. This film shows Denmark's imaginative solutions to the crises facing the elderly in the U.S. today. We visit a variety of alternatives to the sterile institutions facing us all as we grow older.

SUGGESTED FILM #2: "By Chance or By Choice" (26 minutes)

Available on short-term loan from:
Public Health Education Section - Room 122
Connecticut State Dept. of Health
79 Elm Street
Hartford, Connecticut 06115

SYNOPSIS OF FILM: This film deals with the process of selecting a nursing home matched to the particular individual needs (medical and social) of the patient. In a low key, criteria for evaluation and selection are presented. With today's perspective, one questions whether that many choices are realistically available.

RESOURCES AND PROCEDURE: A moderator, panel, a film projector and screen.

Moderator gives an overview of the series, introduces the speakers and introduces the film, "Beyond Shelter." After the film, each of the speakers should give approximately a ten-minute review of the film and the housing situation for the elderly in their respective communities. Moderator leads and summarizes. Panel consisting of a Director of a housing project for the elderly and a representative from the office of Housing and Urban Development (HUD) is needed for the first film.

For second film, Director of nursing home and nursing home ombudsman; film projector and screen. After a 10 minute coffee break the moderator introduces second film, "By Chance or By Choice." The panel of nursing home staff/personnel leads a discussion and answers questions relating to the film.

The moderator thanks the panelists, ends the discussion setting the tone for the next series, Retirement, Loneliness, Health.

HIGHLIGHTS OF THE AGING PROCESS - WORKSHOP I

SERIES #4 - RETIREMENT, LONELINESS, HEALTH

PART A - RETIREMENT

GROUP SIZE: Participants should be limited to thirty (30).

TIME ALLOTTED: All-day session divided into 3 parts.

SUGGESTED FILM: "The Art of Age"

Available from: NYS Office of the Aging
Empire State Plaza
State Agency Building #2
Albany, New York 12247
1-800 342-9871

SYNOPSIS OF FILM: Four retired people talk about their lives. A personalized look into the lives of four retired, active citizens with a wide range of interests and hobbies. It shows constructive ways to use retirement, gives an insight into the minds of older people, and provides discussion about problems of old age.

RESOURCES AND PROCEDURE: Film projector and screen, moderator, professional resource person, panel of three or four older people from the community. Film is shown first followed by panel of three older people with different styles of living - e.g. - one from retirement housing, one living alone and one living with children. Each panelist talks about her way of life and the effects of retirement. Discussion follows and resource person summarizes.

PART B - LONELINESS

GROUP SIZE and TIME ALLOTTED: Same as Part A.

SUGGESTED FILM: "Minnie Remembers" (5 minutes)

Available from: Mass Media Ministries
2116 North Charles Street
Baltimore, Maryland 21218
(301) 727-3270

SYNOPSIS OF FILM: This film is based on the poem "Minnie Remembers" by Donna Swanson. An old woman sits in her rocker and reminisces about the past. Old people are inclined to do that. It is something young people take for granted. Minnie tries to remember the last time someone touched her. This is the ultimate tragedy, the loss of her identity as an individual. All that remains is an old woman in a rocking chair. She's lonely.

HIGHLIGHTS OF THE AGING PROCESS - WORKSHOP I (continued)

RESOURCES AND PROCEDURE: Moderator, caseworker from Jewish Family Service, film projector and screen. At the end of the film the moderator introduces the caseworker. Caseworker discusses the film and degrees of loneliness and what the role of the volunteer should be in alleviating this problem.

SUGGESTED DISCUSSION AREAS:

- . Do you see yourself in the position of the woman in the film?
- . What can be done to prevent this from happening?

After discussion, moderator summarizes Part B Loneliness and sets tone for Part C Health.

PART C - HEALTH

GROUP SIZE and TIME ALLOTTED: Same as Part A and Part B.

SUGGESTED FILM: "The Later Years of the Woodleys"

Available from: N.Y.S. Department of Social Services
Mr. John Lennon
Forms and Publications
40 North Pearl Street
Albany, New York

SYNOPSIS OF FILM: This film illustrates the cause-effect relationship of aging and health. It demonstrates the effectiveness of appropriate medical care.

RESOURCES AND PROCEDURE: Panel, moderator, film projector and screen. PANEL: Gerontologist, nutritionist and physical educators to discuss the positive aspect of health care and the elderly. The moderator introduces the panel. Each panelist is asked to speak approximately ten minutes on their area of expertise with emphasis on preventive care for the elderly. Discussion following the panel could be stimulated by the following questions:-

- . Do all elderly people fall victim to chronic diseases?
- . What can be done to make their lives more comfortable?
- . What role does nutrition play in the older person's well-being?
- . What kind of physical activity does the older person need to maintain his well-being?

The moderator summarizes the discussion by highlighting some of the important parts of the discussion.

UNDERSTANDING AND SENSITIVITY TO AGING - WORKSHOP II

This Workshop will help the volunteer become more aware of her own attitudes toward aging. With this increased awareness the volunteer can better serve the elderly.

The Workshop is in three parts: Part A - AWARENESS, Part B - MYTHS AND MIS-CONCEPTIONS, Part C - HUMAN SEXUALITY.

PART A - AWARENESS

GROUP SIZE: Workshop should be limited to 20 participants.

TIME ALLOTTED: All-day Workshop divided into three parts.

ROOM SET-UP: Medium sized room, enough available space for safety.

RESOURCES AND PROCEDURE: For all participants - eyeglasses, milk, cotton, fruit, art objects or flowers, blindfolds, pencils and paper. Moderator and resource person e.g. social worker; reproduce questionnaire (see Appendix B2.)

Moderator introduces the professional resource person to conduct exercises. The resource person explains the purpose of each exercise.

Following exercises participants take their seats in a circle and express their reactions to the exercise.

EXERCISES:

VISION - Participants dip their glasses in milk, put them on, and walk across the room.

HEARING - Participants are instructed to put cotton in their ears and write what they hear.

SMELL - Participants close their eyes, pinch their noses and bite into a pear, apple, etc.

TOUCH - Blindfold participants and instruct them to feel an object such as sculpture, flower, fruits, etc.

You may wish to hold discussion until all exercises are completed in order to give participants an overview of all exercises.

SUGGESTED QUESTIONS:

- . What was your reaction while wearing eyeglasses dipped in milk?
- . How accurate were you in recording what you heard while your ears were plugged?
- . Was your sense of smell affected by holding your nose?
- . Could you identify what you were touching while blindfolded?

UNDERSTANDING AND SENSITIVITY TO AGING - WORKSHOP II (continued)

After discussion about feelings regarding the exercises hand out questionnaire.

Allow ten minutes for answering.

Discussion to continue about half an hour with a wrap-up by the professional and moderator, stressing how these exercises will assist volunteers to better understand the needs of the elderly.

PART B - MYTHS AND MISCONCEPTIONS

Old age has its problems but the widely distorted image of old age may be the biggest problem of all. Old people don't conform to a type. People in their sixties may be as different from octogenarians as teen-agers are from people in their thirties.

GROUP SIZE: Same as Part A.

RESOURCES AND PROCEDURE: Moderator; resource person e.g. Social Worker; attitude scale towards Aging should be reproduced and handed out. (See Appendix B1.)

Moderator introduces Part B, giving the rationale for the questionnaire. Professional reviews scores and sums up Workshop.

PART C - HUMAN SEXUALITY

Our society has seriously misunderstood the sexual needs and interests of older people. The drive for sex is a basic human need which continues through our life and should be understood by anyone working with the elderly.

This is a very sensitive area that should be handled by a professional.

GROUP SIZE: Same as Part B.

RESOURCES AND PROCEDURE: Moderator and a professional resource person. Moderator introduces professional resource person who directs discussion based on material from Quick Quiz. With the completion of Part C the moderator summarizes and closes the Workshop.

Copies are available by writing to: Isabella Geriatric Center
515 Audubon Avenue
New York, New York 10040

SELF-ADVOCACY - WORKSHOP III

This Workshop will address techniques and models of Self-Advocacy to enable volunteers working with the elderly to be better advocates.

PART A - TECHNIQUES

GROUP SIZE: Unlimited number

TIME ALLOTTED: Each session approximately 1 hour.

PHYSICAL SETTING: Room large enough to accommodate all participants, with adequate tables, chairs available.

RESOURCES AND PROCEDURE: Moderator, resource persons such as a member of the State Legislature, Assembly person, Gray Panthers, League of Women Voters, knowledgeable volunteer on advocacy/legislation, blackboard, paper and pencils. A moderator gives an overview of techniques of advocacy. Excerpted parts from NCJW Advocacy Manual. (see Appendix C - Guidelines for Advocacy.)

We in NCJW advocate because:

- . We believe in certain basic concepts concerning society and its goal.
- . We are in a position to see and document unmet needs.
- . Movement and change need active proponents to combat societal inertia.
- . We are not a special interest group with narrow, vested interests in the specifics we seek. Due to increased number of older people, longevity, more communal older groups, etc., in recent years older Americans have become more active in pressing for legislation and programs benefitting their group. The major thrust of Jewish law in asserting human rights is the protection of society's disadvantaged. The concept of rights and obligations are grounded in the Biblical conception of man.

DEFINITION

In its Latin roots, "advocare" means to call for aid. Advocacy has kept its root concern for aid, but the central meaning has shifted from a call for to the actual provision of aid.

Assistance via advocacy is provided by speaking in behalf of, by supporting, by interceding, by pleading for and by defending.

Senior citizens should take an active role in advocacy because:

- . They must be active participants
- . Retirees have accumulated experiences
- . They have more time
- . The more active the elderly, the more responsive the government is to their needs
- . In numbers the elderly are potent and valuable advocacy force and they eventually speak for all

Moderator presents resource person who will focus on techniques of advocacy. This presentation should be approximately 20 minutes. Discussion follows.

SELF-ADVOCACY - WORKSHOP III (continued)

SUMMARY

Moderator should reiterate why advocacy and the rewards of advocacy.

Volunteers working with elderly must incorporate advocacy in all facets of programming. To accomplish this volunteers should:

- . Be informed of pending legislation
- . Transmit information to elderly
- . Hold discussions
- . Take action -- letter writing, meeting legislators, etc.

REWARDS OF ADVOCACY

Volunteers must understand and transmit the rewards gained by the elderly in self-advocacy.

- . Feelings of self-esteem
- . Feelings of usefulness
- . Feelings of power
- . Developing skills, writing, listening, speaking, continuously learning
- . Remaining part of the mainstream of community life

It is important to reinforce that government tends to be more responsive to people who vote and participate in the political process.

The moderator sets the tone for Part B - Model for Self-Advocacy.

PART B - MODEL FOR SELF-ADVOCACY

GROUP SIZE AND TIME ALLOTTED: Same as Part A.

RESOURCES AND PROCEDURE: Moderator, participants such as a Jewish agency director, President of a Senior Citizen Club, Board member of agency, groupworker, volunteer.

The objective of Part B is to provide through role-playing a concrete application of advocacy involving grassroot changes. Advance preparation is needed.

ROLE-PLAYING EXAMPLES:

- . Dispute over the center hours
- . Refreshments not being served in particular areas
- . Time schedules
- . Membership dues
- . Meeting with legislator(s)

Questions/Discussion should be handled by the moderator. The moderator summarizes and sets the tone for next workshop - Use of Community Resources.

USE OF COMMUNITY RESOURCES - WORKSHOP IV

This Workshop is designed to educate the volunteer to community resources available to the elderly.

GROUP SIZE: Unlimited

TIME ALLOTTED: Approximately 1½ hours

SUGGESTED READING: Jane Otten and Florence Shelly - When Your Parents Grow Old - excellent, contains where to go, whom to ask, medical legal, financial help, and much more. Paperback: \$2.25

RESOURCES AND PROCEDURE: Moderator, an agency director, social worker from Jewish Family Service, local office on Aging. Paper and pencil. A flyer listing national and local community resources for elderly persons can be prepared and distributed.

Moderator introduces resource people. Resource person describes local services offered to older people and use of services. Moderator handles discussion and summarizes.

PROGRAM SUGGESTION FOR VOLUNTEERS: Invite representatives from agencies and organizations serving the elderly. Displays and hand-out materials should be available for resource people to explain.

For preparation of the flyer the following are some examples of the types of local resources you may wish to list:

- Medicare, Supplemental Security Income
- Health Care Services, Home Health Care
- Senior Citizens Housing Information
- Jewish Community Council
- Commission for the Blind
- Department on Aging
- Administration on Aging
- Department of Health
- Vacation Camps
- Consumer Affairs
- Legal Aid
- Federations
- Rent, Real Estate
- Tax Exemption
- Reduced Fare

USE OF COMMUNITY RESOURCES - WORKSHOP IV (continued)

NATIONAL RESOURCES (Selected listing below)

National Organizations of and for Older People

American Association of Retired Persons/National Retired Teachers Association
1909 K Street N.W., Washington D.C. 20006

Gray Panthers, 3700 Chestnut Street, Philadelphia, Pa. 19104

National Council of Senior Citizens (NCSC)
1511 K Street, N.W., Washington, D.C. 20036

National Council on the Aging (NCOA)
1828 L Street, N.W., Washington, D.C. 20006

Senior Advocates International, 1825 K Street N.W., Washington, D.C. 20006

National Health Organizations:

Alexander Graham Bell Association for the Deaf
3417 Volta Place, Washington, D.C. 20007

American Cancer Society, 219 East 42nd Street, New York, New York 10021

American Diabetes Association, 18 East 48th Street, New York, New York 10017

American Foundation for the Blind, 15 West 16th Street, New York, N.Y. 10011

American Heart Association, 44 East 23rd Street, New York, New York 10010

American Lung Association, 1740 Broadway, New York, New York 10019

APPENDIX A

HIGHLIGHTS OF THE AGING PROCESS - WORKSHOP I - SERIES I

"GROWING OLD" by Matthew Arnold

What is it to grow old?
Is it to lose the glory of the form,
The luster of the eye?
Is it for beauty to forego her wreath?
--Yes, but not this alone.

Is it to feel our strength--
Not our bloom only, but our strength--decay?
Is it to feel each limb
Grow stiffer, every function less exact,
Each nerve more loosely strung?

Yes, this, and more; but not
Ah, 'tis not what in youth we dreamed 'twould be!
'Tis not to have our life
Hellowed and softened as with sunset glow,
A golden day's decline.

'Tis not to see the world
As from a height, with rapt prophetic eyes,
And heart profoundly stirred;
And weep, and feel the fullness of the past,
The years that are no more.

It is to spend long days
And not once feel that we were ever young;
It is to add, immured
In the hot prison of the present, month
To month with weary pain.

It is to suffer this,
And feel but half, and feebly, what we feel.
Deep in our hidden heart
Festers the dull remembrance of a change,
But no emotion--none.

It is--last stage of all--
When we are frozen up within, and quite
The phantom of ourselves,
To hear the world applaud the hollow ghost
Which blamed the living man.

APPENDIX A

HIGHLIGHTS OF THE AGING PROCESS - WORKSHOP I - SERIES 1

"MEZZO CAMMIN"

by Henry Wadsworth Longfellow

Written at Boppard on the Rhine, August 25, 1842,
just before leaving for home

Half of my life is gone, and I have let
The years slip from me and have not fulfilled
The aspiration of my youth, to build
Some tower of song with lofty parapet.
Not indolence, nor pleasure, nor the fret
Of restless passions that would not be stilled,
But sorrow, and a care that almost killed,
Kept me from what I may accomplish yet;
Though, half-way up the hill, I see the Past
Lying beneath me with its sounds and sights,--
A city in the twilight dim and vast,
With smoking roofs, soft bells, and gleaming lights,--
And hear above me on the autumnal blast
The cataract of Death far thundering from the heights.

APPENDIX B1

UNDERSTANDING AND SENSITIVITY TO AGING - WORKSHOP II

PART B- MYTHS AND MISCONCEPTIONS

ATTITUDE TOWARD AGING SCALE

We would like to find out what people think about various things connected with growing older. Please read all of the following statements, and after each statement circle

- (A) if you agree with it completely
- (a) if you agree with it, but with some reservations
- (d) if you disagree with it, but only slightly
- (D) if you disagree with the statement strongly

1. The older you get, the more set in your ways you become.....A a d D
2. Old age can be said to begin around 60 or 65.....A a d D
3. Old people too often like to meddle in other people's business.....A a d D
4. Older people become grouchy and stubborn with the years.....A a d D
5. Old people can, and are, learning new things all the time.....A a d D
6. Older people cannot expect to lead a completely full or satisfying life.....A a d D
7. As one grows older, one becomes less and less useful.....A a d D
8. People get shorter as they grow older.....A a d D
9. You can't teach an old dog new tricks.....A a d D
10. When I get old, I will still prefer to have some kind of work to do....A a d D
11. Special housing projects for just old people is not a good idea, but the city should reserve apartments in the regular housing projects for old people. That way, people of all ages are together.....A a d D
12. I think it is usually a mistake for people over 65 to marry.....A a d D
13. I believe a person is really glad to retire from work when he is 65 or 70.....A a d D
14. Old people usually don't talk very much.....A a d D
15. Old people are adjusting to new conditions all the time, and doing it easily.....A a d D
16. There should be special radio and TV programs for older folks.....A a d D
17. I think a class for older people which trains them for a new kind of work is a good idea.....A a d D

- 18. Old people like to boss everybody.....A a d D
- 19. Older people should let others do the work and get the credit.....A a d D
- 20. As you grow older you must expect to depend upon others.....A a d D
- 21. A person should always try for something better, no matter how old he is.....A a d D
- 22. Elderly people prefer to be with people their own age.....A a d D
- 23. Older people need special foods.....A a d D
- 24. Physical exercise of some kind is good for you as you grow older.....A a d D
- 25. Trying to learn a new job after 65 strikes me as a little silly.....A a d D

Please check your age category and fill in date and sex.

- AGE: 20 - 29 ()
 30 - 39 ()
 40 - 49 ()
 50 - 59 ()
 60 - 69 ()
 70 - 79 ()
 80 - 89 ()
 90 - 99 ()

Date _____

Sex _____

Scoring the Oberleder Attitude Scale

On the next two pages are the score sheets for the Oberleder scale. For the most part the question scores run from four points for "A" to one point for "D". However, for those questions circled the point order is reversed. One point for "A" to four points for "D".

The most positive score is 25.

The most negative score is 100.

Revised from Oberleder's Attitude Scale
 July 1969

All circled numbers are reversed in point value.
 Score: 25 Most Positive 100 Most Negative

ATTITUDE TOWARD AGING SCALE

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3. Old people too often like to meddle in other people's business.....A a d D
4. Older people become grouchy and stubborn with the years.....A a d D
5. Old people can, and are, learning new things all the time.....A a d D
6. Older people cannot expect to lead a completely full or satisfying life.....A a d D
7. As one grows older, one becomes less and less useful.....A a d D
8. People get shorter as they grow older.....A a d D
9. You can't teach an old dog new tricks.....A a d D
10. When I get old, I will still prefer to have some kind of work to do....A a d D
11. Special housing projects for just old people is not a good idea, but the city should reserve apartments in the regular housing projects for old people. That way, people of all ages are together.....A a d D
12. I think it is usually a mistake for people over 65 to marry.....A a d D
13. I believe a person is really glad to retire from work when he is 65 or 70.....A a d D
14. Old people usually don't talk very much.....A a d D
15. Old people are adjusting to new conditions all the time, and doing it easily.....A a d D
16. There should be special radio and TV programs for older folks.....A a d D
17. I think a class for older people which trains them for a new kind of work is a good idea.....A a d D

18. Old people like to boss everybody.....^{4 3 2 1}A a d D
19. Older people should let others do the work and get the credit.....^{4 3 2 1}A a d D
20. As you grow older you must expect to depend upon others.....^{4 3 2 1}A a d D
21. A person should always try for something better, no matter how old he is.....^{1 2 3 4}A a d D
22. Elderly people prefer to be with people their own age.....^{4 3 2 1}A a d D
23. Older people need special foods.....^{4 3 2 1}A a d D
24. Physical exercise of some kind is good for you as you grow older.....^{1 2 3 4}A a d D
25. Trying to learn a new job after 65 strikes me as a little silly.....^{4 3 2 1}A a d D

APPENDIX B2

UNDERSTANDING AND SENSITIVITY TO AGING - WORKSHOP II

1. DESCRIBE AN OLD PERSON.

2. WHEN DO PEOPLE BEGIN TO THINK OF THEMSELVES AS OLD?

3. HOW OLD WOULD YOU LIKE TO LIVE TO BE?

4. CAN YOU DESCRIBE YOURSELF AT THAT AGE?

5. WHAT DO YOU FEEL ABOUT ANSWERING THESE QUESTIONS?

APPENDIX C

GUIDELINES FOR ADVOCACY

From NCJW Advocacy Manual

HOW WILL WE ADVOCATE?

Successful techniques for advocacy all have a basic requirement: GET ALL THE FACTS about the issue. Then....how do we do it?

A. If it is legislation

1. Basic techniques

- . Try to find out who is working for and against it. Ad hoc coalition on a specific issue can help to advance/kill.
- . Schedule a face-to-face meeting with your legislator, if possible. Better than a letter because it allows dialogue and you may be able to answer his arguments.

DO'S AND DON'T'S in FACE-TO-FACE INTERVIEW

- . Never go alone.
- . Get together and discuss ahead of time.
- . Decide in advance who will be the spokeswoman.
- . Whenever possible, include someone knowledgeable about the issue from direct community experience to "tell it like it is." NCJW's PACS approach (Public Affairs Community Service linkage.)
- . Remain pleasant; never become abusive, argumentative. Remember that your legislator may oppose you on this issue, but can be helpful on another.
- . Provide sound information from reliable sources. Be sure you have done your homework. Know: What you want. Where you want it. How much it will cost.
- . Concentrate on a limited number of specific issues.
- . Define not only the issue but possible solutions.
- . Convince your legislator that not only is the purpose of the legislation good, but it is in his/her self-interest --- especially necessary when there is no vocal electorate involved (children, the poor, etc.).
- . Be concise, brief -- your time is usually limited with a busy legislator.
- . Leave a brief statement/letter, outlining your concern and what you want your legislator to do.

If you are writing:

- . Make your letters legible and courteous.
- . Don't threaten.
- . Cover only one topic per letter.
- . Try to ask a question which calls for an answer.
- . Always refer to the bill by number, sponsor, and subject.
- . State position you support/oppose -- bills change.
- . Send one organization letter and mobilize individuals to write.
- . Do NOT use a form letter.

. Nag reasonably...Don't depend on only one letter or contact. The opposition is often well organized. (Example: Right-to-Life groups)
.Praise action you like, as well as stating what you don't.

2. Remember: Federal legislation once enacted often requires State implementing legislation or appropriation. State legislation may require local implementing legislation/appropriation.
 3. Before elections, ask the candidates questions on Council concerns. Publish the results in your Bulletin, at public meetings, in the media.
 4. Write Letter-to-the Editor. They are not only widely read, but less likely to be edited than a regular news item. It is important to publicize your position.
 5. Be so well informed that you are perceived as a group with knowledge and power.
 6. Testify, or submit a written statement for the record.
 7. Propose legislative solutions, or provide a critique on proposed bill, with specific suggestions for change. NCJW's Bylaws prohibit the drafting of legislation.
 8. Remember that good legislation is the skeleton plan, not a detailed program, which is provided by implementing regulations.
 9. Monitor (watch-dog) the progress of the legislation and your legislator's actions. Let your legislator know you care by checking with his/her office, sending reminders, providing additional information.
- B. If it is proposed Regulations:
1. Proposed Federal Regulations are published in the Federal Register, usually with 30 to 45 days to submit comments.
 - . Compare proposed Regulations with law to be implemented, NCJW National Resolutions, and NCJW position papers if available, including Washington Newsletter.
 - . Do not be intimidated by the language.
 - . Have magnifying reading glass available, if your eyes tire.
 - . If National Affairs Committee has not sent out Action Alert and you find serious objections or concerns about the proposed regulations, contact the National Affairs Department immediately to alert the entire organization.
 - . Write your comments on the proposed regulations concisely, referring to specific section of the regulations.
 - . Send copy to the National office.
 2. Proposed State Regulations or Administrative Letters.
 - . Learn what the State administrative procedures are and how you can be kept informed -- may vary from agency to agency.

C. If it is monitoring implementation -- Advocacy for Service:

1. Cardinal rule: No permanent friends, no permanent enemies -- only permanent commitment.
2. Much more can be gained by pleasant approach than belligerency.
3. Service volunteer walks a "tight-rope" between becoming agency oriented and becoming an ombudsman or advocate for the client, even when primarily providing a service.
4. Warning: When an agency asks for volunteer assistance to see that a client receives service, especially from another agency, be wary that the volunteer is truly an ombudsman and not being asked to do the agency's function in seeing that the other agency provides service -- Don't get caught "in the middle."
5. Applicant for service often needs the moral support and the verbal competence of an accompanying advocate "friend." (Example: Accompanying a Job Corps graduate to the Employment Service office and providing transportation to job interviews; accompanying applicant for AFDC/Food Stamps/Day Care; sitting with the family waiting for Juvenile Court hearing, etc.).

D. If it is working in Coalitions:

1. Values of coalition activity should be recognized:
 - . Creates community exposure for the problem
 - . Develops broad-based support for study/action/service
 - . Strengthens individual organization's community image as others learn about its work
 - . Pools resources -- money/labor/information/contacts
 - . Creates broad political base
2. For formal coalition, written coalition guidelines/bylaws should be developed which:
 - . Clearly define coalition goals, acceptable to all members who agree to join the coalition, around a common concern
 - . Clearly define ways of work, time duration of coalition (target date for first goals)
 - . Clearly define coalition procedures on issuing statements in names of affiliated groups. See National Policies and Procedures.
3. Coalitions can:
 - . Plan
 - . Monitor
 - . Evaluate
 - . Support programs
 - . Support legislation

4. Coalitions cannot operate programs. But one organization can be the prime operator with support from the others.
5. Basic philosophy for success must include:
 - . Awareness of own goals and goals of others
 - . Non-coercive participation: free choice
 - . Open information flow: lateral and horizontal communication
 - . Respect for differences: the right to be different, the willingness to see differences, the advantages to diversity of interest
 - . Openness to growth: offering resources and receptive to the resources of others
6. Choice of competent chairperson with no vested interest may be key to success or failure of coalition.

APPENDIX D1

SUGGESTED EVALUATION FORM - For Participants of Workshops

1. Which workshop(s) did you attend?

2. Was the workshop(s) you attended valuable to you as a volunteer working with the elderly?

Which the most? Why? _____

Which the least? Why? _____

3. What suggestions would you make if workshop(s) is repeated?

4. Other comments:

APPENDIX D2

EVALUATION FORM FOR NATIONAL

The National office needs your suggestions, recommendations and comments, in order to improve its services to Sections. Please answer the following questions and return to the Community Activities Department, 15 East 26th Street, New York, New York 10010.

1. Was this guide helpful in planning your workshop? _____

2. What suggestions would you make to improve the effectiveness of this guide?

3. What suggestions would you offer to Sections which are about to embark on such a training guide?

4. Comment on the format of the guide. _____

5. Additional comments: _____

Name _____

Title _____

Section _____

APPENDIX E

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