Cover Sheet

Proposal To Conduct A Project Under
The Community College Fund For Instructional Improvement

Type of Funding
Check one
( ) Major Grant
(X) Mini Grant
( ) Loan
( ) Combination

Emphasis of Project
Check one
( ) Experiential learning or work experience
( ) Individualized instruction (using paraprofessionals, learning contracts, learning objectives
( ) Development of interpersonal skills
( ) Independent study
( ) Staff Development
( ) Disadvantaged/handicapped
( ) Services for new clientele (working or older adults)
( ) Counseling
(X) Curriculum Development
( ) Other

Amount of funds requested
Major Grant
Mini-Grant $3,658
Loan
TOTAL $3,658

This project is (X) New ( ) Continuing ( ). If continuing, how has the project been funded to this point?

Is project to be conducted in consort (X) No ( ) Yes. If yes, specify with whom:

Title of Project Individualized Gerontology

Name of College District Santa Barbara

Name of College where project will be conducted Santa Barbara City College

Superintendent David Mertes
Type Name
Signature 1/26/79

Date application approved by District Board of Trustees January 25, 1979

Duration of project 10 months Proposed Starting Date Sept., 1979
Ending Date June, 1980

Project Director Dora Braden, Tchr Aide, Social Sci. Dept. (805) 965-0581
Phone

Contact Person Burton P. Miller, Asst. to the Sup't (805) 965-0581
Phone

NOTE: Submit 3 (an original and two copies) of the entire application to the Chancellor's Office.

Enc. 5
5.2-L
1/25/79

Received Date Stamp

Date Reviewed by Council

Date Approved by Board of Governors

Amount of Funds Approved: Grant ________ Mini-Grant ________ Loan ________ Total ________
ABSTRACT

The INDIVIDUALIZED GERONTOLOGY PROGRAM for which a mini-grant of $3,658 is being requested from the Community College Fund for Instructional Improvement will:

-- Benefit and directly involve at least 20 students and 20 senior citizens during each of two 16-week semesters (total 80 persons) from September 1979 to June 1980.

-- Develop interpersonal relationships between students and the elderly while inspiring sensitivity to one another's needs. At the same time myths of aging held by students will be dispelled as they interact with a senior citizen.

-- Explore twice each week through classroom lectures, informal information sessions, and weekly visits to the elderly the needs and problems of the older adult in the Santa Barbara community and the ways these needs and problems can be met.

-- Provide friendly visits and helpful assistance with shopping and household chores to senior citizens by a "matched" student.

-- Allow the student to investigate careers in gerontology.

-- Provide participating senior citizens with helpful information about community social agencies which provide services to the elderly.

-- Involve paid personnel in the persons of a certificated instructor, a program director, and representative speakers from several social agencies.

-- Award three units of academic credit to students meeting all of the course requirements set forth in the Individualized Gerontology Program.
INDIVIDUALIZED GERONTOLOGY

EDUCATION PROGRAM AND SERVICE ADDRESSED

The purpose of Individualized Gerontology is to bring together Santa Barbara City College (SBCC) students and senior citizens in a learning situation on a one-to-one relationship. This non-traditional approach will incorporate experiential learning opportunities for students as they meet with senior citizens with whom they have been matched and, at the same time, through classroom lectures by a qualified instructor will dissolve some of the myths held by students concerning the elderly. The fact that these misconceptions are held by many SBCC young people is substantiated by a survey completed by 185 SBCC students in May 1978. This same survey indicated that 58 percent of those students were interested in learning about the needs and problems of the elderly. Surprisingly, many had given thought to their own later years.

As students learn from and about the elderly, the senior citizens involved in Individualized Gerontology will also benefit. They not only will be visited in their places of residence by students who will offer practical help and services, but students will provide them with information presented by representatives from community helping agencies explaining the services available to senior citizens. Concurrently students will be expressing and developing interest in the welfare of others and the future of society.

The Santa Barbara County Planning Department Special Mid-decennial Census indicates that there are over 30,750 retired persons living in the county. Only 65 of this number were involved in SBCC credit courses last year. Individualized Gerontology alone proposes to involve 40 such persons and 40 students in a reciprocal exchange of learning during two semesters.

Instructors lecturing in the Social Sciences at SBCC will be involved in the Individualized Gerontology Program which will operate under the Social Science umbrella. Recognizing the need for Individualized Gerontology, endorsement has been given by the following Social Science instructors:

Bruce Trotter, Professor, Psychology: "I fully support the plan, and will do whatever I can to help. An invaluable opportunity for students to form interpersonal ties with the elderly... to learn the realities of aging... to gain perspective for their own lives."

Dennis Coon, Assistant Professor, Psychology: "This sounds like a robust and valuable program. It is also quite timely in view of the growing interest in aging and the predicted increase in the percentage of older people in the population. I wholeheartedly support its being offered."

Henry Bagish, Professor, Sociology/Anthropology: "A very worthwhile program and a logical one. Given social trends, this will serve an important and growing need. This will be a growing field in the future."

Barbara Lindemann, Assistant Professor, History: "An excellent idea, especially for a college in a community like Santa Barbara where so many retired people live. Present demographic trends indicate that the average age of our population is increasing, with older people gradually outnumbering younger (in the next 30 years). A course such as this is thus most timely. Young people need to learn more about aging and the aged."
Peter Angeles, Professor, Philosophy: "This is an excellent idea, one with a great deal of potential and value. This area has been neglected. This proposal fills a necessary gap."

Darryl Morrison, Associate Professor, Sociology: "You can count on support from the Sociology Department."

No persons in the Social Sciences at SBCC have voiced opposition to the Individualized Gerontology Program.

Individualized Gerontology will be conducted singly using no other funds than those being applied for herein. However, verification has been received in writing from the individuals from agencies listed below expressing their support of the program. Willingness to speak to a meeting of students informing them of the purpose and function of the agency they serve has been confirmed by all of the following:

Pauline A. Meyer, RN, Director, The Santa Barbara Visiting Nurse Association, after reading the abstract describing Individualized Gerontology, stated, "A sharing relationship that promotes caring, exchange of interests, bridging age gaps to allow open acceptance of similarities and differences, promoting pleasure in friendship would be the benefits."

Mitchell E. Pace, LCGW, Outpatient Clinic and Geriatrics Program Consultant, Santa Barbara County Mental Health Services, gave the following reason for believing Individualized Gerontology is needed. "Psycho-social needs of the aged and also the fact that older persons are an unused resource. They can teach youth many traditional values and skills."

L. Grace Bradley, Caseworker, After-Care Department, Mental Health Services of Santa Barbara County. "Both students and senior citizens will benefit from the program through education regarding the aging process and by personal enrichment received."

Gail M. Rink, Caseworker, Community Resources Information Services Inc., in supporting the Individualized Gerontology Program expressed her views on what the main thrust should be. "Friendly visiting companionship. Students should be trained in certain 'basic' skills, e.g., listening, mental and physical processes of aging, nutrition and the elderly, ramifications and manifestations of isolation. There is more to visiting than a 'warm body.' For experience to be mutually beneficial, basic skills must be emphasized and nurtured."

Stephen Sabol, Coordinator, Friendship Center, CAC, suggested that Individualized Gerontology is needed to "dispel the myths about aging and older persons. To provide field work experiences for students in order that they may gain practical experience working with older persons."

Sidney J. Smith, Executive Director, Hospice of Santa Barbara County, Inc., when asked if he would suggest how he believed
Individualized Gerontology could benefit the community stated: "The areas of housing, transportation, finances, health services, and social opportunities are foremost in the minds of seniors. Also, balanced meals. What is available, presented by the directors of such programs is a must... Hospice serves the terminally ill and their families and friends. We recognize need for support and education in the four recognized areas of pain: physical, social, psychological, and spiritual. We work closely with other supportive agencies within the County to provide the desired support. We would support an Individualized Gerontology Program at Santa Barbara City College."

In addition to listening to speakers, such as those above, students will be assigned to investigate other agencies serving the senior citizen, such as Nutrition Centers, Senior Citizen Centers, Convalescent Homes, Legal Aide services, and senior housing. Students will report their findings in the form of written and oral reports to their classmates.

SPECIFIC PROBLEMS

Nothing is currently being done to offer consistent and accurate information about the needs and problems of the Santa Barbara elderly to students on an academic level. Neither is there any structured program offering practical help from students to senior citizens who live outside a residential care home within this community.

It has been estimated by the Area Agency on Aging that less than 10 percent of the elderly in Santa Barbara County are taking advantage of available services provided, such as Visiting Nurses, Mental Health, Friendship Center, Nutrition Centers, Hospice, etc. It seems logical to assume that at least part of the reason for this is due to the lack of knowledge about the existence of these services. As indicated, students also need to know about these services, and want to know about the needs and problems of the aged and what to do about them. There is also the unmet need of students being given the opportunity to explore the field of gerontology with future careers in mind.

The desired outcomes of the proposed Individualized Gerontology program will be to alleviate some of the problems outlined above.

1. By the end of a 16-week semester, students will have a very thorough understanding of the needs and problems of the elderly and the knowledge to help solve these problems. The thrust is not only to meet these needs for the senior citizens but also to develop an awareness in preparation for their own mature years. (There will be two 16-week semesters involving two sets of students and senior citizens covered by this proposal.)
2. Through exploration of career opportunities in the field of gerontology, some students will be further encouraged to study gerontology as a career.

3. Senior citizens taking part in the program will benefit from the services provided by students in the form of visits, shopping assistance, simple household chores, accompaniment on walks, letter writing, etc.

4. Senior citizens will learn about help they can receive in the areas of housing, nutrition, mental health, acceptance of death of a loved one, legal service, and available transportation if they are handicapped. They will pass this information on to others. Myths of old age held by students will be dispelled. Interpersonal relationships will develop between young and old inspiring reciprocal sensitivity to one another's needs and problems.

This project will build upon existing literature and current practice through lectures presented to students for an hour and a half each week by an instructor qualified in the field of gerontology drawing from the Handbook for Curricula on the Concepts of Aging and the bibliography and resource list prepared by the California State Department of Education. General topics will include, but not be limited to, chronological/psychological/biological aging, socio/cultural aspects of aging, the community and the older adult. Some specific areas to be touched upon will include the exploration of theories of aging, the significance of the change in life expectancy, the marital status of the older population and the accompanying problems, living arrangements of the older population, economic status of senior citizens and their sources of income, health status and consumption patterns of the elderly, as reviewed in Views of Aging, by Marcia J. Cameron, Institute of Gerontology, University of Michigan. The instructor will choose a recognized textbook to be used by students if s/he feels this to be pertinent.

POPULATION SERVED

Those persons who will benefit directly from Individualized Gerontology will be the Santa Barbara City College students participating in the program and their counterparts, the senior citizens, who have been referred by various social agencies. It is hoped that the entire population of
Santa Barbara will eventually benefit from such a program by creating an ever-widening sphere of influence that will spread throughout the college campus, the community, and the world of the elderly.

In total numbers, those directly involved will be 20 students and 20 senior citizens during each of two 16-week semesters. From mid-August 1979 to June 1980, the period of time covered in this proposal, no fewer than 80 persons will be direct recipients of the Individualized Gerontology Program.

OBJECTIVES

The objectives of the Individualized Gerontology stated briefly are:

-- By the conclusion of the project, those students involved will have dispelled any myths of aging they held.

-- At the end of the instructional period indicated, information will be disseminated about agencies serving the aged for both students and senior citizens involved in the project.

-- By direct involvement with the project, some students will have a desire to explore careers in gerontology.

-- Throughout the project, student participants will provide senior citizens with consistent weekly visits and help.

-- At the conclusion of the project, interpersonal relationships between young and old will be developed that will inspire sensitivity and appreciation to the needs and problems of the elderly.

Qualified personnel have already declared their willingness to take part in the program as outlined in this proposal. A sample of students have indicated their desire to take part in a program that teaches them about the elderly. Community social agencies have agreed to refer senior citizens to the project. The program has won the acceptance of faculty in the Social Science Department and has the support of the administration.

The overall objectives of the Individualized Gerontology Program can be elaborated upon as follows:

Students will learn about the chronological/psychological/biological aspects of aging. At the same time they will explore the socio/cultural aspects of aging and their own feelings about the aged and aging process. They will explore the community and its relationship to the older adult. A meaningful interpersonal relationship with the elderly person will be developed emphasizing an exchange between the youth and enthusiasm of student participants and the experience of the older adult. Students will have been provided the opportunity to be better prepared to meet their own mature years and during the process develop interest in a career objective in gerontology.
Senior Citizens will benefit from physical assistance from and interaction with students. They will learn what the community has to offer in the way of services specifically designed for their use. They will carry this information to relatives and acquaintances so that others, too, will benefit from their knowledge and awareness. Also, the fact that the elderly have something to look forward to, such as a visit or an outing, will be a collateral therapeutic benefit.

Outcomes of these objectives will be measured through a process of testing students on material presented in lectures. Their relationships with senior citizens will be measured through the use of anecdotal records maintained noting visits to their "match" and individual progress through discussions with the project director and other students within the classroom.

Participating senior citizens will also be interviewed by the director to assess the success of the venture in terms of benefits received and objectives attained.

Funds budgeted to attain the specific objectives of Individualized Gerontology cannot be isolated by objective, since the program will be ongoing and objectives will be open-end. The long range hope is that benefits derived from the program will continue indefinitely.

Students will be encouraged to continue their association with their elder counterpart even after they complete the program requirements. Should this be impractical, if at all possible a new "match" will be made so that help to the senior citizen can continue as needed.

A time schedule for completion of various phases of Individualized Gerontology is as follows:

Students will meet for 1-1/2 hours weekly with instructor and 1-1/2 hours with director:

**Week 1** - Lecture by instructor (The order of topics presented will be at the discretion of instructor, but the course outline will cover topics mentioned elsewhere in this proposal.) (1-1/2 hrs)

Orientation by coordinator. Explanation of how anecdotal records of visits to senior citizens are to be kept, and explanation of how the program works. (1-1/2 hrs)

**Week 2** - Lecture by instructor (1-1/2 hrs)

Guidelines for home visits discussed. Courtesy and ethics of privacy stressed. (1-1/2 hrs)

**Week 3** - Instructor lecture

Initial visit made by students to home of senior citizens (weekly visits of at least one hour duration required).
Results of visit discussed. Any problems or observations talked over with director and other class members. Confidentiality stressed. Names of senior citizens not to be used in classroom discussions.

Week 4 - Instructor lecture

Representative from community social agency will meet with students. Students will take notes and also be given handout of printed information to take to senior citizen. They are to discuss material with them on next home visit. If practical from a health and transportation standpoint, student may wish to invite their new elder friend to attend any or all of the informational sessions.

Week 5 - Instructor lecture

Students meet with coordinator to discuss how individual senior citizens reacted to last week’s information. Discuss ways of presenting material in more meaningful manner, how information can be applied to individual's needs. Again review anecdotal records. Students read these aloud to share with other students.

Week 6 - Instructor lecture

Second speaker from community.

Independent evaluator to review program.

Week 7 through 15 - Instructor will lecture for 1-1/2 hours each week.

Student meetings with the coordinator will take place for 1-1/2 hours and alternate between informational sessions presented by representatives from community service agencies and classroom discussion. Social agencies to be included are Hospice, Visiting Nurses Association, Mental Health, Community Referral Information Service, Nutrition (Meals on Wheels), Legal Aid, and senior housing, among others.

Week 16 - Final examination to be given by instructor. Midterm exams will be given by instructor at his/her discretion during the semester and used in the evaluation process. The instructor will record grades of all exams given. This information will be used along with anecdotal records kept by students in evaluation report prepared by coordinator.

Week 17 - Independent evaluator will again review program.

The program will begin anew with different enrollment of students and senior citizens. The same schedule of activities will be followed as in previous weeks.

ACTIVITIES

Set forth on the following pages in chart form are activities, personnel, participants, benefits, and costs of the Individualized Gerontology Program.
<table>
<thead>
<tr>
<th>PARTICIPANTS</th>
<th>MINIMUM QUALIFICATIONS</th>
<th>ACTIVITIES</th>
<th>BENEFITS TO PARTICIPANT</th>
<th>COST</th>
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<tbody>
<tr>
<td>STUDENTS (20 per semester)</td>
<td>Must be registered at SBCC, interested in senior citizens &amp; their needs. Must be empathetic. Will need some sort of transportation to use when visiting senior citizen.</td>
<td>Each student shall: 1. Attend for one semester lectures by qualified instructor on topics in field of gerontology for 1 1/2 hrs per week. 2. Meet with program coordinator 1 1/2 hrs every other week. 3. Attend information meetings for 1 1/2 hrs every other week during which persons from community social agencies will discuss purpose and scope of services available to senior citizens. 4. Visit at least one time per week with senior citizen helping with simple chores and keeping counterpart informed of meetings as described above. 5. Keep anecdotal records on visits and periodically evaluate the Individualized Gerontology Program.</td>
<td>1. Students completing the program requirements will receive 3 units of credit. 2. Each participant will be a success knowing that because of him/her, at least one other person has breathed easier. 3. The student will become aware of how to meet the needs &amp; problems of the elderly &amp; will be better prepared to meet his/her own mature years. 4. Students will benefit from the wisdom and knowledge of their &quot;matched&quot; senior citizen. 5. Students will find out whether or not they wish to pursue a career in gerontology. 6. Students will receive copies of condensed lectures, bibliography, and informational sheets on services offered by social agencies.</td>
<td>Each student will purchase his/her own supplies such as pencil, paper, scan-trons for testing, index cards, etc. Students will also pay for own textbook if instructor deems one is necessary.</td>
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SENIOR CITIZENS (20 per semester) | 1. Must be 65 yrs or older. 2. Must consent to take part in the Individualized Gerontology Program. 3. Must be referred by social agency. 4. Must enjoy young people. | Each senior citizen will: 1. Be matched with a student who will visit in the senior's home helping with household chores, etc., at least 1 time per week. 2. Be invited to express opinions on information relayed to them by students about local social agencies. 3. If possible will be invited to attend informational meets. | 1. Will receive practical, physical help from students. 2. Will receive support from students. 3. Will share their viewpoints & gain an insight into the views of the younger generation. 4. Will gain knowledge about services available to them. 5. Can look forward to weekly visits and outings. | None to senior citizens. |

[$330 budgeted for supplies to make distribution of information possible to students, senior citizens, & interested institutions]
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<tr>
<th>PARTICIPANTS</th>
<th>MINIMUM QUALIFICATIONS</th>
<th>ACTIVITIES</th>
<th>BENEFITS TO PARTICIPANT</th>
<th>COST</th>
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<tbody>
<tr>
<td>INSTRUCTOR</td>
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<tr>
<td>(Tentative)</td>
<td>Master's degree plus additional units in field of gerontology.</td>
<td>1. Will present a 1½-hour lecture 1 time each week for 15 wks, 2 semesters (10 mo.).</td>
<td>Will be taking part in a new program that will serve as a model to other community colleges.</td>
<td>$1,138 has been budgeted for instructor's salary.</td>
</tr>
<tr>
<td>Muriel Shapiro</td>
<td>2. Eligibility for community college credential.</td>
<td>2. Will prepare condensed lectures to be distributed to students &amp; interested community colleges.</td>
<td>Will be in contact with students.</td>
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<tr>
<td>PhD Candidate</td>
<td>3. Prior teaching experience in field of gerontology.</td>
<td>3. Will prepare, proctor, score, &amp; record at least 2 midterm exams &amp; 1 final exam each semester.</td>
<td>Will receive a salary of $1,138 over a 10-month period.</td>
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<td>Confluent Education</td>
<td>4. Must enjoy young people.</td>
<td>4. Will consult Calif. Dept. of Field Study on Gerontology when preparing lectures. (Lectures not restricted to this material.)</td>
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<td>UCSB</td>
<td>5. Must be able to present lecture material in interesting manner.</td>
<td>5. Will evaluate the Indiv. Gerontology Prog. in writing midway &amp; at end of each sem.</td>
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<td>COORDINATOR</td>
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<tr>
<td>(Tentative)</td>
<td>Bachelor's degree in sociology or related field.</td>
<td>1. Will brief students in ethics &amp; orientation &amp; meet with them 1½ hrs/wk. Also every other wk to discuss activities &amp; problems of dealing with matched sr. citizen.</td>
<td>Will be plowing new ground taking part in an innovative program.</td>
<td>$1,260 has been budgeted for coordinator's salary.</td>
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<tr>
<td>Dora Braden</td>
<td>2. Eligibility for community coll. credential.</td>
<td>2. Through cooperation with social agencies will locate senior citizens &amp; match them with students.</td>
<td>Doing work of personal interest gaining satisfaction from doing a much needed service.</td>
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<td>Teacher's Aide, SBCC</td>
<td>3. Courses in the geront. field.</td>
<td>3. Schedule representatives of social agencies to present informational speeches to students every other week.</td>
<td>Will be in contact with students and senior citizens.</td>
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<td></td>
<td>4. Prior experience in program organization.</td>
<td>4. Keep accurate records of student activities, program expenditures, evaluations, &amp; prepare all necessary reports for the Chancellor's Office.</td>
<td>Will receive a salary of $1,260 over a 10-month period.</td>
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<td>5. At least 2 yrs prior working experience with coll. students.</td>
<td>5. Prepare packets to distribute information to other interested colleges.</td>
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<td>6. Ability to keep accurate records.</td>
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<td>7. Prior exp. working with older adults.</td>
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<td></td>
<td>8. Must enjoy students &amp; older adults.</td>
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<td>PARTICIPANTS</td>
<td>MINIMUM QUALIFICATIONS</td>
<td>ACTIVITIES</td>
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<td>REPRESENTATIVES FROM COMMUNITY SOCIAL SERVICE AGENCIES (Visiting Nurses Assn, Mental Health, Hospice, Nutrition Sites, Community Referral Information Service, Legal Aid, Sr Housing, Senior Centers)</td>
<td>Individuals taking part must be employed by a recognized community social agency which serves senior citizens, dealing with their needs &amp; problems.</td>
<td>Will speak to SBCC students for a period of 1½ hrs giving them information about services offered by the agency by which they are employed. Will answer questions and make suggestions to students about how they can better help the senior citizens with whom they are visiting weekly.</td>
<td>Will be aware that they are a part of a new and much needed program. Will be able to refer senior citizens to program. Will broaden the scope of their own agency's services. When writing grant proposals for their own agency will be able to mention the reciprocal help offered Individualized Gerontology as a plus factor.</td>
<td>Each speaker will be paid $35. There will be at least 8 speakers each semester (16 over 10-month period). $560 has been budgeted for speakers' fees.</td>
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<td>INDEPENDENT EVALUATOR</td>
<td>Will have the recommendation of Santa Barbara County Schools. Prior experience in evaluation of educational projects funded by grants.</td>
<td>Will evaluate Individualized Gerontology at Santa Barbara City College.</td>
<td>Experience gained in evaluating a new program. Salary of $300.</td>
<td>$300 has been budgeted for evaluator's fee.</td>
</tr>
<tr>
<td>SANTA BARBARA CITY COLLEGE ADMINISTRATION</td>
<td>Willingness to take part in fruition of plan to make the Individualized Gerontology Program an integral part of SBCC curriculum.</td>
<td>Will provide the usual administrative support functions and will support the incorporation of this course as a regular part of the Social Science curriculum.</td>
<td>SBCC will be serving the community in a meaningful manner, gaining much good will. Will be offering students additional choices in curriculum.</td>
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EXPECTED IMPACT AND TRANSFERABILITY

It is expected that Individualized Gerontology will improve instruction at Santa Barbara City College by diversifying the content and widening the influence of instruction offered through the Social Science curriculum. We feel this project will give students a broader selection of choice, particularly in career selection. The program proposal has the support of Social Science instructors.

The program will allow more senior citizens to be a part of SBCC and is planned to enrich their lives as well as the lives of students.

Continued support after the expiration of the grant is hoped for when the community realizes the impact Individualized Gerontology has had. There is also the possibility of continued grant funding if Individualized Gerontology is offered in consortium with other campus activities, such as the production of an informational video tape using equipment available in the SBCC Learning Resources Center. (This possibility has been discussed with personnel in the Learning Resources Center.) There are also other future possibilities, which have not been explored as yet, such as opening a nutrition site on campus for senior citizens and combining the Individualized Gerontology Program with senior citizen exercise classes in the P. E. Department. These are areas for future consideration and further development. Expanding the program in the area of career development involving students in volunteer programs in community social agencies is looked upon with favor by the individuals listed on page 2 of this proposal.

It is hoped that credits earned in Individualized Gerontology will be transferable to four-year colleges as a Social Science course. Individualized Gerontology as outlined herein should be easily adapted to programs in other community colleges who wish to develop such a plan.
BUDGET SUMMARY

<table>
<thead>
<tr>
<th>Classes</th>
<th>Local Funds</th>
<th>Funds for Instr. Impr.</th>
<th>Other Funds</th>
<th>Total</th>
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<td>1000 Professional Salaries</td>
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<td>1,138</td>
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<td>2000 Clerical Salaries</td>
<td>360</td>
<td>1,260</td>
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<td>1,620</td>
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<tr>
<td>3000 Employee Benefits</td>
<td>82</td>
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<tr>
<td>4000 Books, Supplies, etc.</td>
<td>30</td>
<td>300</td>
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<td>330</td>
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<tr>
<td>5000 Other Direct</td>
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<tr>
<td>Total Expenditures</td>
<td>472</td>
<td>3,658</td>
<td>-0-</td>
<td>4,130</td>
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</tbody>
</table>
BUDGET DETAIL

1000 Professional Salaries
   Instruction $15/hr x 1.5 hr/wk x 35 weeks = $ 787.50
   Material Development $10/hr x 1.0 hr/wk x 35 weeks = 350.00
   $1,137.50

2000 Clerical Salaries
   Coordinator $6/hr x 6 hr/wk x 35 weeks = 1,260.00
   Secretarial $4/hr x 3 hr/wk x 30 weeks = 360.00

3000 Benefits
   Secretarial 82.00

4000 Books, Supplies, Equipment Replacement
   Supplies and Duplicating 300.00
   Postage (Mailings to other districts) 30.00

5000 Local Mileage $10/mo x 10 months = 100.00
   Speakers from local services, 16 @ $35 each = 560.00
   Consultant for evaluation 3 days @ $100/day = 300.00
EVALUATION PLAN

Information for all of the sources listed below will be compiled and tabulated by the coordinator to be included in evaluation reports.

1. Students will evaluate the program in writing. At the beginning of the semester they will indicate their expectations of what will be presented and accomplished in Individualized Gerontology. At the end of the semester each will evaluate the program. These two reports will be compared.

2. Senior Citizens will fill in a check-off evaluation form at the end of the semester indicating their opinions and how they would grade the helpfulness of the Individualized Gerontology Program. They will be aided, if necessary, in this by students, but the opinions are to be those of the senior citizens. Suggestions for improvement will be encouraged.

3. The Instructor will indicate aims and goals in writing at the onset of the semester. At the end of the semester s/he will prepare an evaluation indicating how satisfactorily the goals were met and where improvements can be made during the second semester of program.

4. The Coordinator will set the schedule for program and will keep an on-going record of overall activities, periodically comparing accomplishments with proposed goals.

5. Staff members of SBCC, particularly those in the Social Science Department, will be asked to make comments in writing on the value of the Individualized Gerontology Program in relationship to the entire college community. Comments for improvement will be sought.

6. Community Agency representatives who have sent senior citizen referrals to Individualized Gerontology will be asked to evaluate the program in writing.

7. An Independent Evaluator will evaluate the program at the end of each of two semesters. All of the data collected from the above sources will be made available to the independent evaluator.

DISSEMINATION PLAN

I. Materials to be provided to the State for dissemination purposes:

A. Abstract of Individualized Gerontology Program (as on page 1 of this proposal)

B. 15 mini-lectures condensed by instructor from classroom material covering, but not limited to, the following topics: chronological, biological aging; socio/economic/cultural aspects of aging; and the community and the extremely mature adult

C. Forms, questionnaires, and letters used in organizing an Individualized Gerontology Program including:
1. Questionnaire filled out by each participating student

2. Referral forms provided to social agencies referring senior citizens to the program

3. Copy of letter sent to SBCC staff members soliciting support for the program

4. Format to be used by students when keeping anecdotal records of visits to senior citizens

5. Examples of letters sent to individuals within the community and to social agencies prior to the establishment of the Individualized Gerontology Program to determine need and interest

6. Copy of student survey taken prior to establishment of program

7. Evaluation guidelines used by students, referral agencies, senior citizens, instructor, coordinator, and independent evaluator

II. Proposal for a dissemination plan for use by the State to enable other interested community colleges to find out how to establish an Individualized Gerontology Program

A. Through any publications distributed by the Chancellor's Office let it be known that Individualized Gerontology is a viable practical program, and help is available to any institution wishing to set up such a program.

B. Use news media releases telling of the success of the plan and indicate where information and materials listed above can be obtained.

C. Notify the Area Agencies on Aging in communities where colleges are located that information about the Individualized Gerontology Program is available.

D. Insert an item in Aging, a State publication, indicating where information is available.

The coordinator will prepare an informational packet as described in Item I. above. Thirty dollars for postage has been budgeted in the proposal for mailing these materials to all requesting individuals and institutions who realize that individualized Gerontology is a worthwhile productive program of wide beneficial community scope.