This updated search of the ERIC system, "Dissertation Abstracts", and the journal literature yielded 17 documents which focus on methods of viewing the aging and the extent to which programs and counselors themselves are effective in contributing to the enrichment of the later years. (SD)
11U UPDATE SEARCH

Compiled by Ronald R. Kopita

September 1973

This search focuses on methods of viewing the aging and the extent to which programs and counselors themselves are effective in contributing to the enrichment of the later years.

(17 document abstracts retrieved)

$1.00
Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from July 1971 through March 1973.

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This document reports on a demonstration project using older volunteers in community service in one area of a large city. Questions for which answers were sought include: (1) What type of activities might older adults be given that would be both meaningful and useful? (2) What kinds of community agencies use the services of volunteers most effectively? (3) How can older adults be motivated in the direction of community service? (4) How can those who will benefit from volunteer service be recruited and retained? (5) Of what sort of volunteer workers will older adults be most effective?; (3) How can older adults be motivated in the direction of community service? (4) How can those who will benefit from volunteer service be recruited and retained? (5) Of what kind of volunteer workers will older adults be most effective?; (4) How can those who will benefit from volunteer service be recruited and retained? (5) What sorts of volunteer workers will older adults be most effective.

ED 059 461
Pacific Heights Adult School, San Francisco, Calif.
Pub Date 71
Note: 42p
EDRS Price MF-$0.65 HC-$3.39
Descriptors—Adult Counseling, Age Differences, Career Planning, Community College, Counseling Programs, Follow-up Studies, Occupational Guidance, Older Adults, Questionnaires, Sex Differences, Tables (Data), Vocational Counseling, Young Adults
This follow-up study of participants in the Career Workshop of the Pacific Heights Adult School is based on 117 responses to 453 questionnaires mailed in the Spring of 1971. Results were analyzed by categories and numerical responses to the questions asked. The categories were: age, education, employment, occupations, occupations and education, years on job, different jobs, student use of other services, and positive and negative statements. Results of the study show: (1) more women than men seek counseling; (2) the Career Workshop is the only counseling available to many adults; (3) there is a movement from job to job by those of high school and college experience, with both seemingly working in the same occupations; (4) the Career Workshop is of great value to adults of all educational levels. Three appendixes contain: A. Statement of the Problem; Questionnaire Schedule; B. Table of participants' responses; C. Evaluation—Career Workshop 1971. The schedule for the eight meetings of the workshop concludes the report. (DB)
Dependence upon judicial discretion...(Author)

It affords the counselors a diminished degree of privilege is not a carte blanche protection; rather the authors conclude that statutory protection of the privilege, and some of the reasons both for and against its extension. (Author)

The counselors' deplorable relationship should also be entitled to the privilege in a matter that generates argument. This article examines the significance of the privilege, and some of the reasons both for and against its extension. (Author)

Ethical practice in counseling should mean more than remedying past mistakes. Counselors must give certain philosophical and professional questions constant attention to check on the validity for the present of long held ideas. In this way emerging issues can be identified before impossible situations are created. (Author)

The Russell Sage Guidelines; Reactions From the Field. Gable, David D. School Counselor v19 n3. pp150-152. Jan 72

This article focuses on one of the problems related to the nature of the client population and the counseling setting. What rights of confidentiality do minors have against disclosure to their parents? (Author)

Counselors cannot look only to the law to solve their professional problems in dealing with information about students. Nevertheless, they must understand confidentiality, privilege, and privacy in the context of ethical standards and legal requirements if they are to meet their responsibilities to clients, the profession, and to themselves. (Author)

The counselors conclude that statutory protection of privilege is not a carte blanche protection; rather it affords the counselors a diminished degree of dependence upon judicial discretion. (Author)
The purpose of this study was to investigate the effectiveness of an interpersonal communications model as a training procedure for non-professionals in a helping role. The theoretical assumptions underlying the training method were based on an interpersonal communications model developed by Ernest Beier. Thirty male dormitory advisors were randomly assigned to an experimental and control group. The experimental group participated in a 12 hour training block, using Beier's model. The 12 hour block was divided into 3 weekly sessions of 4 hours and included: (a) a detailed presentation and discussion of Beier's model, (b) a video taped presentation of various types of communication processes, and (c) various role playing situations concerning typical dorm problems. During the following 2 weeks, the trainees participated in 2 follow up sessions. The control group participated in three weekly leadership training sessions of 4 hours each which included: (a) a discussion of various leadership theories, (b) training experiences which exemplified the different approaches, and (c) a lecture and exercises concerning group decision making processes. Following the three sessions, two weekly follow up sessions were conducted. Upon completion of the training, the advisors were administered the Barrett-Lennard Relationship Inventory Scale (RI) as a self perception instrument. Four weeks later, students rated their advisors using the RI scale and the Role Appropriateness Scale. Results of the t-tests indicated that there were significant differences between the group means as to: (a) the self perceptions of the trainees as measured by the RI scale on the variables of Regard and Congruence, (b) the perceptions of students concerning their advisors as measured by the RI scale on the variable of Empathy, and (c) the perceptions of students concerning their advisors as measured by the Role Appropriateness Scale on the variable of Dormitory Living. The assumption that an understanding of the communication process would enhance the interpersonal competence of nonprofessionals was verified for the variables of Regard, Congruence, and Empathy on the RI scale and for the variable of Dormitory Living on the Role Appropriateness Scale. Certain implications and questions were raised by these results. The apparent inconsistency between the perceptions of the advisors and students may have been due to a more global relationship than that found in therapy. Consequently, the advisors were not able to discriminate between the behaviors involved in Regard, Congruence and Empathy. This suggested that the evaluation instruments used in therapy may not be appropriate for preventive programs. The results concerning the Role Appropriateness Scale indicated the necessity for further research to determine what problems are relevant to the role of dormitory advisors. The purpose of the research would be to determine if perceptions of interpersonal competence are contaminated by role perception. It was recommended that: (1) this study be replicated to test the validity of Beier's model as a training procedure in primary preventive programs; (2) Further research be conducted investigating the development of new evaluation criteria for preventive programs.
The purposes of this study were to survey and analyze adult education preferences of older-age residents who live in retirement residences in the District of Columbia, according to age, sex, education, and length of stay in retirement residences, and to survey and analyze the preferences of these residents concerning days, hours, and locations for adult education. A review of the literature included information on academic background of the aged, potential of the aged to take part in adult education, adult education activities of the aged, socioeconomic factors and diseases which affect adult education of the aged, and retirement residences for older-age persons. The following hypotheses were tested:

1. Adult education preferences among the aged who live in retirement residences vary according to sex, age, educational level, and length of stay in a retirement residence.
2. Adult education scheduling preferences for days of the week, hours of the day, and selected locations vary among the aged who live in retirement residences, according to sex, age, educational level, and length of stay in retirement residences.

A survey instrument was designed and taken to each of 100 residents, randomly selected, who lived in retirement residences in the District of Columbia. Data were collected, compiled, and analyzed by chi-square. More respondents participate in Hobbies and Recreation than in any other adult education category. Given one choice of adult education, more respondents—regardless of sex, age group, educational level, and length of stay in retirement residence—choose Hobbies and Recreation than any other adult education category. The second largest number of male respondents, female respondents, respondents 75 years of age and older, respondents with high school and college educations, and respondents who have lived in retirement residences three years and longer choose Religious Education. An equal number of respondents with college educations who choose Religious Education also choose Personal Development. The second largest number of respondents 65 to 74 years of age and those with elementary school educations choose Home and Family Life. The second largest number of respondents who have lived in retirement residences less than three years choose the academic category. Given a single choice of the day that is best for adult education, Wednesdays are chosen by more respondents than any other day, regardless of sex, age group, or educational level. Wednesdays are also chosen by the largest number of respondents who have lived in retirement residences less than three years. Mondays are chosen by the largest number of respondents who have lived in retirement residences three years or longer. Additional data on choices made by respondents are presented. Given one choice of the best hour for adult education, more respondents—regardless of age group, educational level, or length of stay in a retirement residence—choose 10 to 11 A.M., followed by 2 to 3 P.M., and 9 to 10 A.M. Female respondents agree with these choices, but male respondents choose hours in this order: 2 to 3 P.M., 10 to 11 A.M., and 9 to 10 A.M. Given one choice of the location that is best for adult education, more respondents—regardless of sex, age group, educational level, or length of stay in a retirement residence—choose the Retirement Residence. The hypotheses were partially supported, but the reader is cautioned that because of the large number of chi-square analyses computed, some of the significant differences may be spurious.
This study was conducted to provide an overview of the educational activities of Wyoming's senior citizens during the year prior to November, 1971. It was part of a statewide study conducted to determine the status of the elderly in Wyoming in preparation for the 1971 White House Conference on Aging. The overview of participation in adult education was concerned with the type of subjects studied, the method of instruction employed, the sponsoring institution, the amount of time spent in learning situation, and the length of the learning experience. A secondary purpose of the study was to provide a source for comparison with other studies of a similar or related nature. Interviews were conducted with 1042 senior citizens from randomly selected enumeration districts from throughout the state. Of these 1042 individuals, 107 were found to have participated in some form of continuing education during the preceding year. Various personal and socio-economic characteristics were examined as they related to participation in adult education. The variables which were found to be significantly related, at either the .01 or .05 level, to participation were: (1) level of education, (2) labor force status, (3) attendance at meetings of clubs or informal groups, (4) satisfaction with life, (5) income, (6) ownership of home, (7) ownership of car, (8) ownership of stock, bonds, or saving account, and (9) indebtedness. Variables which were not significantly related were: (1) age, (2) sex, (3) subjective view of health compared to age mates, (4) value of major property holdings, and (5) type of dwelling unit. Major findings of the study were: (1) older people participated in religious instruction and hobbies and recreational subjects more often than in other subject areas, (2) community organizations, including churches, were the major sponsoring institutions, (3) the public schools did not provide instruction for any of the elderly in the sample, and (4) the vast majority, 89.7 per cent of older people in the sample did not participate in any form of educational activity during the year studied.
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