INTERGENERATIONAL ENRICHING EXPERIENCES:
A SURVEY OF HELPING PROFESSIONALS

A Thesis

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MASTER OF SOCIAL WORK

by

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Ashley Morse

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INTERGENERATIONAL ENRICHING EXPERIENCES:
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Division of Social Work
Abstract

of

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This study consisted of an exploration of professionals’ knowledge and perspectives on the significance of intergenerational interactions for empowerment. The study involved 32 helping professionals selected through a non-random purposive sampling method, from these working with youth, older adults or both in Sacramento County. Themes from the literature review on social and emotional empowerment as well as insights from current programs were juxtaposed, with the scope and nature of intergenerational activities. Both populations were assessed and the findings indicated that one third of respondents work with both youth and older adults, and one fifth work with older adults exclusively whereas majority of them work with youth. Majority of the (54%) respondents strongly agreed that intergenerational programs were beneficial, 48% agreed such programs positively influenced clients’ social development and, 51% strongly agreed that intergenerational programs have an influence on emotional development. In addition, the study findings indicated that barriers to clients participation in programs,
were identified by nearly half of the respondents as lack of family support, ethnicity and resource constraints. Surprisingly, the helping professionals identified depression and social isolation as issues affecting the older population that they work with. Most importantly, of the agencies surveyed only 53% currently have an intergenerational program. The results suggest an overall agreement that both youth and older adults benefit and experience positive social and emotional empowerment through intergenerational programs. Implications for practice and future research are discussed.

__________________________, Committee Chair
Dr. Jude M. Antony appan

__________________________
Date
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With the deepest of respect to Alpha Phi Omega and the founders of this international service fraternity, your vision in college students united us to work together on this thesis project; with your confidence and determination to develop leadership, to promote friendship, and to provide service to humanity many more college students will rise to the occasion and impact their communities. Thank you for granting us the Youth Service Grant that funded our vision of Intergenerational Empowerment.

In Leadership, Friendship, and Service

"Aging is not lost youth but a new stage of opportunity and strength." Betty Friedan
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Chapter 1

STATEMENT OF THE PROBLEM

Both older adults and youth are underrepresented in receiving extensive services that can lead to a more sustainable lifestyle; the scarcity of financial resources, inadequate transportation services, declining physical capacity of the older adults, and general lack of understanding about the need for such services and cultural barriers are some of the reasons for the lack of intergenerational interactional activities. In fact, it has been suggested that these disparities depict a form of ageism (Kane, Priester, & Neumann, 2007, p. 271). There is a need to address this issue in order to ensure the welfare of both the groups. In addition, addressing this issue is likely to encourage the development of programs to combat ageism. By encouraging helping professionals like medical personnel, educational personnel, and caregivers to become more involved in the discussion of growing services through open dialogues of experiences and expectations, more and more individuals will receive better services and will receive more opportunities to experience self-determination, as well as empowerment.

One program of particular interest is intergenerational programming. This type of program consist of connecting older adults and youth together through various activities that range from academia, mentorships, support groups and other innovative methods such as animal assisted therapy. By creating these connections, both groups experience a sense of empowerment. The following are some of the theoretical frameworks that explore the needs to discuss the impact of intergenerational interactions; they will be briefly summarized to explain their significance, and later in the chapter they will be
thoroughly explained. Erik Erickson’s epigenetic model of human development (1960s) focuses on the first six stages, as well as the last stage of development through the lifespan, the strengths perspective focusing on the concept that all clients have positive characteristics that build resiliency. Carl Roger’s Client Centered Theory (1951) focuses on a discussion of a client’s negative thoughts and feelings to create a new awareness, which leads to change and development. Through the exploration of change and the development processes, not only do intergenerational interactions demonstrate the impact made with the individuals involved, but also within their close circle of friends and family, as well as their community (Hutchinson, 2008). With such an impact, older adult’s life expectancy has increased due to having a new purpose in life; feeling connected, as well as decreased feelings of isolation and seclusion. For youth, the impact has created an opportunity to become more productive and contributing members of society by decreasing their involvement in deviant behaviors.

This research study investigated the importance of working with two marginalized populations and connecting them together in hopes of creating social and emotional empowerment; by using primary data collected in the form of a survey, the researchers collected professional perceptions in regards to their experiences of intergenerational interactions for empowerment of individuals who work with older adults and youth in the Sacramento County. With the varied perspectives, the research study demonstrates the need for continued research of intergenerational programs. In addition, it validates the capabilities of networking and creating a sense of intergenerational empowerment that can be used for further consideration in preventative work. Through an array of current
research about ageism, older adult service needs and limitations, youth service needs and limitations, and programs working with both age groups, the researchers evaluated the importance of intergenerational empowerment within Sacramento County, and whether there is room to expand its development.

**Background of the Problem**

Intergenerational programs are a fairly new concept, emerging in the last few decades. Recognized nationwide, these programs pose a significant importance for youth and older adults. While there are many programs throughout the United States, the generational gap between youth and older adults continues to grow. Young adults and youth are among the many who are often negative towards older adults. Often times their invalidating behavior can be observed in their actions and language. People often treat older adults as if they are pessimistic, conservative, and impatient. The relationship between the two generations has become negative, and as a result, a weary relationship between youth and older adults has formed.

Older adults rely heavily on family members for support, but it has become difficult in recent decades. More aged adults are being “left behind” as adult children relocate to economically safe communities in search of jobs, resulting in greater geographic separation (Chi & Xu, 2011). For various cultures, this has impacted older adults’ way of living. For example, traditionally in the Chinese culture, grandparents raise their grandchildren, and when the children grow up, the roles reverse—the grandparents become much older and dependent on others. The grandchildren are expected to care for them as they continue to age; however, as more adult children
relocate, the tradition of grandparents raising grandchildren is fading away, creating a new problem and resulting in the isolation of older adults.

Grandparents who do find that they are caring for grandchildren show signs of needed support when parenting a second time. The age variable between grandparents raising grandchildren can be a significant factor affecting the relationship between grandparents and grandchildren. Grandparents are positive role models in many children’s lives, serving as mentors, advisors, and as parents; however, these relationships can be difficult on the health of the older adults as they age and have significant impact on the development of youth. There has been little research on the effects of the roles grandparents and non-kin older adults have on children as family supporters and socializing agents. The increase in single parent homes, the decrease of couples having less children, and a greater convergence of multiple generations living due to longevity has contributed to the importance of positive intergenerational relationships between youth and older adults (Bernal & Anuncibay, 2008). Limited research has been conducted on the role of not only grandparents, but on the role of older adults and youth relationships.

In addition, the absence of social and emotional support from peers and family leads to the belief that youth and older adults are at a higher risk of social isolation, as well as depression, which in turn can and does lead to physical and mental harm. Studies indicate adolescent rates of depression have risen 5.7 percent, with higher rates of depression among girls than boys (Costello, Erkanli, & Angold, 2006). In addition, depression is present in older adults who attempt and commit suicide. Youth as well are
showing signs of increasing rates of depression, and displaying at-risk behaviors of
deviance. There is evidence that both groups are lacking the fundamental social and
emotional support; therefore, lacking the basic needs in one’s personal life.

While the growing need for care for older adults is becoming more recognized,
older adults are not prepared for longer lives and nor is the general public. Youth and
adults continue to go uninformed about the growing concern for elder care, and have little
communication between the groups. As a result we are seeing more youth and elders in
need of companionship. With the increase divorce rates more children are being left to
care for themselves or as discussed earlier supported by grandparents.

Moreover, VanderVen (2004) stated, “children are often involved in activities and
projects such as music, arts and crafts, and games that may contribute to improving the
life of older people” (p. 98). These children are more likely to take on such roles as
volunteers visiting an older person or aid in immediate care. Children’s attitudes of older
adults are shaped and formulated by the environment and the culture they are raised in.
Parents, peers, teachers, and the media all contribute to the development of children's
beliefs of older adults. More often than not, their beliefs are unrealistic. With limited
interactions with older adults, let alone their grandparents, children are left to perceive
older adults as those around them portray them. It is imperative that those who mentor
children, such as parents and teachers, provide children with a better understanding of
older adult needs and their contributions to society, as well as the importance youth can
have on an older adult. School is a vital time for teachers and other educators to impose
positive roles of both the aged and the youth; they could have beneficial experiences with
one another. This is also a time for educators to reinforce youth’s knowledge and positive attitudes about community service, as well as empower youth to help those in need. Intergenerational programs can provide youth the opportunity to develop their own beliefs about older adults based on experience and not hearsay. The interaction will challenge youth’s existing knowledge of the aged and develop their individual attitudes as well.

There is a lack of understanding and awareness of the impact intergenerational programs can have. With everything that has been stated thus far, many of those issues can all be prevented through efforts from intergenerational programs. Instead of spending money to fund and support individual programs strictly for older adults and youth independently, investments are needed to create intergenerational programs as evidence-based practices. Regions in the world like Canada, United Kingdom, and the United States of America in New York, Pennsylvania, New Hampshire, Indiana and Florida are already implementing such programs; their efforts show the intergenerational programs work. In fact, some of these programs have been established for years and some have been replicated by other agencies working in the helping professions. More and more people slowly understand the detrimental impact of intergenerational programs. A shift is occurring right now and that change is leading into the direction of valuing both older adults and youth through intergenerational programs.

**Study Purpose**

The age gap has contributed to the development of fabricated beliefs between youth and the aged about one another. Intergenerational programs provide both groups an
opportunity to learn and support one another through supervised interactions. While such programs have existed throughout the United States, limited research has been completed, resulting in restrained evaluation of such programs. Exploration of intergenerational programs in Sacramento County by surveying professionals in the helping field about their opinions is essential to targeted social work practices. The professionals stem from established agencies that have served the community of Sacramento for a number of years in the field of gerontology and youth development. This process allows for a conversation to be created in order to address the age gap and learn what is needed to improve the implementation of intergenerational programs in Sacramento. There is knowledge and understanding of both groups’ needs, as well as positive and negative impacts of intergenerational programs. What is needed now are better methods of application.

The purpose of this research project was to explore professionals’ opinions about how intergenerational interactions impact the clientele they work with on a daily basis in Sacramento County, and if their agencies use such programming or if there is a lack of use of such programming; however, with an interest in the development of it. By collecting data from the various professionals, it was hoped to create an understanding about training perceptions, gender and ethnicity roles in intervention, needs assessment, and structural clarifications as well as obstacles to reaching intergenerational empowerment. These purposes are related to social work because it impacts two underserved populations that will constantly be in existence and be in need of services.
Furthermore, it will help helping professionals create more evidence-based practices that will benefit their clientele in a more progressive and objective manner.

**Theoretical Framework**

The developmental perspective is a key contributor to this research study; since it focuses on two different groups who are both in two different stages of lives, it is vital to capture the roles and duties of the individuals at their current age. The developmental perspective focuses “on how human behavior unfolds across the life course, how people change and stay the same over time, in clearly defined stages based on a complex interaction of biological, psychological, and social factors” (Hutchison, 2008, p. 58-59).

In addition, it focuses on completing age related task that allows the individual to build upon each stage of life in order to move on to the next one. These stages of life are explained in Erikson’s epigenetic model of human development. He breaks the human development in eight stages of life where at certain ages there are tasks that need to be accomplished: Stage 1- birth to 1 year-- basic trust versus mistrust; Stage 2- ages 2 to 3-- autonomy versus shame, doubt; Stage 3- ages 3 to 5-- initiative versus guilt; Stage 4- ages 6 to 12-- industry versus inferiority; Stage 5- ages 12 to 18-- identity versus role confusion; Stage 6- early to late 20s-- intimacy versus isolation; Stage 7- late 20s to 50s-- generativity versus stagnation; and Stage 8- late adulthood-- integrity versus despair.

Through Erikson’s model, it has been stated that individuals grow through sequential order as their personality and survival abilities begin to manifest (Hutchison, 2008).

The research study focused on stages 1 - 6 for youth and stage 8 for older adults. Since youth are quickly developing from birth to 25 years of age, many milestones are
accomplished and many connections will be created with older adults assisting them through it. Older adults make a huge impact in the early stages of life as they may be the adult figure who allows the individual to create trust or help create a sense of autonomy for the youth; furthermore, older adults can impact the youth by guiding them and encouraging them to be active members in the community as well as educating them about their own personal downfalls to help normalize and empower youth to continue making mistakes that they can learn from. Intimacy is a task that is possible to accomplish because the older adult made a positive impact on the youth. Moreover, youth can help older adults sustain integrity by giving them a sense of purpose and creating a long lasting relationship through familial ties like grandchildren and grandparents or relational ties through mentorships. On the other hand, older adults can do the exact opposite of everything listed to youth as well as youth doing the same exact negative interactions with older adults, thus, it is important to research the impact intergenerational programming can have on development to both groups.

Furthermore, Abraham Maslow’s Hierarchy of Needs was applied to the research to interpret the needs of individuals and how those needs impact the population discussed. Maslow believed there are five levels to human satisfaction and the disruption of one need prevents the individual from fulfilling their needs throughout life. The needs, often displayed in a pyramid, are developed from the most basic needs to advanced psychological needs including; psychological, security needs, social or belongingness, esteem and self-actualization needs. The fulfillment of these needs is detrimental to the development of the individual. Individuals meeting stage one of the basic needs, meet the
basic human survival water, air, food and sleep. Fulfilling these basic needs allows the individual to advance to the second stage of needs, the sense of security. While not as demanding, security needs allow the individual to be sheltered and protected from the environment, fulfilling needs financially and through protection in laws. The third stages, which this research applied to youth and older adults is fulfilling one's social or sense of belongingness. Although this need is less basic than the previous security and psychological need, relationships, attachments, friendships, and family, help fulfill the need for companionship and acceptance. Those who are not fulfilling this need are potentially denoting self-growth. As described by Maslow, “if all needs are unsatisfied the organism (the individual) is then dominated by the psychological needs, all other needs may become simply non-existent or can be completely pushed in the background” as cited in Best, Day, McCarthy, Darlington & Pinchbeck, 2008 (p. 305). With the youth and older adult groups, many are not having this basic need of belonging met. With the stunt of stage three, youth and older adults are not meeting the other two stages of need, self-esteem and self-actualization. During this process, youth and older adults can help secure each other's need for belongingness, having a positive impact one another. Being involved in social activities such as an intergenerational program is just one example of fulfilling this need. Further research in this area would further benefit the development of these groups.

Overall, the theories discussed outline the basic needs to human survival and address the importance of meeting the development stages. Individuals not meeting their basic needs, or accomplishing age related task, stunts an individual's growth. The
importance of development is emphasized throughout the life course. Those who fail to meet the development or needs benchmark become unsatisfied or stunted. In turn the theories emphasize the importance of human connection. Those who make positive human connections are more likely to have a satisfied life. More importantly the connections increase development and aid in one’s ability to meet their basic needs.

**Definition of terms.** The following section will consist of creating a better understanding of the terminology used throughout this research study in alphabetical order:

*Ageism:* Butler (1975) defines ageism (as cited in Kane, Priester, & Neumann, 2007, p. 271) “‘a process of systematic stereotyping of and discrimination against people because they are old’ implying an attitudinal component (stereotyping and prejudicial attitudes, beliefs, and conceptions of the nature and characteristics of older adults) and a behavioral component (discrimination against or inappropriate negative treatment of older adults).”

*Empowerment:* Focuses on the ability for individuals and groups to increase their own power to combat inequality and injustices in their lives through use of personal strengths and rallying together for mutual aid (Hutchison, 2008). This research study focused on social empowerment as well as emotional empowerment.

*Intergenerational activities:* Connecting two different groups of individuals belonging in an averaged 30-year age difference, like youth and adults, adults and older adults; in this research study, the intergenerational group consists of youth and older adults.

*Intergenerational Programs:* The purpose of bringing together different aged-generations in ongoing, planned activities that are designed to achieve the development of new
relationships, as well as specific program goals. It promotes interactional activities between older adults and youth (Eskin-Norman, and Norman and Gropp, 1990).

**Professional:** The professionals discussed within this research study consist of individuals with an educational background of at least a **Bachelors Degree** and minimal experience of at least **five years** working in the field with older adults, youth, and/or both; these individuals involve medical professionals such as nurses, doctors, physicians, educational professionals like principals, teachers, tutors, and helping professionals like social workers, therapists, and caregivers.

**Older Adult:** Also referred to as the elderly or aged adults, older adults in this research-study consist of individuals over the age of 65 years and ranged from people who are retired or actively employed in the workforce.

**Youth:** Also referred to as children, adolescents or students; youth in this research study consists of individuals between the ages of five to 25 years and ranged from people who are attending school in a K-12 or university academic systems, as well as people who are currently not participating in academia.

**Assumptions.** The researchers’ study measured helping professionals’ perspectives of intergenerational programs, assuming that perspectives can be measured. The researchers assume that there is limited interaction between youth and older adults, and that the interaction between the two groups is beneficial. Furthermore, assuming the interaction would be one that youth can learn valuable life experiences from older adults and vice versa. This study was not to identify how to improve or create intergenerational empowerment nor to develop such programming; rather, the study addressed the need for
such developments and continued research. Furthermore, all participating professionals accessed the survey during a limited specific time period, and were given the same amount of time to complete the survey, and are assumed to have honestly filled out said surveys with their own individual opinions with no influences from colleagues or their agencies; the researchers have ensured anonymity and confidentiality through having the participants drop off their surveys in unmarked envelopes that are placed within a manila folder within the agency.

**Social Work Research Justification.** Intergenerational empowerment is a major concept that originated in the eastern United States, and is now slowly making its way to the western United States. It is a topic that needs to be researched in order to see how effective this form of empowerment can be incorporated in social work practice in conjunction with the culture of the west coast. It leads to possible grant formations, which allows program development and program implementation that will better serve multiple individuals from two diverse populations. Some programs in the east coast have already developed manuals and guides for other cities and states to replicate their programming; what is needed more is a concrete funding source. Through further research, social workers will learn a new evidence based practice that will better serve the community, as well as get more funders willing to sponsor their agencies to develop programs. Lastly, because two populations are getting better served through preventative efforts, social workers will not have to worry about client symptoms exacerbating; instead, they will witness growth and new strengths within the individual, thus decreasing the need for therapeutic interventions due to more social support systems and relationship
development and increasing the ability to serve more clients individually, in groups, and in the community.

**Study Limitations.** The research study is limited to professionals in Sacramento County; from agencies in Rancho Cordova, Sacramento, and Elk Grove regions of Sacramento County. The study sample is non-probability, thus limiting the external validity of the data. The researchers’ goal is not to generalize the understanding of intergenerational empowerment within California, but strictly within Sacramento County, to better serve the clientele. Since the researchers worked with several different agencies in different neighborhoods, sample generalizability was addressed as well as external validity due to the nature of the research study; professionals are providing input about how important intergenerational interaction are for older adults and/or youth. Because the sample consisted of only 32 helping professionals, low compared to other research studies, and because the data collected was based on non-random sampling, the ability to assure internal validity of the data is limited; the research study findings can not be generalized to the general population. The study findings are only applicable to the sample agencies studied from which the helping professionals responded to the survey.

Moreover, time, money, and personnel experiences created some limitations for the research study. The research study had a time restraint due to graduation requirements for the researchers. The researchers would have liked to discuss with both older adults and youth about their experiences with intergenerational empowerment since they are the ones who are impacted by such programming, but due to the IRB and human subjects protection, they were unable to obtain such data.
Statement of Collaboration. Throughout this research study, both researchers actively took part in the completion of this thesis. They equally participated in the problem exploration, literature review, and the formation of the problem. In addition, both researchers actively worked together in designing the research study questions, recruiting survey participants, and administering the survey on professionals’ perspectives on intergenerational empowerment. Moreover, they equally participated in analyzing the data through the Statistical Package for the Social Sciences (SPSS) software and writing the conclusions from the data analysis. Because of their active participation, all five chapters are a reflection of their hard work and dedication to intergenerational empowerment. Both researchers have individual passions in working with either youth or older adults; they were able to combine their interest and create a project that unified their expertise and learn from each other’s strengths and weaknesses.
Chapter 2

REVIEW OF THE LITERATURE

This chapter presents the conceptual understanding of the topic based on the findings from the literature review conducted for this study. Additionally, it presents the knowledge gap in the existing literature about intergenerational interactions for mutual benefits for older adults and youth, as well as the positive approach to life. This review of the literature is divided into four major sections, all of which are connected to the topic of intergenerational empowerment. The first section focuses on a discussion of how social empowerment for older adults and youth occurs through intergenerational programs. The second section is a continued discussion about the benefits of intergenerational programs for both populations, but the focus is on emotional empowerment. The third section is an overview of intergenerational programs and the benefits to society in ensuring the processes of intergenerational empowerment to occur. The fourth section discusses barriers to service development and utilization, as well as the factors.

Social Empowerment

Social empowerment involves a process that works with an individual’s ability to influence positive changes in the wellbeing of others within their familial subsystem and within their community that they reside in. Bostrom (2003) claims social empowerment (as cited in VanderVen, 2004, p. 95), “consists of social structures, networks and connections, and actions that encourage people ‘to work for a common good.’” Social empowerment is vital for the human development across the lifespan and its absence can be detrimental for the vulnerable groups, older adults and youth, who experience both
isolation and reinforced negative stigma due to their demographic and at-risk statuses. It has been said that, “we are all interconnected in the human race and understanding how our individual cultures are the same and different is important” (Mbugua, Wadas, Casey, & Finnerty, 2004, p. 241). Pairing the old with the young is a step in that direction which society is shifting toward already. It has even been reported that Americans are viewing multi-generational and intergenerational relationships as reliable, supportive connections. Because of marriage instabilities and other dysfunctions a family may experience leading to divorce or separation, extended family is becoming more valued than nuclear families. By using intergenerational programs, both populations will become better engaged and experience positive relationships that will discredit negative stereotypes, thus allowing for social empowerment to take effect (Kelley, Whitley, & Campos, 2010). This section of the literature review focuses on social empowerment benefits that older adults and youth experience due to intergenerational interactions that are purposeful and guided. 

*Older Adult.*

Social empowerment for older adults and youth can come in many forms of interactions. Intergenerational activities can serve to overcome the drift toward an age-graded society and can relieve possible tensions, provide historical awareness of the past and present as well as provide a sharing of multicultural diversity of value and life style (Peacock & Talley, 1984, Tice, 1985, Aday & McDuffie, 1993). Interaction between the two age groups can provide for both an experience of being part of the large society and providing each with a healthy awareness of the progress of one’s life. Interaction between the youth and older adults disempowers negative stereotypes that youth and older adults
have developed over the years. Aday & McDuffie (1993) write that older adults and youth will experience higher empowerment if both the youth and older adults who interact come from equal socioeconomic status and contact is intimate, not causal. The experience is rewarding for both groups when functional interactions take place. This can be done when both groups are involved in goal setting as well as participating in activities.

Chapman and Neal (1990) indicate (as cited in Aday & McDuffie 1993), adolescents participating in programs aimed at helping older people, showed more enjoyment being with older adults, as well as decreased social distance. Further studies conducted by Sparling and Rogers (1985) and Cherry & et al. (1985) report adolescents experienced positive attitude changes toward the elderly when engaging in service delivery programs.

While needing assistance is perhaps difficult for many older persons, receiving assistance from adult children and grandchildren can also be socially empowering. Ling and Iris (2011) indicate that older adults receiving financial support from their children and grandchildren have a greater life satisfaction, as it aids them in meeting their basic needs. Furthermore, an increase in non-family kin has brought about newer forms of social and emotional empowerment. As the definition of family is being redefined, it brings more social and emotional support for older adults and youth (Castanzo & Hoy, 2007).
Youth.

Many youth are at risk in following a life of crime and deviant behaviors because of their natural home setting; poverty, low-income neighborhoods, neglect, and dysfunctional families are instances that can cause youth not to have proactive social interactions within society (VanderVen, 2004). Many youth slip through the cracks and continue such negative behaviors, but others are able to rise above it. Those youth have been able to be part of programs that have helped shift their lifestyle; they are becoming socially empowered through the efforts of many. One of particular interest are intergenerational programs that engage and mentor youth as they keep them out of trouble and role model behaviors of how to be productive citizens in the near future (VanderVen, 2004).

Intergenerational interactions work on the vulnerabilities of youth in order to empower them to feel comfortable with themselves by increasing their self-esteem and their problem-solving skills. Teaching youth the ability to know one’s self and how to care for one’s self, as well as encouraging youth to have responsibilities and chores and to stay away from drugs and alcohol, can lead youth to have better and appropriate interactions within society. Through these efforts, it has also been found that there are less behavioral problems at school compared to families that do not have intergenerational involvement (Gibson, 2005).

Furthermore, youth learn many positive attitudes from older adults; through intergenerational interactions, youth become more aware of the diverse characteristics older adults have. They are then able to understand that people around them also have
diverse characteristics beyond the one aspect of the individual. Empathy is developed and youth have the capacity to better relate and engage with individuals who are both similar and different. They show increased comfort with the unfamiliar and increased pro-social behaviors through communication and boundary regulation (Sarkisian, 2006).

Other methods being implemented by intergenerational programs to empower youth are community service and cooperative education. Community service delivers the message to youth that they are important and valued; their actions have a reaction, and if positive, many good things can happen from it. They are, in a sense, improving the lives of others and creating positive perceptions of older adults as they work and volunteer together side by side. Through community service, Newman, Morris, and Streeman (1999) believe that youth experience (as cited in VanderVen, 2004, p. 99), “increased resilience, improved attitude towards school and school achievement, improved problem-solving skills, higher self-esteem, better work habits, improved self-regulatory ability, and increased social skills, among others.” Cooperative education is similar to community service; youth are learning with older adults intellectually and morally. They are given a purpose to grow as individuals and become curious, independent learners that benefit the community (Hayslip & Kaminski, 2005). Intergenerational relationships model behaviors that are needed for youth in many different domains; social empowerment occurs as the youth grow older in age. The relationships they build are more meaningful, as well as appropriate.

**Emotional Empowerment**

96), “is the ability to get along with and form positive relationships and working relationships with others.” It focuses on building self-awareness of an individual’s thoughts and feelings, self-regulation of an individual’s ability to respond to stressful environments, motivation to accomplish goals even when faced with setbacks, empathy for others, and social skills that lead to appropriate responses in unknown situations. A great source of emotional empowerment occurs through intergenerational programs. With developments of such programs, positive development for both older adults and youth occur in a cost-effective and inexpensive manner; in the long run, it will save individuals on costly interventions resulting from dissociation and promote a better lifestyle amongst two underserved populations (VanderVen, 2004). This section of the literature review focuses on the benefits that emotional empowerment has on both older adults and youth.

Older Adult.

Empowerment approaches seek to achieve equal citizen representation and participation among low income, elderly, youth and disabled population (Rappaport, 1981, Christens, Speer, & Peterson, 2011). Older adults make up twelve percent of the United States population, which is vastly increasing to match and surpass the number of youth. With the growing numbers, older adults continue to be socially and emotionally segregated within the United States. Like youth, older adults experience feelings of neglect and emotional abandonment. Despite these challenges, both groups continue to empower themselves and one another. Even more so, the relationship between the two is a needed source of emotional support (Rappaport, 1981, Christens & et al., 2011).

Whether a person is living in a skilled nursing facility, with family, or living alone,
all older persons have something to offer youth. As more children are becoming separated from parents, grandparents play a vital role in the structure and survival of a family. Ruiz and Silverstein (2007) express (as cited in Castonzo and Hoy, 2011) that the relationship between grandparents and grandchildren is important in enhancing the feelings of connectedness and alleviating negative behaviors in children from displaced families. Other activities such as volunteering also empower older adults and youth.

Volunteering is viewed as an empowerment process, in which older adults actively participate within the community and improve their health and wellbeing (Tang, Carr Copeland & Wexler, 2012). In 2009, the U.S. Bureau for Labor Services and the Corporation for National and Community Services reported volunteering among older adults to be a growing trend, estimating participation to have increased from 14.3% in 1974 to 24.6% in 2008 (Tang, Carr Copeland, & Wexler, 2012). The numbers of participants is projected to rise, and impacting more youth than ever as the baby boomer generation continues to age. As explained by Kam (2012) (as cited in Tang et al., 2012), the empowerment perspective suggests that volunteering maintains health, reduces the sense of isolation, helplessness, and strengthens self-esteem and personal control.

Youth.

Many youth of today are getting removed from their parents’ care for many reasons like child abuse, teen pregnancy, parental drug abuse, divorce, mental or physical limitations, incarceration, or death (Sarkisian, 2006). With the physical absence of parents, youth experience neglect and rejection, as well as difficulty in developing emotional attachments to individuals; these experiences put youth in at-risk situations
where they will develop damaging relationships with people and even negatively affecting their ability to build meaningful bonds and connections with others in their future. As a result, there is a demand for grandparents and/or other older adults to parent the youth. According to Taylor, LoSciuto, Fox, Hubert, and Sonkowsky (1999) (as cited in VanderVen, 2004, p. 98), “America's older adults are an untapped resource for helping youth in need. Over 28 million Americans are currently over the age of 65; due to improved health, increased longevity, and early retirement, older adults have more time to devote to new pursuits...’ and can serve as role models in adversity.” Many can be impacted through intergenerational partnerships. There are capacities to empower youth who have not had the best childhood to experience secure emotional attachments, to make appropriate relationships, and to change their lives with the guidance of older adults.

Intergenerational relationships promote emotional empowerment throughout the developmental years for youth. “An older person, just by the unique combination of physical characteristics of age with a demeanor of dignity, self-confidence, and warmth, offers a presence that does not challenge the youth. Instead, they bring out the best, the buried courteousness and concern that may lie beneath a tough exterior” (VanderVen, 2004, p. 99). Youth experience a sense of value and a sense of understanding that they are important; they matter because they have the support of someone and their undivided attention. They do not feel threatened or challenged even though they view the older adult population as authority figures. Youth create a mutual respect for older adults because they understand they are looking for their best interest. They begin to develop prosocial behaviors with other peers and develop cognitively, physically, and socially
with the intergenerational interactions. Some emotional empowerment occurs from everyday play. Games like Cur-Ball and Magic Box teach youth to connect through the universal language of play; it keeps them active and socially appropriate as the older adults model such behaviors. In Cur-Ball, a partnership is created with the youth and the older adults; the youth feel important and valued as they create an obstacle for the older adults, while the older adults maneuver through the constructed obstacle and attempt to tag the youth with a ball. In Magic Box, an older adult and youth leave objects in identical boxes that “magically” switch over night without each other knowing about it; this gives older adults an opportunity to disclose family history and family stories that the youth find fascinating. In addition, it gives youth an opportunity to share their achievements and day’s activities that older adults are proud to hear about (Davis, Vetere, Gibbs, & Francis, 2012).

During the teenage years, it can be a challenge to balance autonomy with shame and doubt in one’s abilities, but it has been reported that when teenagers are paired up with a mentor, those insecurities and problems decrease and they develop emotionally and behaviorally better than teenagers without a mentor (VanderVen, 2004). The Search Institute (2000) reported (as cited in VanderVen, 2004, p. 96), “30% of youth reported having positive adult role models. Just 25% perceive that the community values youth. Only 28% feel that they have useful roles in the community. A mere 20% participate in creative activities such as music, theater, or art” and with the help of intergenerational programs, these numbers have been increasing. Parents are seeing changes in their children. They are becoming more comfortable with the aging population and aging
process, they are more empathic to their peers and older adults’ needs, and are becoming more willing to help them as the old gets older and the youth become younger adults (VanderVen, 2004).

Younger adults who have created strong relationships with their grandparents or older adults experience long term benefits; they are more willing and ready to care for them in the future due to the positive relationships they built during their childhood. Piercy (2007) believes (as cited in Even-Zohar & Sharlin, 2009, p. 170), “their motivation, [stems] from the feeling of attachment expressed by filial duties and commitments (p. 170). They feel they have a role and obligation in “repaying” their grandparents who raised them. This obligation is not a negative feeling. Instead, it is a positive experience for the reason that the younger adults want to and wish to be part of their grandparents’ lives. Strong relationships were developed and younger adults want to continue the feelings of closeness towards their grandparents. The emotional support is mutual and that is how the intergenerational relationships succeed (Even-Zohar & Sharlin, 2009).

Model Programs

More and more older adults are becoming responsible for parenting the youth of today. In 2001, the U.S. Census Bureau estimated that “6 million, or 8.4% of children live with non-parental relatives, a 173% increase since 1970 and a 78% increase since 1990” (as cited in Kelley, Whitley, & Campos, 2010, p. 379). In fact, it has been nationally reported by the Grandparent Information Center of the American Association of Retired Persons (AARP) that over three million children were living with grandparents in the year 1995 (Jones & Kennedy, 1996). Even though older adults parenting youth is
not a new concept to the American culture and the United States, as it has been reported
to have emerged between the time frame of 1920 – 1930 during the Great Migration
(Gibson, 2005), groundbreaking and progressive developments have occurred to enhance
and ensure strong connections for the individuals involved in intergenerational
relationships, bridging the generation gap that was created when family structures
changed from multi-generational households to just parent(s) and child(ren) (Belgrave,
2011). Programs like Living Equitably-Grandparents Aiding Children and Youth,
LEGACY, (2003), which was created to support grandparents in receiving financial
assistance in remodeling their homes or finding affordable housing to support their
grandchildren, KinNet Project (2000) was developed to aid and educate
grandparent caregivers on topics relevant to the foster care system. In addition
the Brookdale Foundation's Relatives as Parents Program, RAPP, (1996) provides
resources and direct services to support grandparents and grandchildren. These are some
of the many new interventions being implemented in assisting intergenerational families
(Hayslip & Kaminski, 2005). This section of the literature review focuses on evidence
based model programs dating back as early as 1988 to current day practices that work
with older adults and youth in creating intergenerational empowerment.

**Elder Mediation Project**

Elder Mediation Project (EMP) originated in the United Kingdom as a project
dealing with mediation for the older adult population in many different domains. It
consists of a multicultural peer group associated to the national voluntary organization,
Mediation UK. The project recruits and trains volunteers in delivering its free services of
“individual mediations, to all those involved in conflicts involving older person… [and] mediating with older person to health and social services working in this arena” (Craig, 1998, p. 176). By following a code of good practices and equal opportunity policies, volunteers are better able to assist intergenerational relationships and minimize intergenerational conflict from occurring. EMP’s premise is based off of confidentiality and voluntary action. There are no public records kept, which allows families to disclose all information without consequences of social workers withholding services; there is no mandatory, legal social intervention(s) that could lead a family to feel a sense of obligation or to react in a negative manner. Furthermore, volunteers are trained to be impartial with clientele and to not take sides between victims and the offenders. Using several references from researcher Yvonne Craig from her 1997 article entitled Elder Abuse and Mediation: Exploratory Studies in America, Britain, and Europe and researcher Jordan Kosberg in his 1983 symposium of Abuse and Mistreatment of the Elderly: Causes and Intervention, EMP has been presented as beneficial in keeping the career system intact and empowering individuals “to equalize the unstable power relationships, by enabling individuals to express their feelings and wishes freely in a safe atmosphere” (Craig, 1998, p. 177). In addition, Coleman (1977) states (as cited in Craig, 1998, p. 177), “the principle of enabling people to communicate fairly reflects the interests of psycho gerontologists in the dynamics of relationships to promote personhood and self-determination.” Through face-to-face or direct mediation, subtle mediation or message delivery from Person A to Person B, and telephone mediation or voice conference, participants of the EMP learn problem solving rather than blaming
others for the situation as well as re-telling experiences in order to clarify any misperceptions and misunderstandings, all of which help heal relationships (Craig, 1998).

**Faith-Based Intergenerational Program**

A 12-week Faith-Based Intergenerational Health and Wellness Program was developed to assist grandparents and grandchildren in Pittsburgh, Pennsylvania. The Coalition of Generations Together collaborated with many different agencies that help provide funding to operate the facility: the Center for Social and Urban Research of University of Pittsburgh, the Parish Nurses of Mercy Hospital of Pittsburgh, the Parental Stress Center, Inc, Emory United Methodist Church, and the University of Pittsburgh’s Department of Health and Physical Education. Many individuals are invested in supporting intergenerational relationship development. The program focuses on providing clientele “A) health behaviors, exercise, nutrition, and stress management, B) parenting education and conflict resolution, C) religions practices (such as worship, scripture, and prayer)” (Lawrence-Jacobson, 2004, p. 385). The program also provides lunch in healthy and cost-effective ways that they can do on their own time at home. This Faith-Based program promotes conversations about living healthy lifestyles. It has allowed participants to become more aware of community resources, become more familiar with nutritional guidelines, and become more prone to use new stress management techniques. Positive behavior changes occurred for grandchildren at home and in school due to better connections with and a better understanding of their grandchildren. A sense of social support is created amongst the caregivers, children, and staff (Lawrence-Jacobson, 2004, p. 385).
**Intergenerational Reminiscence Program**

The Intergenerational Reminiscence Program is a 12-week program that is unique in the sense that the participants are older adults who have been diagnosed with early stage dementia and youth. Youth are trained and educated on cognitive impairment and the use of reminiscence to increase an older person's quality of life. Health care professionals, occupational therapists, and social workers often use reminiscence. The goal is to help persons with dementia recall and share their early life. Chung & et al. (2009) reports empirical studies show reminiscence to display clinical evidence of reminiscence activities enhancing communication, attention and the maintenance of global and cognitive dementia. The youth participants act as facilitators to prompt the elderly participants to share and discuss past events and experiences, and to support them to fabricate a personalized life-story book.

**Intergenerational Programs in Schools**

Intergenerational Programs in schools are not new concepts. In fact, “as early as 1975, the U.S. government sponsored programs that involved transporting senior citizens to schools in order [for them to] participate in classroom activities” (Hamilton, Brown, Alonzo, Glover, Mersereau, & Wilson, 1999, p. 235). Such classroom activities include homework assistance, community service, attending sporting and cultural events, and even something as simple as fostering intergenerational play. Because of the older adult population’s involvement in schools, it has been reported that youth have become more interested in school, leading to better grades, better self-regulatory skills that lead to better peer relationships, increased self-esteem and confidence, and reduced interests in
the usage of drugs and alcohol (VanderVen, 2004). The older adult population is able to provide and create an authentic sense of safety and care that allows youth to prosper in the many roles they play in life: apprentice, audience, follower, imitator, and initiator. With the help of the many roles that the older adult population establishes like an instructor, companion, observer, and comforter, children are better able to connect knowing that they are people too. With a newfound understanding of the aging process and the convenience of having programs intertwined in the school wide curriculum, intergenerational empowerment is becoming more accessible. Such programs range from playgroup settings that allow older adults to meet and interact with youth on a one-to-one session to playgroup settings on a larger scale that is open to all ages and backgrounds to play, some of which are specific for certain cultural groups to allow culture and religious practices to be cultivated. In addition, programs can consist of children going to the nursing homes or the older adults coming into the schools where interaction occurs (Hamilton & et al., 1999).

**The Friendship Model**

The Friendship Model or the Community Program of Madison, Wisconsin, is one of the older, long-term program models promoting intergenerational relationships. Since 1988, it has connected the older adult population with a means of interacting with youth through weekly or bi-weekly visits over a one-hour duration. Five elementary school classrooms go on fieldtrips to five neighboring nursing homes where the youth would interact with older adults through recreational or educational activities. Lesson plans are created to support the development of the intergenerational relationships that are all age-
appropriate and follow the interest of both populations. For the whole year, interactions occur and relationships deepen, and at the end of the year, a final party occurs to allow the termination process to occur; gifts and addresses with the approval of parents are exchanged in order for the individuals to keep in contact. Many of the children continue to visit the nursing homes throughout the summer and even when the school year reconvenes (Hamilton & et al., 1999).

The program has been so effective that classroom teachers and nursing home personnel have created their very own publicly and readily available manual entitled, A Guide to Community: An Intergenerational Friendship Program Between Young People and Nursing Home Residents, to help other schools and agencies to facilitate such a program; Mersereau and Glover (1992) assert (as cited in Hamilton & et al., 1999, p. 238), “A Guide to Community is a 118-page curriculum and planning manual that describes how to sell the idea, how to prepare children and residents, what to do on the first visit, ongoing activities, curriculum plans, and evaluation.” With the help of funding sources from the local Area Agency on Aging and grants from businesses and community groups, transportation is provided and a four-module training has been created in helping youth to continue their experiences. The trainings consist of videotapes that educate youth about the culture of aging and of nursing homes, depicting socially appropriate and inappropriate behaviors that better prepare them to interact with the older adult population. Parents report that their children are more comfortable with older adults and disabled individuals and more sensitive to their needs because they see them as people instead of objects. The older population feels the visits are meaningful; it brings pleasure
to their lives as they witness the youth learning from their experiences. The children develop a better understanding of the life cycle and a deeper sense of responsibility in maintaining relationships with their grandparents (Hamilton & et al., 1999).

**The Intergenerational Life History Project**

The Intergenerational Life History Project is a 38-week project that promotes the interaction between lower socioeconomic high school seniors and older adults through the compilation of life histories of high school seniors as related by the older adults (Faer, 1995). The focus is to use reminiscence, the practice of telling or thinking of past experiences to unite two age groups. The youth-elder teams provide reciprocal social support and intergenerational mentorship through reminiscence. Reminiscence is frequently used in residential facilities as a therapeutic tool to enhance an older person’s wellbeing. The project is an integrated, multifaceted effort to bring about health, behavior, and attitude changes in the two age cohorts, which are challenged in different ways and for different reasons by morbidity and mortality.

**Intergenerational Networking**

Intergenerational networking facilitated in nursery schools, elementary and high schools, involve activities ranging from reading stories to telling life stories to behavior management. The education and interaction with older adults continues in universities as well through learning programs. Students participate in a five-week educational experience on aging and the life span. Students are given the opportunity to facilitate group sessions, ranging in activities from physical movement, mental and emotional support. For non-college participants, groups are facilitated by trainers specialized in
physical activities for the elderly (Hernandez & Gonzalez, 2008).

**Music-Based Intergenerational Programs**

Florida State University conducted an intergenerational program focusing on music as a form of therapy in a retirement living facility. A 10-week program was developed that had child participants interact with the older adults during 30-minute music therapy intergenerational sessions. Two types of groups were developed, performing ensembles consisted of “choirs, bands, and orchestras” (Belgrave, 2011, p. 487) and traditional music intervention consisted of “instrument playing, moving to music, singing, and academic and social skills training through music” (Belgrave, 2011, p. 487). Through this program, it was found that the better method for intergenerational interaction occurrences was through structured conversation and moving to music. It was also found that children’s attitudes toward older adults became more positive if they were in the experimental group, unlike the children in the control group that experienced a negative shift. Through the involvement of such program, older adult participants were observed to have improvements in psychosocial wellbeing in different realms of development (Belgrave, 2011).

**Longview Partnership.** The Longview Partnership is a program that focuses on connecting older adults to younger adults attending a college university. It first consisted of setting up retirement communities within college universities for retired alumni to assist the need for housing occupants. Many Ivy League and private institutions have such communities residing in them with specific requirements: “Kendal facilities in Hanover, New Hampshire (Dartmouth) and Ithaca, New York (Cornell University),
Meadowood in Indiana (Indiana University; Sherrid, 1993), and the Pines at Davidson in North Carolina (Davidson College; Manheimer, 2001a). Lasell College in Boston and residents are required to be significantly involved in campus life as part of their contract with the facility (Manheimer, 2001b)” (as cited in Krout & Pogorzala, 2002, p. 853).

More specifically, the Longview Partnership resides in Ithaca College—a 60 person adult home facility established in one of the off-campus dormitories after the funding source of the non-profit organization—Ithacare purchased it over 40 years ago. In just four decades, the program expanded to have over 60 individual assisted-living units and 100 independent-living apartments, servicing over 200 older adults. The college university has made an investment into this program by assigning 24 faculty members to help develop and monitor programs to connect older and younger adults in intergenerational programming. With the assistance of 10 full time staff members and over 300 college university students representing over 20 different majors, the Longview Partnership maintains a human service model as well as a communal developmental model. Through programs that enable younger adults to “do for” the older adult in what they cannot do, as well as “learn with” one another, intergenerational relationships are created. The Longview Partner’s goals are the following:

(a) promote communication and interaction between members of the Ithaca College and Longview communities, (b) create opportunities for student learning through curricular and experiential activities at Longview and on campus, (c) encourage both the use of campus programs and facilities by Longview residents and the presence of students at Longview, (d) stimulate interest in
research on aging and related topics, and (e) facilitate interdisciplinary, intergenerational endeavors (Krout & Pogorzala, 2002, p. 854).

Through surveying and interviewing the residents of the facility, over 40 different activities were created to allow the goals of the program to foster. By providing interaction in several different forms, such as individual or group basis, and occurrences several times during a semester or on a weekly basis, the needs of many are being met. Activities are created for the older adults, by the younger adults typically college aged. The college university students are able to apply what they are learning in their field of study and create experiences that deal with counseling sessions, nutrition informational, business orientations, art exposures, and so many more. This gives both populations an opportunity to interact with one another and learn with one another.

Through such diverse intergenerational interactions, many perceptions were changed. According to Friedman (1997) (as cited in Krout & Pogorzala, 2002, p. 854), “this kind of contact with older adults can modify negative attitudes that younger persons have toward older adults (and vice versa) and provide younger persons with opportunities to view older adults as individuals with diverse characteristics.” A supplementary benefit for both populations consisted of sharing facilities and services, such as access to an exercise room, adult day care area, and therapeutic swimming pool. Benefits for the older population consisted of communication capabilities with university phone numbers, protection from the same safety and liability personnel of the university, access to shuttle van services, and a structured program within their community. Benefits for the younger adults consisted of fieldwork that better prepared them for work upon graduation, the
empathic ability to connect with older adults, and to feel comfortable with aging (Krout & Pogorzala, 2002).

**Project GUIDE.** Project Grandparents United: Intergenerational Developmental Education (GUIDE) is an innovative five-year pilot program based in the metropolitan Detroit area that focuses on assisting and minimizing stressful situations for grandparents who are taking care of their grandchildren; it was designed to enhance the self-esteem of the family by “providing individual and family counseling, reducing social isolation, enhancing life skills, helping to meet basic human needs, assisting grandparents seeking custody of their grandchildren, educating family members about substance abuse, and stimulating positive communication between grandparents and grandchildren” (Jones & Kennedy, 1996, p. 639). Through the funding sources of private nonprofit agencies called Neighborhood Service Organization (NSO) and the Harper Gratiot Multi Service Center (HGMSC), both providing accessible, affordable, and useful resources through direct services in assisting the communities’ needs, Project GUIDE has been able to make a positive impact to many individuals’ lives. The eight founding goals are:

1. Assess the level of need for each family and provide individual counseling to intergenerational caregivers and their families.
2. Reduce the social isolation of intergenerational care providers and their families by conducting workshops where grandparents can meet each other and discuss their needs, and by providing cultural and recreational opportunities.
3. Use workshops on child-rearing to enrich the parenting skills of these grandparents.
4. Use workshops on education and self-esteem to enhance the life skills of children in intergenerational families.

5. Assist intergenerational families to meet their basic human needs by supplying some material help and by locating and accessing resources available in the human service system.

6. Assist intergenerational families seeking custody of their grandchildren in negotiating the legal process.

7. Educate intergenerational families regarding substance abuse.

8. Use workshops and specifically designed activities to stimulate positive communication habits between members of intergenerational families (Jones & Kennedy, 1996, p. 646-649).

The program first started as a short-term and provided services like “educational and support groups; case management; advocacy; and cultural, social, and recreational activities for both grandparents and grandchildren” (Jones & Kennedy, 1996, p. 640) for 10 families over a 24-week period. Currently, there has been a shift in the program. It is now a long-term program servicing over 45 families with a wait list of 30 additional families and impacting over 235 youth under the guidance of their grandparents. Once a family graduates from the program, they become classified as alumni and are asked to continue participating in the program by providing peer support and mentorship to newer participants. In additions to their services, the alumni were given ongoing support as needed to ensure a successful transition (Jones & Kennedy, 1996).

Project GUIDE assist in identifying and providing the basic human needs, such as
clothing, food, and housing. In addition, the expansion of the program has allowed for “training and education on substance abuse, building self-esteem, relaxation techniques, and violence prevention… [and] seminars on parenting; stress management and reduction; physical, sexual and child abuse; grief and loss; health and nutrition; and conflict resolution” (Jones & Kennedy, 1996, p. 642). All lessons were given in weekly two-hour meetings, either in individual or dual sessions for grandchild and grandparents. Childcare as well as transportation are provided. Project GUIDE advocates for families to seek assistance through the agencies; they collaborate with the Family Independence Agency, Mental Health Board, or Juvenile and Probate Court. Positive relationships are created and maintained between grandparents and grandchildren through skill-building opportunities that empower the families to become knowledgeable of an array of different information that they can use. By allowing the family to work with the obstacles and stressors, Project GUIDE has enabled families to re-establish effective patterns of communication and the sense of a strong familial support (Jones & Kennedy, 1996).

Barriers to Intergenerational Empowerment

The number of older adults aged 65 and older is projected to match and surpass the number of youth living in the United States. This provides an opportunity for two generations to unite. While many programs have bridged the conflict and misunderstanding of older adults and youth, there continues to be disempowerment within these two age groups. Within the aging population, disempowerment may stem from an extended lifespan, disengagement, and isolation. The following section of the literature review will focus on how older adults and youth have barriers leading to
disengagement as well as the inability in obtaining intergenerational empowerment.

**Extended life span and family support.** Cultural gerontologist Gilleard and Higgs (2000) and Powell and Longino (2002), indicate biomedical advances may lead to longer, healthier lives, which have contributed to the blurring of what once was a distinctive generational life transition. Furthermore, it has also distorted older adult roles within the dominant society (Biggs, 2007). In more recent years, older adult roles were clearly defined as they took on roles as grandparents and retirees, and took on feeling a sense of belonging, as well as being cared for in advanced age. While those roles are still relevant, the roles of an older adult have become skewed by the longer life span and the additional responsibilities an older adult inherits. As people live longer, older adults are found to be working, volunteering, and taking on roles as parents more frequently.

It is now common to see grandparents fill the roles of parents as kinship care is being highly recommended. If parental custody and co-residency are not options, then older adults take custody of the grandchildren and take on the parental role. Due to this style of kinship care, it has been reported that youth experience many problems. There are concerns of emotional and behavioral problems, as well as a lack of age-appropriate developmental skills due to poor parenting from the youth’s biological parents. Since both generations have different parenting styles, a child can experience contradicting values and life lessons that will not alleviate these problems. Other dilemmas intergenerational partnerships experience revolve around familial support. There is a lack of role models from the biological parents, which affects a child’s understanding of their current life situation (Gibson, 2005). There is confusion of why they are taken away from
their parents and why they cannot see them; negative feelings of resentment, sadness, or anger stem from this misunderstanding. Additionally, the age difference of the older adults and youth, as well as the ability to form attachment, can create tension in the whole family. It was even reported by Shore & Hayslip (1994) that two-thirds of the grandparents that participated in their study were disappointed with their parenting children’s actions; one-third resented them for it; and another third felt their child was taking advantage of the situation. If these problems are not handled, then youth may be subject to continue experiencing negative adult interactions and living in out-of-home placements where familial visitations may not occur (Hayslip & Kaminski, 2005).

Furthermore, for older adults living longer, it is more common to see several generations of family members residing in one residence and taking on additional roles. With the longer life span, there is an increased need for care, which most families cannot afford. As a result, an increased number of older adults are living with adult children and grandchildren. While co-residence can be an empowering opportunity, more often than not it is disempowering as the responsibility of adult children caring for their parents and families creates more of a burden and resentment. Furthermore, the shift in family dynamics is vital in intergenerational empowerment and disempowerment. Castanzo & Hoy (2007) note, as social norms and values change from generation to generation, a distance is created from the youngest to the oldest generations. Even more so, Cheng (2009) reports family support for not only older adults, but youth as well, is disheartening as a decrease in financial and emotional support is devalued toward the youth and aged as traditional values, affordable healthcare, and urban migration threatens many lives (Biggs,
Family structures, family styles, and family support are changing with the relocation of many young family members due to displacement for work. Gropp (1995) believes that hundreds, if not, thousands of miles often separate older adults from adult children and grandchildren. Older adults are often left behind when their children or adult grandchildren seek work away from the home. Migration can positively and negatively impact older adults. Adhikari, Jampaklay, & Chamratrithirong (2011), “found 67% of those surveyed had at least one child who migrated. Even more astonishing, 58% said they had symptoms of a mental health, while 56% reported having poor health since the separation of child or adult grandchild” (p. 148). Solomon & et al. (1992) reported (as cited in Gropp, 1995, p. 14), “only five percent of all grandchildren see their grandparents at least twice a week and about eighty percent see their grandparents from at least once a week to as little as once a year.” This lack of communication within one’s own family is a contributing barrier to intergenerational empowerment; additionally, older adults whose families are not actively involved in their lives experience disengagement and isolation.

Disengagement. Disengagement among older adults is said to be a part of the aging process; however, it can be damaging for an individual’s physical and mental health. Portman, Bartlett, & Carison, (2010) suggests disengagement may arise due to a lack of day-to-day communication. Elaine Cumming and William Henry developed disengagement theory in 1961 and explained the process in their book entitled, Growing Old. The focus of this theory was based on research conducted on older adults in Kansas City in which participants were followed from middle age to older age. The study, suggested once daily activities cease the person will eventually die due to lack of social
interaction. Not only do older adults withdraw from their typical social interactions, the person becomes self-preoccupied; however, self-preoccupation acts as a form of coping to aid in deterioration. It has been further noted that the disengagement theory is seen as a normative and functional process of transferring power within society. With that transition of power, the disengagement theory states that society will disengage from older persons as well contribute to isolation and poor health (Hutchinson, 2008).

**Health.** Health becomes a barrier for older adults in reaching out to youth. Because of their age, there is a natural deterioration of their health; however, with over involvement with youth, like parenting them, new stressors are created that lead to the older adult population’s health worsening; both physical health and mental health are affected. Physically, there are higher incidences of diabetes, hypertension, and insomnia to occur for older adult caregivers. Women have an increase chance of developing coronary heart disease, and Whitley & et al. (2001) have found in their research study that (as cited in Kelley & et al., 2010, p. 380), “one-fourth [out of their 100 participants] had diabetes and high cholesterol, over one half had hypertension, and over three fourths met criteria for obesity placing them at increased risk for such chronic diseases as diabetes, cardiovascular disease, and osteoarthritis.” Mentally, older adults are more subject to isolation and low self-esteem, which can lead to depression and divorce as the connection between grandparents or partnering older adults become strained (Hayslip & Kaminski, 2005). For the youth, their health is also impacted. If older adults are not able to care for them, their health declines as well. For more challenging youth who have physical and mental disabilities, it becomes harder to care for them because of their
special needs. In addition, child abuse and neglect are common results of the inability to care for youth. Once the health of older adults and youth declines, child protective services can remove the child from the household and place them into the foster care system. Nevertheless, overtime their health gets better, but their psychological and emotional health remains tainted, especially since many youth end up living with strangers or bounce from foster home to foster home. These health issues are caused by a lack of familial and social support, as well as poverty and access to resources (Kelley, Whitley, & Campos, 2010).

**Isolation.** Researchers have observed social isolation occurring in the elderly who reside in institutions, such as skilled nursing facilities and independent living residences; social isolation also occurs in older adults living with family or a spouse, as well as those living on their own. Researchers suggest isolation to be a leading cause in the loss of interests and contribute to over dependence (Eskin-Norman & Norman, 1990). Isolation can cause a deterioration of physical and psychological health of the elderly (Eskin-Norman & Norman, 1990). It is often forgotten that the same social connectedness, which formed a person’s life, is still important as a person ages. Bengston (1973) identifies three basic needs for people living in skilled nursing facilities; the importance of one’s sense of identity, a person’s ability to control or have the knowledge to control their environment, and a sense of connectedness (Eskin-Norman & Norman, 1990). In Erikson’s life course model, he indicates how a person in the later stages of life undergoes a series of life transitions. After sixty-five years of age, an older person will often go through ego integrity versus despair, in which the older adult must find integrity and contentment in
their final years by accepting their life as it has been; otherwise, they will feel a sense of despair (Hutchinson, 2008). Erikson writes that the ego integrity is dependent upon the ingrained resources the individual has established, as well as the opportunities and resources available within one’s environment; however, such resources are scarce within skilled nursing facilities, and even more so for those who live alone. As residents become more isolated from the outside world, the opportunity for positive outside interaction decreases along with interests that were once stimulation to the ego’s identity, such as family, hobbies, and peers. The feeling of connectedness dissipates.

**Race and gender.** Race and gender are major influences in intergenerational relationships. Although many grandparents are taking care of their grandchild(ren), the numbers are not representative of the population. According to Fuller-Thomson and Minkler (2000), Fuller-Thomson and Minkler (2001), American Association of Retired Persons (2003), and the U.S. Bureau of the Census (2000) (as cited Hayslip & Kaminski, 2005, p. 263), “grandparents are under the age of 65 (72%), female (77%), and married (54%), Caucasian (51%) of which 1% care for their grandchildren, significant numbers of African Americans (38%) of which 4.3% care for their grandchildren and Hispanics (13%) of which 2.9% care for their grandchildren.” These numbers show that women are the individuals who parent the young in higher rates; gender issues arise from this predicament. When youth males grow older, they do not have a male figure to look up to. At times, they repeat the actions of their fathers even though they are physically absent; however, the presence of the father may still there. Boss (1999) calls this experience as the father being psychologically present in the child’s thoughts; limitations
from the female gender are unable to counteract that mental obstruction. It has been said that there are skills in which youth males need from a male role model (Gibson, 2005). The numbers also demonstrate that even though there are more Caucasian older adults, less of them are rearing their grandchildren; this leads to more children getting placed into residential facilities or foster care families. Research also depicts that having the minority status makes individuals have a tougher time rearing their grandchildren; they are viewed as dependent and incompetent, and they have poorly developed mutual aid systems of care (Savundranayagam & Ryan, 2008).

Social Policy.

Social policies that were created to help people have been a major barrier for intergenerational empowerment; certain structures created to fix issues in fact do the exact opposite of what they were created to do. Connidis and McMullin (2002a) (as cited in Sarkisian, 2006, p. 807), “specify social structure as ‘sets of social relations based on class, age, gender, race, and ethnicity that produce lasting patterns of inequality in society.’” The legal system is one structure that does not allow intergenerational empowerment to occur. When older adults make the decision to take custody of a child, there are many legal repercussions they do not know about; there is a lack of formal guidance into the procedures of childcare custody. Older adults have to shuffle through potential custody battles, adoption hearings, and choices between full custody or guardianship of the child. To really understand these procedures, attorneys are needed, but that cost money, which many older adults do not have (Hayslip & Kaminski, 2005).

Because of life changes, older adults need to change their daily routine. In order
to care for the youth, they need to make financial sacrifices. Many older adults taking
care of grandchildren are single, widowed, divorced, or retired. In addition, technology
can be an issue for older adults. With the move from paper files to electronic files, many
needed resources can be found on the computer. Without having computer competency,
older adults do not have the knowledge to access to such files or the ability to locate
electronic mail messages about appointments for hearings. Furthermore, in order for
older adults to attend these meetings, transportation is needed; this can be an
inconvenience to them or to their support systems if transportation is not reliable (Hayslip
& Kaminski, 2005).

The health care system is an additional barrier. As older adults’ health declines
due to age and stressors from youth interaction, a higher need for medical services is
produced; however, many older adults do not have health insurance due to lack of
benefits from their employment; they either have a substantial amount of income that
disqualifies them for Medicaid, or they are not old enough to receive Medicare benefits.
Lack of access to health care is an issue, especially since psychological and physical
distress increases from parenting youth (Kelley, Whitley, & Campos, 2010).

In summary, this chapter reviewed the literature of intergenerational interactions
that lead to intergenerational empowerment for both older adults and youth. Through the
many international and national programs, such as Intergenerational Reminiscence
Program, school wide programs, and Project GUIDE, social and emotional empowerment
can occur, assisting in the positive development of older adults and youth. More good
than bad can come from investing in the development of intergenerational programs,
which help decrease additional financial costs for interventions and disengagement with two underprivileged groups; additionally, they help increase pro-social, empathetic behaviors, and positive relationships amongst two diverse groups. Even though there are barriers due to familial support based on familial structures or race, gender cultures, health, and social policies, intergenerational programs remain vital in ensuring mutual-aid and empowerment amongst older adults and youth; however research is needed in order to receive a better understanding of the development of empowerment.

This research study examined the need for intergenerational empowerment activities in addition to understanding the perspectives of professionals on the scope of intergenerational interaction and the resource availability for such programs in their agency. There is a need to address the age gap in order to help both older adults and youth, two highly marginalized groups, fully sustain self-actualization; this research study and this need will allow society a better understanding of the limitations of current programs as well as a better understanding of the potential intergenerational programs of impacting not just two individuals, but their families and their communities. The researchers completed an exploration of how Sacramento County utilizes its resources in providing intergenerational interactions based services through the perspective of professionals’ in the field working with older adults, youth, and/or both. Through the examination of such perspectives, the research study draws attention to the importance of investing time, energy, and resources into intergenerational programs.
Chapter 3

METHODS

This chapter presents the methods used to conduct this study on intergenerational enriching experiences, through a survey of helping professionals. This study was conducted in order to assess the importance of intergenerational programming for helping professionals in the county of Sacramento. In order to gather the necessary data, the researchers utilized the descriptive method, using primary and quantitative approach with some open-ended qualitative data oriented questions. A total of 32 respondents were selected as participants to fill out a survey-questionnaire as the data collection instrument. The sections included in this chapter are: study objectives, study design, and sampling. The final section will discuss data analysis, method and the protection of human subjects.

Study Objectives

The purpose of this study was to measure the perspectives of helping professionals on the level of empowerment experienced by older adults and youth participating in intergenerational interaction activities of agencies from Sacramento County. The focus of the assessment was to develop a broad understanding of helping professionals from various professional backgrounds on intergenerational empowerment with their clientele.

Study Design

A descriptive survey design was used to connect this study. “Descriptive studies are often known to have representative samples that can be generalized to larger populations.” (Dudley, 2010, p.117) As described by Dudley(2010) this method is also
used to gather precise information such as the number of participants within a program or the number of intergenerational programs offered in Sacramento County. More importantly, a descriptive survey design emphasizes qualitative and quantitative methods. Questions regarding demographics, barriers, or social factors are utilized within the qualitative and quantitative measures. “Data collections approaches in descriptive designs could use a number of collection methods including, (un) structured questionnaires”. (Dudley, 2010, p.137) The study consisted of open and close-ended questions to account for the various professionals’ experiences in working with older adults and youth, as well as to account for cultural sensitivity. According to Dudley “qualitative and quantitative methods compliment one another and can be used together in a mixed method approach” (Dudley, 2010, p. 26). Quantitative methods are used to measure numerical values and are used to find support of the research designed by the researcher. “Qualitative methods are more structured and attempts to discover the quality of something, the inquiries are more definite and specific about what the researcher wants to find out” (Dudley, 2010, p. 2). The quantitative method is not as focused as qualitative; the qualitative method allows for the uses of open-ended questions and the ability to leave room for flexibility for the researchers to gather information regarding the study topic. Although the methods are different, Dudley suggests both methods can be used to compliment each other (Dudley, 2010). Quantitative data provides numerical measurements while qualitative provides descriptive data of the sample. The open-ended responses (qualitative), allow participants to contribute their thoughts and feelings in addition to numerical data (quantitative).
Sampling Procedures

The researchers surveyed professionals from different fields of work in the helping profession. Since the participants were not known in advance and there was not the possibility of knowing the prospects interested in filling out the survey, the researchers used a form of nonprobability random sampling called purposive snowball sampling. This was the best sampling method for this research study because it consisted of dealing with “hard-to-identify populations for which there is no sampling frame, but the members of the population are somewhat interconnected” (Engel and Schutt, 2013, p. 126). The helping professionals in Sacramento County were approached and surveyed through their interconnected network. According to Dudley (2010), this approach was appropriate to use as it was difficult to identify and locate the 32 professionals representing agencies that gave permission to the researchers. In this, the researchers were asked to identify one potential participant within an agency and once invited to present at a meeting, they were able to have that initial participant pass the survey to their fellow colleagues. This continued until enough research participants were found. The researchers left the consent forms and survey questionnaires in two separate envelops at the agencies' front desks after they introduced the study to the service professionals in these agencies. At this time, the researchers explained the contents of the consent forms and instructed the potential participants to leave the completed questionnaires and the consent forms in the envelopes meant for the researchers at the front desk.

The researchers introduced the study at one of the agency meetings, with an announcement that interested professionals can fill out the survey after reading the
consent form. Participants must have experience working with older adults and/or youth to participate in the study. To prevent real or perceived conflict of interest at the time of the introduction of the study, the researchers ensured that the professionals know that former co-workers, employers, family, or friends of the researchers will not be participating. The researchers do not work for any of these agencies and neither do they have internships at them; there is no power or financial control that the researchers have over any of the participants.

To protect survey participant’s identity, they were asked not to provide any identifying information. All information collected was to be anonymous and confidential. To further protect the identity of participants, each survey was coded. The data was only used for the purpose of this study.

**Data Collection Procedures**

A structured questionnaire was used in this research. The researchers developed the questionnaire based on knowledge in the field gained through the literature review. The survey allowed for participants to write their responses to the questions at their own pace and in a private, confidential setting. To protect survey participant’s identity, they were not asked to provide any identifying information. All information collected is anonymous and confidential.

No risk or discomfort was expected from answering the questions. Participants were assured of their right to decline any information asked. A copy of the questionnaire is available in Appendix A. The use of both qualitative and quantitative methods
provided the researchers the ability to obtain information of numerical value and for the participants to contribute their own views and understanding of the study topic.

Analysis of data included analyzing participant’s experiences in working with older adults and youth and their perceived levels of empowerment. The questionnaire was coded and entered into a data set to provide comprehensive understanding of the influences of intergenerational programs. To minimize any possible error with data analysis, the researchers kept a data dictionary. The data dictionary helped the researchers remember what each of the code numbers represented during the time the data was analyzed. Summarization of the data was completed using Statistical Package for Social Sciences.

The researchers then identified the level of measurement of each variable. Using SPSS, the researchers used descriptive statistics to analyze the data, which allowed for the survey sample to be summarized. Frequency distribution was utilized to “describe the number of times each of the values of a variable was observed.” (Dudley, 2010, p.243) In addition, the researchers applied bivariate statistics for this data analysis. As illustrated by Dudley (2010), “bivariate statistics is used to investigate the relationship between two variables”.

**Instruments**

A questionnaire was developed by the researchers to measure the perspectives of the professionals. The questionnaire contained both open and closed ended question and the data collected from the respondents using this questionnaire was utilized for the study. A series of 42 questions were constructed to gather the appropriate data from the
subjects. These questions were developed to analyze helping professionals perspectives on intergenerational interactions within their agency programs. The participants were asked to share their clients’ experiences of intergenerational empowerment and the ways that empowerment is attained as well as the barriers to reaching empowerment. The questions were designed to cultivate a discussion of the perceptions of the helping professionals in regards to intergenerational empowerment. This instrument was constructed to measure the level of helping professionals’ understanding of intergenerational empowerment amongst their clientele. Their responses were analyzed and formulated into categorical classifications of themes of interest as well as for statistical analysis that addressed the research question.

**Protection of Human Subjects**

The researchers submitted the Human Subject Application for review to the Division of Social Work human subjects review committee. The researchers followed the code of ethics, protecting the human subjects, and following the guidelines of the IRB. Researchers study was considered exempt due to the Exemption 45 CFR 46.101(b)(2) (for Tests, Surveys), which applies to this study as the study contained anonymous and confidential data. The survey subjects are professionals who encounter the type of questions on a daily basis on service related matter. Additionally, questions were designed to be neutral. The survey did not contain any questions that elicit answers that will cause any participants to experience any negative outcome such as trouble with law or legal, social, personal complications. The protocol was approved as exempt, with the number 13-14-015.
Chapter 4

STUDY FINDING AND DISCUSSIONS

This chapter presents the findings of the study on intergenerational enriching experiences through the perspectives of helping professionals. The researchers collected data from 32 helping professionals who work with older adults, youth, and/or both populations in Sacramento County. The chapter is organized into the following sections: the overall findings dealing with the background of participants, specific findings related to intergenerational programming with tables and charts included, interpretations to the findings, and a summary of the research to conclude. In addition, the researchers’ data was interwoven with data that previous researchers studying the subject have found; a comparison is created amongst the data to demonstrate that there are concepts and themes for continued research. The researchers explored and addressed the level of associations of work trainings with perceptions of the benefits from intergenerational interactions, the perception of differences between gender and ethnicities, and the openness of intergenerational programming for helping professionals. Furthermore, the researchers continued their exploration in seeing what helping professionals feel is the need for intergenerational programming and the impact of frequency and engagement of programming, as well as obstacles and improvements to intergenerational programming.
Overall Findings

Demographic Profile

Figure 1. Gender

Figure 1 depicts the gender distribution, which consisted of 56.25% women and 43.7% men. The ethnicity distribution of the respondents is illustrated in Figure 2. It was found that out of the 32 respondents, 68.8% were White/Caucasian, 12.5% were Hispanic/Latino, 6.3% were African American, and Asian 6.3%. Similar to the findings from Hayslip & Kaminski (2005), ethnic minorities work less with older adults and/or
youth compared to White/Caucasian. Likewise, women work more with these populations than men. In both a personal and professional setting, women are more likely to interact with older adults and/or youth. In a personal setting, ethnic minorities interact more with the population, while in a professional setting White/Caucasians demonstrate more interactions.

*Figure 2. Ethnicity*

**Helping Profession**

The participants of the survey worked in various agencies, but all have some form of involvement with older adults and/or youth. Figure 3 depicts that participants worked
either in the educational field (46.9%) or the helping professional field (46.9%) and 6.3% have other work affiliations to the helping profession. Furthermore, the agencies participating in the survey have been open for various years. The oldest agency has been open since 1954 and the youngest since 1992.

According to Figure 4, the highest level of education completed by the respondents were the following: 56.3% have a Bachelors Degree, 34.4% have a Master’s Degree, 6.3% have an Associate’s Degree, and 3.1% have a Doctoral Degree. The significance of this finding shows that individuals with the highest level of training and education are not working with these populations, and instead, it is predominantly ran and operated by either
recent college graduates who do not have many years of experience or by individuals with many years of experience, but lack formal training in working with these diverse populations.

Figure 4. Education

Agency Funding Source

The respondents of the study participated in many different avenues with older adults and youth when working in the helping professional field; 70% work in the Non-Profit sector, 20% work in the For-Profit sector, and 10% of respondents work in the public sector.
Figure 5. Profit and Non-Profit Organization

Similar to other programs shared in the literature review, such as the Faith-Based Intergenerational Program or The Friendship Model, programs in Sacramento County are able to open their doors and assist their clientele at their agencies due to various funding partnerships; fifty percent of respondents receive funding from the government, 33% of the respondents receive funding multiple funding sources, 10% through grants, and 6.7% of respondents receive funding from private sources.
Table 1 illustrates the association between the respondent’s organization and funding source and current intergenerational programs in place; sixty-two and half percent of the respondents currently have an intergenerational program in place with the main funding coming from the government. Whereas, 50% of the respondents’ agencies disclosed that they do not have intergenerational programs in place yet, but continue to receive funding from multiple funding sources for other programs.
### Table 1

*Agency Funding Source and Intergenerational Programs*

<table>
<thead>
<tr>
<th>Intergenerational Program Currently in Place</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>No</td>
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<tr>
<td><strong>Agency Funding Source</strong></td>
<td></td>
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<tr>
<td>Grants</td>
<td>Count</td>
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<tr>
<td>% within Intergenerational Program Currently in Place</td>
<td>18.8%</td>
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<tr>
<td>Government Funding</td>
<td>Count</td>
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<tr>
<td>% within Intergenerational Program Currently in Place</td>
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<tr>
<td>Private</td>
<td>Count</td>
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<tr>
<td>% within Intergenerational Program Currently in Place</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiple Funding Sources</td>
<td>Count</td>
</tr>
<tr>
<td>% within Intergenerational Program Currently in Place</td>
<td>18.8%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
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<tr>
<td>% within Intergenerational Program Currently in Place</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Agency Demographics

The following section discusses survey respondents’ agencies’ demographics; it highlights the current population served and the duration of the programs. Figure 7, indicates that out of the 32 respondents, 56.7% work with youth (17 and under), 23.3% work with both youth and older adults, and 20% solely work with older adults. As shown in Table 2 and 3, respondents also noted on average 3 years working with older adults in the non-profit sector and an average of 9 years in the for-profit sector with a standard deviation of 4.62 and 10.76 respectively, while respondents noted working with youth for
an average of 13 years in the non-profit sector and 14 years in the for-profit sector with a standard deviation of 11.4 and 16.2 respectively. The null hypothesis states that there is no difference in the number of years of experience in working with older adults between those who work in for-profit versus those who work in non-profit sectors; however, the research study rejects the null hypothesis because there is a difference in years of experience working with older adults between those professionals who work with for-profit and nonprofit sectors due to the P-Value being less than .05 (P= .034), which shows a statistical significance.

Figure 7. Population Serve
Table 2

*Experience working with Older Adults*

<table>
<thead>
<tr>
<th></th>
<th>Nonprofit or Profit Agency</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
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<tbody>
<tr>
<td>Experience working with Older Adults</td>
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<td>3.0476</td>
<td>4.62035</td>
<td>1.00824</td>
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<tr>
<td></td>
<td>For Profit</td>
<td>9</td>
<td>9.2222</td>
<td>10.75614</td>
<td>3.58538</td>
</tr>
</tbody>
</table>

Table 3

*Experience working with Youth*

<table>
<thead>
<tr>
<th></th>
<th>Nonprofit or Profit Agency</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience working with Youth</td>
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<td>13.1190</td>
<td>11.43886</td>
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<tr>
<td></td>
<td>For Profit</td>
<td>6</td>
<td>14.1667</td>
<td>16.26551</td>
<td>6.64036</td>
</tr>
</tbody>
</table>

Table 4

*T-test Experience working with Older Adults*

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience working with Older Adults</td>
<td>Equal variances assumed</td>
<td>-2.230</td>
<td>28</td>
<td>.034</td>
<td>-6.17460</td>
<td>2.76899</td>
<td>-11.84661</td>
<td>-5.0259</td>
</tr>
</tbody>
</table>

Furthermore, as seen in Figure 8, it was found that 18.8% of the helping professionals do in fact work at residential facilities, while the remaining 81.25% do not
work in such environments. In comparison, other programs showed that intergenerational empowerment occurs at primary school settings, higher education settings, in community agencies, faith-based agencies, residential facilities like nursing homes or foster youth housing, therapeutic centers, and within the client’s home. Table 6 demonstrates no findings for the average length of stay for residents and clients; this can be viewed through the understanding that since a majority of the programs in Sacramento County do not occur from residential facilities, older adults and youth have no way of staying in agencies that provide intergenerational empowerment opportunities.

![Figure 8. Residential Facility](image)

From the survey, the helping professionals were asked how depression and social isolation impact their clientele; out of the 32 respondents, 3.2% believe their clients
experience depression 31 – 40% of the time, while 9.7% are impacted by social isolation; 9.7% believe that depression impacts 21 – 30% or 41 – 50% of their population, while social isolation impacts them 16.1% for both 11 – 20% and 31 – 50%. 22.6% believe it is over 50% of their clientele are affected by depression, while 19.4% are impacted by social isolation; it has also been found that 54.8% believe it is under 20% that have clients who experience depression, as well as social isolation equally. Figure 9 supports what Hayslip & Kaminski (2005) feel is a major issue for older adults and youth, depression. Figure 10 supports what Eskin-Norman & Norman (1990) feel is a major issue, social isolation. Both are connected to one another and both create barriers for intergenerational empowerment from occurring.
Figure 9. Percentage of Clients Experiencing Depression
Figure 10. Percentage of Clients Experiencing Social Isolation

Program Activities

From the experiences of the participants who operate programs within their agencies, Figure 11 shows that 83.3% do in fact have intergenerational interactions that occur daily through an array of engaging activities. 16.7% of the agencies, 16.7% do not have daily activities relating to intergenerational empowerment. The majority of programs have numerous activities available for participants.
Figure 11. Daily Activities

Programs like the Elder Mediation Project (EMP), which focuses on conflict mediation, the Intergenerational Reminiscence Program that focuses on cognitive, talk therapy practices as well as Florida State University’s intergenerational program that uses music and art as a form of therapy to bring a sense of connectedness into participants lives, all provide older adults and youth opportunities to interact daily; through these interactions, both parties experience social and emotional empowerment. Individual responses from the survey reflect what current programs are using; the participants disclosed what their agencies do in regards to the type of activities available for the creation of intergenerational empowerment. It has been categorized as the following:
Art:

- Music through holiday programs

Education:

- Tutoring
- Educational programs
- Psycho-educational
- Mentoring

Socialization:

- Social Skill Development
- Socialization, in-room visits in nursing facility
- Exercise
- Conflict Resolution
- Community Integration

Therapy:

- Art Therapy
- Recreational Therapy
- Group Therapy
- Girls Groups
- Reading Groups

Other:
● The facility has professional recreational therapist in the activity department who provided varying activities to meet the title 22 standards required by law, and the psychosocial needs of the residents residing in the facility.

● Intervention of dependent adults and elder abuse.

● The program activities implemented vary according to the residents and the students adapting to both needs and abilities

As shown in Figure 12, a majority (65.4%) of the survey participants stated that daily activities are offered several times a day at their respective agencies in comparison to 11.5% who offered activities once a day. Others responded (7.7%) that they offer them several times a week and 15.4% offer activities in the other category, which consisted of monthly or weekly activities.
Figure 12. Availability of Activities

**Program Classification**

The following section outlines the program classification. As shown in Figure 13, of the survey respondents, 53.1% of the agencies currently have an intergenerational program in place while 46.9% of respondents have yet to implement such a program at the agency.
In addition to the current programs in place, with regard to the duration of the activities, 64.7% range in time from 30-60 minutes, 29.4% of the program session lasts less than 30 minutes, and 5.9% of the duration of the session falls within the other category. As indicated on the surveys, this section highly represents program sessions that last greater than one hour, which is reflected in Figure 14. Florida State University was able to implement programs that demonstrated positive results of intergenerational empowerment from using only 30-minutes of participants’ times on a weekly basis for 10 weeks (Belgrave, 2011). In addition, the program in Madison, Wisconsin held weekly and bi-weekly one-hour visits for their participants, and they have found it useful and
affordable for them; through recreational and educational activities, older adults and youth experience intergenerational empowerment (Hamilton & et al., 1999).

![Figure 14. Duration of Intergenerational Program Session](image)

Moreover, as shown in Table 5, the average length of the program ranges with a majority (34.4%) within the other category. As explained within the survey, most of the programs that classified themselves as other are ongoing and may last a month to several months. In addition, the minority (9.4%) consisted of one week for average length of programs; 14 respondents were unable to respond to such question.
Table 5
*Average length of Intergenerational Program*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 week</td>
<td>3</td>
<td>9.4</td>
<td>16.7</td>
<td>16.7</td>
</tr>
<tr>
<td>4 or more weeks</td>
<td>4</td>
<td>12.5</td>
<td>22.2</td>
<td>38.9</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
<td>34.4</td>
<td>61.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>56.3</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>14</td>
<td>43.8</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When asked what is the purpose of the intergenerational program, respondents answered with the following categories:

**Mentoring:**

- Mentor students in business academy
- Cyber mentoring, developing relationships with someone in work area/career

**Communication Avenues:**

- To help youth in building skills with elder population in communication and develop leadership skills. To provide contact with community and youth
- A chance for our elderly to interact with young children.

**Emotional and Social Benefits:**

- To provide knowledge and resources
● The intergenerational program is mutually beneficial to both residents and students by providing students with a leaning environment for leadership skills in a skilled nursing facility, while also providing residents with additional psychosocial benefits through social interaction with students.

● Conjoint therapy with clients and grandparents, attachment and parenting

When asked how the current programs were measured for levels of success, respondents answered as follows:

● Grading Scale (i.e. A, B, C, D)

● Number of people attending the program

● Satisfaction Evaluation at the end of the each group

● Responses, reactions and effects on the youth and the older adults

● The instructor grades on attendance and student documentation that’s given to the teachers

● Our facility measures the success based upon the reaction and the feedback of the residents receiving contact, the success of the students are assessed by the teacher

● The number of participants, number of activities per month, pre and post questionnaire

When asked if there were any constraints for the program, respondents answered as follows:

● Language barriers, we have a lot of Russian/Ukraine elders

● Since it’s a psychiatric facility, access to patients is limited
● Program availability

● Funding

● Time restraints

● Student’s availability outside of the school day, Finding youth to come in and requirements (health etc.)

● Volunteer, personnel; Finding the people and having supervision to see what they are doing

● Limitations apply to the availability of the students and residents, disease and the infection control for safety of student/residents and the participation of residents

● Family participation, sometimes grandparents are less committed because they are raising more children

Professional Perspective on Participant in Program and Activities

This section highlights professionals’ perspectives on participants’, both youth and older adults, participation within the current programs and activities offered at each agency. Of the professionals, 34.4% believe that an intergenerational program could be implemented at the agency. It is noted that half the respondents (16) chose not to respond to this question. Fifth-six percent of the respondents feel that all age groups from first grade to high school are quality ages for group interaction, but 28.1% believe the high school age group can lead to the biggest possibilities for interactions. Moreover, of the 32 respondents, 90.6% utilized volunteers within their programs.
Table 6
Respondents’ perspectives on intergenerational program implementation at Agency

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>11</td>
<td>34.4</td>
<td>68.8</td>
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<tr>
<td>No</td>
<td>4</td>
<td>12.5</td>
<td>25.0 93.8</td>
</tr>
<tr>
<td></td>
<td>11.00</td>
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<td>Total</td>
<td>16</td>
<td>50.0</td>
<td>100.0</td>
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<tr>
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<td>System</td>
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<td>50.0</td>
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<tr>
<td>Total</td>
<td>32</td>
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</table>

Table 7
Respondents’ perspectives on best-fit age group interactions in intergenerational programs

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
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<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3rd grade</td>
<td>3</td>
<td>9.4</td>
<td>9.4 9.4</td>
</tr>
<tr>
<td>4th-6th grade</td>
<td>2</td>
<td>6.3</td>
<td>6.3 15.6</td>
</tr>
<tr>
<td>High School</td>
<td>9</td>
<td>28.1</td>
<td>28.1 43.8</td>
</tr>
<tr>
<td>All Ages</td>
<td>18</td>
<td>56.3</td>
<td>56.3 100.0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 8
Volunteers at the agency

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
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<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>29</td>
<td>90.6</td>
<td>90.6 90.6</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>9.4</td>
<td>9.4 100.0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Within the age group of volunteers with the programs, 65.6% of survey respondents stated most volunteers are adults between the ages of 26-64; however, youth (12.5%) and older adults 65 and older (9.4%) were also noted to volunteer within intergenerational programs. In addition to volunteers, 75% of respondents’ agencies offer continued education for employees.

Table 9

<table>
<thead>
<tr>
<th>Age groups of volunteers</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth (25 and under)</td>
<td>4</td>
<td>12.5</td>
<td>14.3</td>
<td>14.3</td>
</tr>
<tr>
<td>Adults (26-64)</td>
<td>21</td>
<td>65.6</td>
<td>75.0</td>
<td>89.3</td>
</tr>
<tr>
<td>Older Adults (65 and older)</td>
<td>3</td>
<td>9.4</td>
<td>10.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>87.5</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>4</td>
<td>12.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
<td></td>
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</tr>
</tbody>
</table>

Table 10

<table>
<thead>
<tr>
<th>Continued education offered by agency</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>24</td>
<td>75.0</td>
<td>75.0</td>
<td>75.0</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>21.9</td>
<td>21.9</td>
<td>96.9</td>
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<tr>
<td>Total</td>
<td>32</td>
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<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Table 11  
Respondents’ perspectives on client participation in activities

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Strongly Agree</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>18</td>
<td>56.3</td>
</tr>
<tr>
<td></td>
<td>Neutral</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
<td>93.8</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>32</td>
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</tr>
</tbody>
</table>

Table 12  
Respondents’ perspectives on intergenerational programs beneficial

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Strongly Agree</td>
<td>17</td>
<td>53.1</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>13</td>
<td>40.6</td>
</tr>
<tr>
<td></td>
<td>Neutral</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>31</td>
<td>96.9</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 13
*Respondents’ perspective on including an intergenerational program in agency curriculum*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Strongly Agree</td>
<td>14</td>
<td>43.8</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>6</td>
<td>18.8</td>
</tr>
<tr>
<td></td>
<td>Neutral</td>
<td>9</td>
<td>28.1</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>31</td>
<td>96.9</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Regarding the benefits of the intergenerational programs, 54% of the respondents strongly agreed that an intergenerational program would be beneficial to their clients, whereas 3.2% felt neutral about the benefits of such programs; from all the respondents who answered this question, 100% were not opposed to the program being beneficial to clients, meaning that all respondents felt confident about the positive impact of intergenerational programs except the 3.2% who were neutral, and the 3.2% who chose not to answer. In conjunction, 45% strongly agreed that an intergenerational program should be included in their agency curriculum; nevertheless 6.5% of respondents disagreed with including such a program within the agency curriculum.
Table 14
Respondents’ perspectives on intergenerational programs influence clients on social development

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Strongly Agree</td>
<td>15</td>
<td>46.9</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td>Neutral</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>31</td>
<td>96.9</td>
</tr>
<tr>
<td>Missing System</td>
<td></td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Most respondents demonstrated some form of agreement with the positive impact that can arrive from intergenerational programs; eighty-seven and a one-tenth percent believe that social development occurs during intergenerational programs and 93.5% believe that emotional development occurs. In comparison, it was found that through professional opinions, emotional development receives the stronger impact from intergenerational interactions between the two developmental issues.
Table 15
**Respondents’ perspectives on intergenerational program influence on client emotional development**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Valid</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>13</td>
<td>40.6</td>
<td>41.9</td>
<td>41.9</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>50.0</td>
<td>51.6</td>
<td>93.5</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>3.1</td>
<td>3.2</td>
<td>96.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>3.1</td>
<td>3.2</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>31</td>
<td>96.9</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Missing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>1</td>
<td>3.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 16
**Respondents’ perspectives on family support as barrier in client participation to program**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Valid</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>1</td>
<td>3.1</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>25.0</td>
<td>26.7</td>
<td>30.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>9</td>
<td>28.1</td>
<td>30.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>31.3</td>
<td>33.3</td>
<td>93.3</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>6.3</td>
<td>6.7</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>93.8</td>
<td>100.0</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>System</td>
<td>2</td>
<td>6.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thirty-three and three-tenths percent disagree and do not feel family support acts as a barrier for client participation, 6.7% strongly disagree, 30% feel neutral, 26.7% agree and feel that family support acts as a barrier and 3.3% strongly agree.
Table 17
**Respondents’ perspectives on race as a barrier to client participation**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Strongly Agree</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>6</td>
<td>18.8</td>
</tr>
<tr>
<td></td>
<td>Neutral</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
<td>93.8</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>

When questioned about race acting as a barrier to client participation, survey participants responded with 10% strongly agree, 20% agree, 13.3% feel neutral, 40% disagree to race acting as a barrier and 16.7% strongly disagree.
Table 18
Respondents’ perspectives on gender as an influence on client daily participation

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>12.5</td>
<td>13.3 13.3</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>3</td>
<td>9.4</td>
<td>10.0 23.3</td>
</tr>
<tr>
<td></td>
<td>Neutral</td>
<td>8</td>
<td>25.0</td>
<td>26.7 50.0</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>10</td>
<td>31.3</td>
<td>33.3 83.3</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>5</td>
<td>15.6</td>
<td>16.7 100.0</td>
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<tr>
<td>Total</td>
<td></td>
<td>30</td>
<td>93.8</td>
<td>100.0</td>
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<td>2</td>
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<tr>
<td>Total</td>
<td></td>
<td>32</td>
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</tr>
</tbody>
</table>

Thirteen and three-tenths percent of respondents strongly agree that gender impacts daily participation, 10% agree, 26.7% feel neutral, 33.3% disagree, and 16.7% strongly disagree.

Figure 15. Gender and Race barriers Scatterplot
Table 19
*Respondents’ perspectives on social policies influence on intergenerational programs*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Strongly Agree</td>
<td>7</td>
<td>21.9</td>
<td>24.1</td>
</tr>
<tr>
<td>Agree</td>
<td>11</td>
<td>34.4</td>
<td>37.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>62.1</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td>7</td>
<td>21.9</td>
<td>24.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>9.4</td>
<td>10.3</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>3.1</td>
<td>3.4</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>90.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing System</td>
<td>3</td>
<td>9.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As policy may have major implications to program development, researchers asked what were the perceptions that such policies influenced intergenerational empowerment; 24.1% strongly agreed, 37.9% agreed, 24.1% stated feeling neutral to policy implications to intergenerational programs, while the remainder of survey participants disagreed 10.3% and 3.4% strongly disagreeing with social policies impact on programs.
Out of all the barriers surveyed, professionals’ believe that health is the biggest impact that hinders older adults and youth to participate in intergenerational programs. Eighty-three and three-tenths percent showed some form of agreement of its impact while 3.1% remained neutral and 16.6% showed some form of disagreement. After health, professionals believe that social policy (62.1%) is the next biggest barrier followed by family support (30%) as well as race (30%) and finally gender (23%). Between family support and race, professionals were more neutral for family support (30%) compared to race (13.3%) showing that more individuals disagreed with race being a major influence in hindering services. The findings support the current research in the field; there is no way of knowing exactly how these issues are barriers for intergenerational empowerment unlike the other research studies that demonstrate the role of race and gender in creating a disproportionate barrier to access to care when working with such populations. This creates a lack of cultural competence in staff and overly involved family members feeling...
pressured and obliged to help out, additionally isolation causes the inability to create
and/or have a sense of collective identity, ability to have control of their personal
environment, and a sense of connectedness, thus creating health concerns that cause
higher incidence rates of illnesses for physical and mental health. However, it is agreed
that family support, disengagement and isolation, health, race and gender, as well as social
policy do in fact hinder bridging older adults and youth together in some shape and form.
Chapter 5

CONCLUSION, SUMMARY AND RECOMMENDATIONS

Intergenerational empowerment is a key factor in preventing isolation among older adults and youth. Each agency implements such empowerment based programs in many different ways, but it is an opportunity for them to have their clientele partake in many activities that they would not be able to do otherwise; some programs that promote empowerment include activities that range from art, music and crafts to educational programs such as tutoring and mentoring, to socialization activities such as visitations and community integration, therapy groups, and recreation. From the 32 helping professionals in Sacramento County who responded to the Intergenerational Enriching Experiences surveys, it was discovered that no one disagreed of the benefits of having both populations interact with one another for empowerment.

Summary of the Study

It is believed that the purpose of intergenerational programming is to create an avenue for communication in order for both older adults and youth to experience the benefits of social and emotional empowerment. Through mentorships, participants develop relationships with someone who has expressed an interest in them; youth build their communication and leadership skills through these mentorships while older adults improve their involvement within their community through interacting with the youth. The social and emotional empowerment they experience varies depending on the structure of the program. For example, some programs last a week, while other last for
four weeks; majority of the programs consist of daily activities that last between 30 - 60 minutes, while some last less than 30 minutes or more than an hour. It was found that benefits from intergenerational programs mutually benefit both populations-the more time and money invested into a program, the better the outcome for both groups involved. It becomes a learning environment for youth and a positive environment for older adults that improves their psychosocial development through interactions. Explorations of attachment and parenting occur in such settings and therapy for older adults and youth occur at these times; relationships improve with grandchildren and grandparents. As stated in the literature review from Ruiz and Silverstein (2007) (as cited in Castonzo and Hoy, 2011) feelings of connectedness are enhanced within their relationship while alleviating negative behaviors.

Other research findings consist of the obstacles to intergenerational empowerment. They consist of the lack of personnel, lack of funding, lack of time, and poor prioritization of services; furthermore, these obstacles are impacted by gender, race, family support, social policy, and most significant health, which act as barriers for services. With such obstacles, helping professionals still feel that intergenerational empowerment is needed. They also feel that even though continued education is provided in their agencies, more need to be provided to better help them serve their clients. The perception of the level of association of respondents training is that it benefits the individual helping professional since they will be providing the services directly to the participants the consumers since they will be receiving culturally competent services from the provider, and the agency as well since its staff will be trained efficiently and has
the capabilities of getting recognized as a center to provide evidence-based practices. Through history, women have predominantly occupied the role of helping professionals. The expectation is that their perception alone is that intergenerational interactions are beneficial. From the research study, it was reported that more women worked in this field than men; however, both women and men understand the benefits of intergenerational empowerment and both agree that their agencies should implement such programs in their curriculum. Cultural identifiers like gender differences do not play a role in divergent perspectives. In fact, an additional cultural identifier, such as race, does not play a role in variations of perceptions. It has been found that the majority of the respondents from this study fell under the category of White/Caucasian even though the remaining groups, Hispanic/Latino, African American, Asian, and other, combined did not reach the same amount of respondents compared to their White/Caucasian counterparts. Regardless of race, it was found that the opinions shared are for intergenerational empowerment, which is truly significant.

**Implications for Social Work**

The helping professions are constantly improving their practices and their standards. This research study examined many of the key purposes of the Code of Ethics of the National Association of Social Workers (NASW). According to the preamble of the NASW Code of Ethics, “The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable,
oppressed, and living in poverty” (National Association of Social Workers, 1996, p. 1). This research study wanted to ensure the enhancement of the wellbeing of both older adults and youth. Individually, both populations are vulnerable and oppressed; some live in poverty. However, when working with both groups at the same time, a sense of empowerment can be cultivated to combat negative circumstances and allow them to meet their basic human needs. The ethical principles as ascribed in the NASW Code of Ethics states that the core values of social work are the following: “values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire” (National Association of Social Workers, 1996, p. 3). This research study has met all six values in varying degrees: 1) the researchers created a forum to address social problems for two vulnerable populations to potentially receive better services, as well as assist the helping profession as a whole to have a better understanding of the need of such services for intergenerational programming through gathering the opinions of professionals currently in the field, 2) the researchers are challenging social injustice by speaking up for both older adults’ and youths’ needs and attempting to come up with a solution, 3) the researchers were mindful of the individual differences between older adults and youth when exploring the impacts of intergenerational programming in addition to maintaining the ideology of self-determination and the interests of the clientele when working in the broader spectrum of the different agencies in Sacramento, as well as society’s interests, 4) the researchers utilized the human relationships with two underserved populations to demonstrate the need for continued research to better serve
them and cultivated the relationships with helping professionals in the field with various years of experience to strengthen and to promote the interest in intergenerational programming by creating a concrete understanding of the subject manner from the opinions attached to it, 5) the researchers maintained confidentiality and followed through with their research procedures as listed in Chapter 3 of this research study, and 6) each researcher had a focus coming into this research study, one predominantly worked with older adults and the other worked predominantly with youth; by combining both populations together in this research study, both researchers maintained their level of competence for their respected field of study, but further increased their professional knowledge of it as well as for another population. This research study contributed a knowledge base to the practice of the field of social work and the broader understanding of the helping profession (National Association of Social Workers, 1996).

From the new revisions of the NASW Code of Ethics in 2008, the research study followed protocol for 1.05 Cultural Competency and Social Diversity as well as 2.01 Respect and 4.02 Discrimination (National Association of Social Workers, 2008). In order to efficiently work with both older adults and youth, the researchers had to get a better understanding of both populations individually, as well as create a bridge to understand both populations when working together through intergenerational programs. An exploration of social diversity and oppression in regards to race, ethnicity, age, sex, and mental or physical disability were key to the success of this research study. In addition, examining their personal beliefs about intergenerational empowerment created a collaborative effort with other helping professionals within Sacramento County. The
researchers demonstrated a sign of respect for the respondents’ (who in a sense are colleagues working in the helping profession as well), individual experiences, and opinions about the subject matter; a curiosity of the subject matter stemmed from the perspective of helping the clientele instead of focusing on what the researchers themselves wanted to hear and see. Unwarranted negative criticism such as demeaning comments to respondents were not used throughout the research study nor were there any discriminatory actions that occurred based off of respondents’ attributes such as race, ethnicity, sex, etc. (National Association of Social Workers, 2008).

Moreover, the Council of Social Work Education (CSWE) has also created an Educational Policy and Accreditation Standards (EPAS), which all schools of social work in all levels are mandated to follow. These guidelines demonstrate other ways this research study can be implemented to social work. Through the course of this research study, the researchers spent ample time diligently researching the subjects of older adults, youth, and intergenerational empowerment. Educational Policies 2.1.6 and 2.1.7 are competencies that have been mastered by “engage[ing] in research-informed practice and practice-informed researcher [as well as] apply[ing] learned knowledge of the human behavior and the social environment” (Council of Social Work Education, 2008, p 5 - 6). The researchers have been awarded a youth service grant to execute an intergenerational program in Sacramento County they have created based on findings from this research study. They have named their program Intergenerational Buddy Enrichment: Arts and Mentorships (I BEAM) and by the end of the Spring 2014, it will have accomplished its goal of starting the process of addressing the age gap in order to help both youth and
older adults, two highly marginalized groups, fully sustain self-actualization; the project would get more youth involved within their community by connecting them to an older adult buddy and a college student buddy who shall mentor them into becoming active participants in society, thus proactively and positively outreaching to youth (Council of Social Work Education, 2008).

In general, social workers need to feel knowledgeable about working with a diverse population and using their strengths to promote self-determination and empowerment, especially if they are trying to help multiple populations through programs like intergenerational interactions. They also need to be aware of the links and connections between the two populations. Furthermore, social workers who know their local resources, both in terms of working with older adults and youth, as well as the agencies that provide intergenerational programs, are best placed to respond to the answers they are given and to support their clientele. Social workers need to support their clientele by providing an empathetic understanding of their situations and connecting them to resources, and providing them with evidence-based practices to ensure their needs are being met.

**Recommendations**

This research study has identified that there is a need for more training for professionals to get a better understanding of their clientele, whether they work solely with older adults, youth or both. With additional in-service training, staff will be better prepared to assess their clients’ needs as well as better devise treatment plans to assist their clients in creating intergenerational programming. These trainings allow staff to feel
more competent in their work, as well increase involvement with the clientele they are serving. This recommendation grants opportunities for the agency to expand their services from merely one-on-one individual counseling to group work; the agency will be able to serve more individuals, as well as more individuals will be getting their needs met. More individuals can become empowered in the group dynamic as they share stories and experiences with one another. Without trainings, professionals would not have the capability to facilitate such discussion as well as create changes within themselves, their clients, and the agency as a whole. By having better prepared staff, agencies can provide evidence to funders that they are serving their clients the best that they can; however, funding is required to continue the expansion of the agencies specially in intergenerational programs. A dialogue needs to occur to demonstrate the need to improve services, thus allowing for 1) continued funding, 2) additional funding from current providers, and 3) new funding sources as the agency continues to develop and provide more evidence based practices.

Understanding barriers to intergenerational programming of health and social policy are additional areas of research recommended by the researchers. There are many health concerns that can be considered for both older adults and youth. By exploring health concerns and evaluating the pros and cons to health, social workers can have a visual understanding where either health improves or declines due to intergenerational interactions; because health hinders interactions, it discourages exposure to it. If discovered that intergenerational programming can improve health instead of hindering it, social workers will be able to provide another set of interventions that their clients may
have never experienced individually. Furthermore, these same interventions can be used during group work practices; by generating opportunities for multiple older adults and multiple youth to interact, there will be greater options for both populations to experience social and emotional empowerment. Older adults will be able to converse about their experiences with youth, and vise versa; dialogues are created within the group dynamic sub-system in addition to the individual setting with the paired participants. On a more global view, by challenging health as a barrier to intergenerational empowerment, society will be able to see a shift in older adults’ health as well as youth’s health. Older adults will be living a lot longer, increasing the age for life expectancy and youth will be less at risk for experiencing reckless behaviors that can cause deaths. Both groups will be better to challenge ageism, and become role models in de-stigmatizing the inabilities of older adults and youth that society possesses.

Advocacy is a vital part of the social work profession; advocating for clients’ rights in receiving services is something that all social workers can do if their agency is ill-equipped in working with their clientele. If language barriers are an issue, then bilingual counselors need to be hired on to the staff; if there are time restraints that make programs inaccessible, then it is the duty of the agency to change their program availability to make it more accessible for both older adults and youth. Advocacy within the agency is as important as advocacy in the political field. Since many agencies receive funding from governmental funds, advocacy needs to occur to ensure that funding is not lost. As mentioned previously, by providing the details such as the number of people attending the program; the number of activities per month; and the satisfactory
evaluations at the end from each group, as well as documenting responses, reactions, and effects on older adults and youth through pre and post questionnaire, social workers will be better able to justify expenditures in intergenerational programming. By working on these three themes for further research, older adults and youth will be able to receive additional services with minimal interference of outside sources.

**Limitations**

Due to the nature of this research study, the researchers limited their focus to local agencies in Sacramento County. From the 20 different agencies approached within the regions of the county, 15 responded that they would like their agency surveyed, but only 8 of them submitted surveys in a timely manner after researchers spoke with them during their respective staff meetings. Because of this, not all regions of Sacramento County were able to provide input into the research study. The ability to generalize the understanding of intergenerational empowerment within California was not possible in this research study for the reason that the 32 respondents are from Sacramento County. In addition, the ability to generalize the same understanding of intergenerational empowerment with Sacramento was limited by the lack of survey submissions in certain regions of the county. Regardless of that fact, the research study was still able to provide some understanding in better serving older adults and youth, which is only appropriate for the sample studied and not the general population of California or the United States.

Overall, time was a major factor to this research study. Beyond respondents turning in their surveys before the data analysis deadline, the researchers also had a time restraint that restricted advancement of the investigation of intergenerational
empowerment. The researchers made many conclusions from the opinions of helping professionals in Sacramento County that they would have liked to explore further, but were unable to because of time restrictions. Limited funding as well as the IRB and human subjects protection policies, limited the depth of the research capabilities of discovering the difficulties and benefits of the populations’ experiences with intergenerational programming.

**Conclusion**

In conclusion, the Intergenerational Enriching Experiences research study consisted of an exploration of the perspectives of professionals who work with older adults and youth in hopes of creating an understanding of the significance of intergenerational empowerment. Through the investigation, themes about social empowerment and emotional empowerment came about as well as insight from current programs in existence that provided increased the comprehension of intergenerational interactions. From the 32 diverse helping professionals surveyed in the county of Sacramento, California, it has been found that the common perspective about intergenerational programs is that they are beneficial interventions that need to be better developed within different agencies as well as further research. It is believed that both older adults and youth experience positive benefits through intergenerational programming and feel empowerment socially and emotionally; it has been found that professionals feel that both populations experience a higher level of emotional empowerment, predominantly when the youth experiencing such programming are participating during their time in high school.
The literature review revealed, many of the current programs for intergenerational empowerment are all located in the eastern regions of the United States ranging from states like Florida, Pennsylvania, and New York; there are far more less in the western parts of the United States, in particular within Sacramento. The opinions regarding intergenerational programs in agency curriculum is varied; even though the popular opinion is that intergenerational programs are beneficial, the actual implication of such program is less valued to the point that some professionals were neutral about having intergenerational interactions included in the curriculum. Furthermore, barriers to intergenerational empowerment were explored; the thoughts consisted of the individual’s health and social policy being the biggest barriers to older adults and youth from experiencing intergenerational empowerment. Beyond that, the professionals also felt that family support, race, and gender also provide some hindrance for intergenerational programs to empower both populations, but the impact is minimal and more case-by-case, instead of a generalized experience is needed for making definitive analysis.

Social work practice can and will be changed through implications of intergenerational empowerment; it will begin to tackle different domains of the human development simultaneously, and provide a new form of preventative care for both populations. Since older adults and youth have difficulty fulfilling all of their basic needs, such as finding their social connections or sense of belonging, relationships, attachments, friendships, and family, such bonds can be cultivated through intergenerational interactions that help participants experience companionship and acceptance from others. Moreover, it encourages participants of intergenerational programs opportunities to
empower themselves to become more aware of their personal thoughts and feelings in 
order to create change within themselves and interactions with others, thus creating 
avenues for social networking to positively contribute in understanding intergenerational 
enriching experiences, which has been made by this study.
APPENDIX A

Dear Survey Participant,

Thank you for agreeing to take part in the survey on intergenerational enriching experiences. This survey is intended to measure the level of empowerment experienced by older adults (65+) and youth (25 and under) participating in intergenerational programs. Intergenerational programs unite different aged-generations in ongoing, planned activities that are designed to achieve the development of new relationships, as well as specific program goals.

1. Could you please state your age? _________
2. What is your gender?
   (a) Male
   (b) Female
   (c) Other
   Please mark all that apply:
3. What cultural or ethnic group do you identify with?
   (a) African American/Black
   (b) American Indian/Native American
   (c) Asian
   (d) Native Hawaiian/Pacific Islander
   (e) White/Caucasian
   (f) Hispanic/Latino
   (g) Other: __________
4. Profession:
   (a) Medical (nurse, doctor, physician etc.)
   (b) Educational (Principal, teacher, tutor etc.)
   (c) Helping Professional (Social Work, therapist, caregiver etc.)
   (d) Other: __________
5. Education:
   (a) Some High School
   (b) High School Diploma
   (c) Associates Degree
   (d) Bachelor’s Degree
   (e) Master’s Degree
The following section asks questions related to the agency.

**Agency:**

6. What year was the agency founded: __________
7. Are you a Non-Profit or For-Profit Agency? __________
8. What is the Agency’s Funding Source?
   (a) Grants  (c) Private  (e) Other: __________
   (b) Government Funding  (d) Multiple Funding Sources
9. What population does the agency serve most?
   (a) Older Adults (65+)  (c) Both
   (b) Youth (17 & under)  (d) Other: __________
10. How many years of experience do YOU have working with Older Adults: ______
11. How many years of experience do YOU have working with Youth: ______
12. Is your agency a residential facility? (Please mark)
    □ Yes □ No
13. If yes (to Q 12), what is the average length of time residents reside in the facility?
    ______________________________________________________
14. What percentage best represents the number of clients who are currently experiencing depression?
   (a) 0-10%  (c) 21-30%  (e) 41-50%
   (b) 11-20%  (d) 31-40%  (f) Over 50%
15. What percentage of clients present challenges with social isolation?
   (a) 0-10%  (c) 21-30%  (e) 41-50%
   (b) 11-20%  (d) 31-40%  (f) Over 50%
16. Does your agency provide daily activities for clients? (Please mark)
    □ Yes □ No
17. What type of activities does the agency offer? (i.e. art, exercise, music)
18. If yes (to Q 16), how often are these activities available?
   (a) Several times a day  (b) Once a day
   (c) Several times a week  (d) other: __________
19. Does your agency provide intergenerational programs? (Intergenerational programs unite different aged-generations in, planned activities that are designed to achieve the development of new relationships, as well as specific program goals.)
20. If yes (to Q 19), what is the average duration of the intergenerational program session?
   (a) Less than 30 minutes   (c) 60 minutes or more
   (b) 30-60 minutes   (d) Other: __________

21. If yes (to Q19), what is the average length of the intergenerational program?
   (a) 1 week   (c) 4 or more weeks
   (b) 2-4 weeks   (d) Other: __________

22. If yes (to Q19), what is the purpose of the intergenerational program?

   ____________________________________________________________

23. If yes (to Q 19), what is the program activity?

   ____________________________________________________________

24. If no (to Q19), in your perspective, could an ongoing scheduled intergenerational program be implemented at the agency?
   (a) Yes  (b) No

25. How would/does your agency measure the level of success within the intergenerational program?

   ____________________________________________________________

26. What constraints, if any are there pertaining to an intergenerational program?

   ____________________________________________________________

27. Which of the following age groups do you think would be the best choice to interact with residents in an intergenerational program?
   (a) Preschool-Kindergarten   (c) 4th-6th graders   (d) High School
   (b) 1st-3rd grade   (d) Junior High School   (f) all ages

28. Does your agency have volunteers? (Please circle)
   (a) Yes  (b) No

29. If yes (to Q 27), who are the majority of volunteers?
   (a) Youth (25 and under)   (b) Adults (26 – 64)
   (c) Older Adults (65 and older)   (d) Other: __________

30. Does your agency provide continued education (professional development/conferences/trainings) for staff/volunteers? (Please circle)
   (a) Yes  (b) No

The following questions ask your perspectives on participation in intergenerational programs and general activities.
<table>
<thead>
<tr>
<th></th>
<th>Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.</td>
<td>Do you feel residents/clients participate in activities?</td>
<td></td>
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<tr>
<td>32.</td>
<td>Do you feel staff/personnel is properly trained in providing services to <strong>older adults</strong>?</td>
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<tr>
<td>33.</td>
<td>Do you feel staff/personnel are properly trained in providing services to <strong>youth</strong>?</td>
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</tr>
<tr>
<td>34.</td>
<td>Do you feel intergenerational programs are beneficial for clients/residents?</td>
<td></td>
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<tr>
<td>35.</td>
<td>Do you feel intergenerational programs should be included in agency curriculum?</td>
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<tr>
<td>36.</td>
<td>Do you feel intergenerational programs provide social development?</td>
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</tr>
<tr>
<td>37.</td>
<td>Do you feel intergenerational programs provide emotional development for clients/residents?</td>
<td></td>
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</tr>
<tr>
<td>38.</td>
<td>Do you feel family support acts as a barrier for client/resident participation?</td>
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</tr>
<tr>
<td>39.</td>
<td>Do you feel race acts as a barrier for client/resident daily participation?</td>
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<tr>
<td>40.</td>
<td>Do you feel gender impacts client/resident daily participation?</td>
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<tr>
<td>41.</td>
<td>Do you feel client/residents health impacts daily</td>
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<tr>
<td></td>
<td>participation?</td>
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<tr>
<td>42.</td>
<td>Do you feel Social Policy impacts intergenerational programs?</td>
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</tbody>
</table>
APPENDIX B

Consent Form

The research being conducted is on the significance of interaction amongst two under-represented populations, older adults and youth, in order to create social empowerment, emotional empowerment, and an overall sense of empowerment within their lives. A study is being conducted in order to find out intergenerational enriching experiences through the perspective of Professionals in the field working with such clientele; the study will consist of quantitative and qualitative data generated from a survey of 42 questions. The study will consist of open and close-ended questions to account for the various professionals and experiences in working with older adults and youth as well as to account for cultural sensitivity. The purpose of this study is to measure the level (if any) of empowerment experienced by older adults and youth participating in a variety of agencies in Sacramento County. In order to participate in this research, the individual must be over the age of 18 years as well as a professional that has worked or is currently working with older adults, youth, or both; all participants will complete survey after the researchers review the survey with to avoid any confusion within the survey on scheduled dates. Participants’ identity will be protected and personal information will not be required. To further protect the identity of participants, the data collected will only be used for the purpose of this study. Upon completion of the MSW program, the researchers will destroy data related to the subject.

Participation in this research project is completely voluntary. You have the right to say no. You may change your mind at any time and withdraw. You may choose not to answer specific questions or to stop participating at any time. Whether you choose to participate or not will have no affect on you in any way possible.

If you have concerns or questions about this study, such as scientific issues or how to do any part of it, please contact the researchers John Lee Duncan and Ashley Morse respectively at jlduncan7097@gmail.com and moreasht@gmail.com.

If you have questions or concerns about your role and rights as a research participant, would like to obtain information or offer input, or would like to register a complaint about this study, you may contact, anonymously if you wish, the California State University, Sacramento Office of Research Administration at (916) 278-7565, or e-mail irb@csus.edu or regular mail at Hornet Bookstore, Suite 3400: 6000 J Street Sacramento, CA 95819-6111.

By signing, you indicate your voluntary agreement to participate by completing and returning this survey.

________________________________________  ______________________________
Signature                                      Date
To: John Lee Duncan & Ashley Morse  
Date: December 3, 2013

From: Research Review Committee

RE: HUMAN SUBJECTS APPLICATION

Your Human Subjects application for your proposed study, “Intergenerational Enriching Experiences: A Survey of Service Providers”, is Approved as Exempt. Discuss your next steps with your thesis/project Advisor.

Your human subjects Protocol # is: 13-14-015. Please use this number in all official correspondence and written materials relative to your study. Your approval expires one year from this date. Approval carries with it that you will inform the Committee promptly should an adverse reaction occur, and that you will make no modification in the protocol without prior approval of the Committee.

The committee wishes you the best in your research

*Research Review Committee members* Professors Maria Dinis, Jude Antonyappan, Serge Lee, Francis Yuen, Kisun Nam, Dale Russell
REFERENCES


Lawrence-Jacobson, A. (2004). How can we find common ground between the
generations? A study of intergenerational community action and empowerment.

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