

# Service Learning Project

Consumer Resource Management:  
CONS 150-03

Hampshire House:  
Consumer Education on Scams and Frauds That  
Target Seniors and the Elderly



*Hampshire House*  
*Assisted Living and Memory Care*  
*Oneonta, New York*

Cover Page

Consumer Resource Management: CONS 150-03  
Dr. Zapata

Hampshire House: Consumer Education on Scams and Frauds That  
Target Seniors and the Elderly

Hampshire House

Contact: Maria Redfern #607-432-0641

Team Members: Michelle Eckler, Rebecca Quick,  
Alyssa Simon, Kayla Slater, Kiersten VanSteele

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## Overview of the Project

### **Background:**

The Hampshire House of Oneonta, NY is an assisted living community for the elderly. This facility offers a wide variety of amenities, social experiences, and activities that promote learning, self-confidence, and skills for daily living among its residents. The Hampshire House strives to provide a cozy home-like atmosphere that has all the advantages that living in an active community does. Residents have their own bedrooms and private spaces, and three well-balanced meals and snacks are provided daily.

The Hampshire House is licensed by the New York Department of Health, and its staff is on duty 24 hours a day, 7 days a week. To live here, residents must be able to mobilize independently. However, the use of a cane, walker, wheelchair, or any other assisted walking device is allowed. Some residents may need help with daily tasks, such as bathing and dressing themselves, which faculty is there to assist them. Residents are able to leave on their own if desired, as long it is safe to do so, but they must sign out beforehand.

### **Description of the Project:**

We visited the Hampshire House on three different dates. On the first day we visited, we gave a short presentation to several residents about fraud and scams since the elderly are more vulnerable to being victims. We taught them the warning signs of fraud and scams, common types, and tips for protecting themselves. We also played a fraud-themed jeopardy game with the residents.

On our second visit, we decorated sugar cookies with a few of the residents. We wanted to provide a fun activity for the residents where we could get to know each other better. We also created Spring-themed crosswords and word searches for the residents.

On our third, and last, visit, we painted ceramic flower pots with the residents. We also made homemade coasters. The flower pots were in celebration of Earth Day that was the following day. Since we have talked about the environment in our class, we thought it would be a good idea to give the elderly a chance to help the environment through painting flower pots and

planting flowers. We also wanted to give the residents more hands-on activities to enhance their fine motor skills.

### **Project Goal and Objectives:**

One of the main goals of our project was to share relevant information we learned in CONS 150 to people in the community. We learned in class that the elderly are especially susceptible to being victims of fraud and scams. We wanted to educate some of the elderly in the community about fraud and scams. Our goal was to help the elderly better protect themselves against fraud by teaching the residents warning signs, types, and ways to prevent it.

In addition, one of our objectives was to simply spend time with some of the elderly in the community who live in a nursing home or assisted living community. Often times, the elderly in these homes want nothing more than to have someone to talk and spend time with. Another objective we had was to help the residents of the Hampshire work their fine motor and thinking skills since it is important for them to do so at their age.

### **How does the project related to the course content?**

Our project related to the course content because our project involved teaching the elderly at the Hampshire House about frauds and scams. We spent a good deal of time in class talking about frauds and scams. We learned that the elderly are often likely targets. Our project also relates to our coursework because we have talked several times in class about the importance of keeping track of your checkbook and/or credit card statements and monitoring them carefully. During our fraud presentation, we made sure we talked about it with the residents in case any of them still used checkbooks or credit cards.

### **What were the benefits to the population you served/worked with?**

We were able to educate the population we were working with (the elderly of the Hampshire House) on fraud and scams. They learned how to prevent themselves from becoming victims of fraud and scams. Another benefit to the population we served was giving them

company and people to spend some of their time with. By spending personal time with them, we were also able to give them a sense of “family” that they might not have.

A third benefit to the population we served was giving them an opportunity to work their fine motor skills through arts and crafts and cookie decorating. We also provided them with the chance to work their thinking skills by giving them crosswords and word searches.

### **Materials Used: What materials did the project use?**

Kayla used her car and gas to drive all five of us to the location for each visit. For our first visit, we made a jeopardy game. We made it out of a tri fold poster board, index cards, and velcro. We also used our print quota at school to print out fraud handouts, word searches, and crosswords. We also bought small stuffed animals to give out as prizes to the Jeopardy participants.

On our second visit, we decorated sugar cookies with the residents. We used packaged sugar cookie mix and made our own frosting. We also had sprinkles to go on the cookies. We also brought our own plastic ware. We also used our print quota to make Spring-themed crossword puzzles and word searches for the residents.

For our third visit, we decorated flower pots and made homemade coasters with the residents. For the flower pots, we bought more than enough clay flower pots at Wal-Mart (we returned the ones we did not use). We also bought paint and paintbrushes so the residents could paint their own pot. We bought seeds and potting soil to go in the flower pots. For the homemade coasters, we bought ceramic tiles at Home Depot and Modge Podge (a type of craft glue). We used felt for the bottom of the coasters. We also bought a variety book of scrapbook paper to use for the coasters so each resident could choose a style they like. We used old newspapers to prevent any spills from getting on the tables as we worked. We also brought our own scissors to cut the scrapbook paper.

### **What expertise/knowledge did each team member bring into the project?**

All five group members brought knowledge about fraud and scams to the project since we all had learned about it previously in class. We all worked together on creating the fraud presentation since we all had about the same amount of knowledge about it. We also all did our own research on fraud and scams. We all then brought what we had learned to the table to make our Jeopardy game and handouts. Kayla had previous expertise in making a Jeopardy game since she has made several before. Michelle had previous knowledge about how to make homemade coasters and we used that to make an activity for the residents. Kiersten had remembered her grandparents doing word searches and crosswords when they were older so she brought that idea to the table as something to make for the elderly.

### **In what ways did the project change from the plan you submitted to this final paper?**

Several of our proposed events at the Hampshire House had to be rearranged and rethought. According to our original plan, we wanted to a St. Patrick's Day party with the residents. However, the Hampshire House had already had one planned. We also had wanted to do a computer class. We initially thought the Hampshire House had a computer lab for us to use, but it turned out to be a miscommunication. We could no longer hold the computer class for the residents that were initially hoping to. We replaced the St. Patrick's Day party with a spring-themed party (cookie decorating and spring-themed activities). For the day we had planned to do the computer class, we decided to do an Earth Day celebration and plant flowers in flower pots that the residents could decorate. We had to adjust our schedule for our initial plan so that our visits did not conflict with any activities the Hampshire House already had scheduled. We had initially planned to do a post-presentation survey after we gave our presentation on fraud to the residents. However, we realized after giving our presentation, that most residents would not be interested in doing a post-presentation survey. Most of the residents did not participate in our Jeopardy game and did not really pay attention to our presentation (which we understand).

## **Project's Implementation**

**Date & Times:** January 28, 2013 – April 21, 2013

Nursing Home Hours:

**Day 1:** Sunday, April 7<sup>th</sup> 3-5 pm

**Day 2:** Sunday, April 14<sup>th</sup> 1:30-3:30 pm

**Day 2:** Sunday, April 21<sup>st</sup> 1:30-3:30 pm

### **Description**

For our community service learning project we visited the Hampshire House, an assisted living facility for the elderly. In our three visits, we were able to teach the residents about fraud and scams they are susceptible to, decorate cookies, paint flower pots, and make coasters. On our first day, to teach them about fraud and scams, we created a jeopardy game. Since many seniors/elderly watch and are familiar with Jeopardy, we thought this would be a fun way to present the information. After we were all set up, we introduced ourselves and told them why we were here and handed out our handout. We made a handout of all the questions and answers, so it would be easier for them to answer the questions. We asked who wanted to go or picked a resident and one of us would read the question to them then they would answer. We had them keep the questions they got write to keep track of the points. Some of them did well, but others seemed to have trouble or lacked interest. Then, we gave them a crossword puzzle about frauds/scams to do later. We also gave out prizes to everyone who participated. We bought stuffed bunnies which they seemed to like. We thanked them for their time and for coming.

On the second day, we baked cookies and made frosting then brought them in for the residents to frost. We also brought sprinkles for them to decorate the cookies. We had more residents come, about 6 residents. We sat by them, talking and helping them. They decorated all the cookies. Some of them just liked to decorate rather than eat them. Then, after we cleaned up, we handed out our spring crossword and word searches that we made. We again helped them find or think of the words. Before snack time, we cleaned up and again thanked them for coming.

On the third day, we had a craft day. Since it is finally spring, we wanted to do a spring



craft, so we decided to paint flowerpots and make coasters. We set up the newspaper, paints, and gave everyone a flowerpot and paint brush. Some of them had trouble painting the pots, but others did well. Then after the pots were painted, we had them pick out what flower seeds they wanted and poured the soil in the pot and put the seeds in. Also, if they wanted, they could make a coaster. Michelle set up another station and we had residents pick what design (scrapbook paper) they liked and she put it together for them and wrote their name on it. We again helped and talked to them. They told us some of their stories and we talked about ourselves too. When it was time to leave, we thanked everyone for coming and hoped they had fun. We were sad to leave.

### **How did you engage the participant's in those activities?**

The elderly were much more engaged in the more hands on activities, although still interested in learning about how different types of fraud affect them. A few residents were even eager to share stories of their husband's or children's financially related stories. We tried to encourage further participation through the use of a crossword puzzle and a jeopardy game based on the knowledge given in the fraud lecture handout. During the more hands on activities some residents needed help due to coordination or sight issues. This worked in our favor because we were able to work more closely with the residents and help them on a more personal level. They clearly enjoyed these activities more because there was more dialogue between us and the residents about our schooling, different activities, families, and other topics. For day one, we engaged them by helping them to hear or see. We spoke louder or came closer, so they could see the poster board. We also sometimes gave the residents hints or encouraged them to look on the handout. On the other days, we explained what we were doing and gave them the option to do what they wanted and would also sit down and help them if they looked like they were having trouble or were not sure what to do.

### **What did each team member do?**

Each team member had a separate job outside of socializing with the residents of Hampshire House. We all helped make the Jeopardy game. Kiersten was responsible for the spring crossword puzzle, research, and buying prizes for the jeopardy game, Michelle researched, created the Jeopardy handout, and also bought prizes, Rebecca constructed the fraud

crossword puzzle and researched, Alyssa researched and created a survey, and Kayla was project leader involving the purchase of supplies, research, driving to the Hampshire House on three occasions, and keeping in touch with CSRC and Maria, the Activities Director of the Hampshire House.

### **Outcomes of project**

In conclusion the implementation of the project had a very positive outcome. The residents were well informed of the risk of fraud. We were able to form a bond with many of them during the hands-on portion and they seemed to have fun. They seemed to really just enjoy our company more than the activities, but they did have fun decorating the cookies, making the flowerpots and coasters. They were proud of what they did. We also learned a lot about the impact we had on spending time with the residents as well as learning more about fraud/scams that we may not have known. We left on our last visit with well wishes and hopes of return from the residents.

### **Conclusion**

Our main conclusions about the service learning project and its implementation are that the overall project went really well. We did encounter some challenges. First, it was difficult to plan and organize what we wanted to do there since the residents have a very busy schedule. But Maria, the Activities Director worked with us to find a date and time that worked for them and us. We initially wanted to have a St. Patrick's Day party or do something for Easter, but since we could not, we had to think of other ideas. We also wanted to hold a computer class, so we could teach residents how to use a computer. But they did not have a computer lab and many do not have laptops. Instead, we had a "Spring" related party and decorated cookies and made crafts. Other challenges we had were getting residents to show up and participate. Not as many residents showed up as we would have liked, but possibly many did not know about it or want to come. Also, it was difficult to get them to participate especially in the jeopardy game. The information was difficult for them to understand. Also, many of them could not read (we gave them a cheat sheet) or could not see the board. This made it difficult for the residents to participate. We learned at their age, it is more important to spend quality time with them than educate them.

Once we had our dates and times confirmed and knew what we would do, everything fell into place. We split up the work equally. Everyone had their own part to do which worked out well. We accomplished all of our objectives and goals. The residents know more about frauds/scams, we spent quality time with them, and we had them use their creativity, thinking skills, and motor skills.

Even though we didn't have many residents show up we still had a good number of residents to decorate cookies and do the crafts with. The residents seemed to enjoy our company especially the next two times we came. They told us stories and we listened. We also talked about ourselves too if they asked. We helped them do the cross words and word searches, painting flower pots, and making coasters. Some of them seems disinterested in doing our activities, but we tried to talk to them and get them interested in what we were doing. The ones that did participate seemed to really like it. They all smiled and had a good time.

Overall, even though we had some challenges, our project's implementation went well and we all our proud of the work and influence we had doing this project. We bonded with many of the residents, some of them became a "grandmother" to us. We are glad we decided to go to the Hampshire House and hope we can visit again.

## **Evaluation of Project**

### **How successful was the project and why?**

Overall, our project was successful for the most part, with some parts being more successful than others. Our first trip to the Hampshire House was not as successful as we had hoped, but we feel that the residents still had a valuable learning experience. It was difficult to teach them about fraud and play the jeopardy game the way we wanted to, because not all the residents were coherent enough to understand the concept. Many residents could not hear what we were saying, even when we talked as loud as we could, and only a few residents participated in the jeopardy game. Most of them also did not fill out the crossword puzzle we provided for them. However, we do feel that the residents who were coherent enough to participate enjoyed our visit and learned something about fraud.

Our second and third trip the Hampshire House was much more successful than the first trip. On our second trip, we helped them to decorate sugar cookies, which many of them enjoyed. There were a few who were not coherent enough to know what was going on, but we did our best to help them. On our third trip, we helped them to paint flowerpots. Again, not all of them were coherent enough, but we helped them and we feel they found it enjoyable. Even though, we had to help some of them, this created a more personal level. We were able to get to know them as they were able to get to know us.

Overall, our project was successful. We accomplished all our goals and objectives and the residents had fun. We also learned a lot from this project and had fun.

### **How did the participants rate the projects/how did they feel about the project?**

The participants rated the projects as enjoyable. For the first trip, we had a survey for the residents to fill out to let us know how we did, but we decided at the end of our stay that they were not coherent enough to fill it out and they wouldn't understand, so we chose to dismiss the survey. We think they definitely enjoyed our second trip and third trip the best, because they were able to participate and express their creativity. For the first trip, we don't think they enjoyed it as much because it was more of a lecture to them than a fun activity. However, each time, they were glad we had come to visit them and we were glad we had made their day a little brighter.

### **How were the above activities linked to your above stated objectives?**

To teach them about frauds/scams, so they would be protected they were scammed, we played a jeopardy game, gave them a handout, and a crossword puzzle. They learned preventative ways so they are not susceptible to fraud. To spend quality time with the residents, the next two days, we sat down next to the residents talking to them as we helped. They told us their stories and we told them about us. They enjoyed our company since many of them were eager to talk to us and were smiling. Also, to use their creativity we had them paint flowerpots. They had to paint flowers or a design on their flowerpot. To use their thinking skills, we had them fill out crosswords and word searches. You must use your mental skills to fill out the

puzzles. To use their fine motor skills, we had them decorate cookies and paint. They had to spread frosting on their cookies and use a paint brush to paint.

### **How was the project linked to the course content?**

The project was linked to the course content because we spent a few lectures discussing fraud and scams, which we then taught to the residents of the Hampshire House. We talked to them about the different types of fraud and scam, the warning signs, situations where fraud may occur, and how to handle it if it does occur. We used information from our class textbook, as well as reliable websites such as FBI.org.

### **Evaluation of each team member:**

#### Alyssa's evaluation

Each team member participated equally and put in a lot of hard work and effort to make this service-learning project successful. Kayla was the team leader and communicated with Maria to organize our dates and times at the Hampshire House. She also purchased all of our supplies for each activity. Michelle, Kiersten, and Rebecca did research for fraud, and we all helped to put together the jeopardy board and decide at the very beginning what our project would entail. We all were timely, respectful, and helpful.

#### Kayla's evaluation

Each team member participated equally and put a lot of effort to make this project a success. Our project may not have been as successful if we did not all work together so well and each split of the work. We all did research and helped to put the jeopardy game together.

Michelle did a lot of research and also picked up some the materials we needed. She made the handout for the jeopardy game and crosswords. She also helped me to set everything up when we got the Hampshire House. Immediately, when we got to the Hampshire House, she would not be afraid to try to get the residents involved and participate. Michelle definitely works well in groups. If I wasn't the group leader, I think she should have been. She made sure we split

up the work evenly, so no one was left with a lot of work. She definitely was a valuable member to our group and I'm glad I was able to work with her.

Kiersten was also helpful and a responsible group member. She worked well with Michelle getting some of the supplies we needed. She came up with some really good ideas for the project. Kiersten did really well making the spring crossword puzzle. She also was a lot of help setting everything up during the time we were there. Kiersten also did a good job talking to residents and helping them. Kiersten was definitely a valuable member to our group.

Becca was very flexible, helpful, and responsible. She did research as well as make crossword puzzles. She had to miss some of our meetings because of a school related trip, but would always let us know and made sure we let her know what she had to do. At the Hampshire House, she really seemed to enjoy talking to the residents. She was very helpful and even helped a resident paint her flowerpot. She was also a valuable group member who brought great ideas to the project too.

Alyssa also was very flexible and helpful. She was at all our meetings and prepared a survey for us. Also, she came up with some ideas for our project. She seemed a little shy to talk to the residents, but once comfortable, enjoyed talking to them. Alyssa goes with the flow and is very easy to please and make compromises with. She enjoyed the last day the most and definitely socialized with the residents more. She was also a valuable member of our group.

Overall, we did really well splitting up the tasks and the work for the paper/presentation. Everyone was really flexible and responsible and got everything done in a timely matter. We worked really well together and this is evident in the success of our project.

### Michelle's evaluation

Overall, all of my group members were responsible, helpful, and put their fair share of work and effort into our project. Every group member showed up for each visit to the Hampshire House. Everyone brought a positive attitude to the project. No group member put people down or kept our group back. All of my group members were understanding and easy to work with. Everyone voiced their opinions and put a say into what we were going to do for our project and how we wanted to do it. Kayla was a valuable member of our group. She volunteered to be our group leader without any hesitation. As a group leader, she took the responsibility of contacting our site, the Hampshire House, directly and being the link between our group and the

management at the Hampshire House. She also volunteered her car and gas money for us to get to the Hampshire House. She was always on time to pick us up. She also dedicated her time to go to the store to pick up the materials we needed, including poster board, flower pots, soil, paint, and baking ingredients. Kayla also dedicated her time to bake the cookies for cookie decorating with the residents. She was a great group leader and was always on top of things.

Alyssa was also a valuable group member. She voiced her thoughts on what would work and what wouldn't when we were discussing our ideas about what we wanted to do with the residents. She made the post-presentation surveys to give to the residents; however, we ultimately decided not to use them.

Rebecca unfortunately had to miss a few Service Learning group days in class for a school trip. However, she made sure to let us know ahead of time and always asked what she missed so she could catch up. She helped research for our fraud presentation and made the fraud crossword. At the Hampshire House, Rebecca was a natural with the residents. She made herself at home with residents and made them feel comfortable.

Kiersten was a valuable group member who brought a lot of different ideas to the table. She brought the idea of making crosswords and word searches to the table because she remembered her grandparents doing them. She made the spring crossword for the residents and used her own print quota to print them. She was always asking the group if there was anything else she could do to help out. Kiersten also helped shop for the group by picking up some Jeopardy prizes for the residents at Wal-Mart.

#### Kiersten's evaluation

I think everyone worked very well together during this service learning project, and I am glad to have been able to work with such fun, hardworking group members. Kayla took the role of being leader of the group, which I'm so grateful she did. She was able to drive us to and from The Hampshire House, and supplied our activities with materials needed. We were able to pay her our share of the cost for the materials. She bought the board we needed for our jeopardy game and other supplies for that activity. She baked cookies and made the frosting when we

were doing cookie decorating with the residents. She also bought soil, clay pots, and paint so we could help the residents decorate flower pots for spring.

Michelle was able to provide a lot of information about fraud and scams for our presentation. She also used a lot of her print quota to print out fraud handouts to give to residents in order to help with the jeopardy game. She and I went to Wal-Mart to buy stuffed animals to give away as prizes for the game as well, along with buying scrapbook paper for the homemade coasters. She, on her own, went to Home Depot and bought ceramic tiles for the coasters also.

Alyssa was able to help put activities together, such as the jeopardy board. She also created a survey about our fraud and scams presentation that we were going to handout to the residents for them to answer, which used up quite a bit of her print quota. Unfortunately, we did not get to this handout because the presentation didn't go over as well as we expected. On the third day she was walking around and taking pictures of us working with the residents while they did their crafts. She loved listening to the stories the residents told us and was able to help them out whenever they needed.

Rebecca did her share of putting the jeopardy board together, and helped us out a lot by researching certain information for our fraud and scams presentation and handouts. She also did a great job working with the residents when they decorated cookies and painted the flower pots. She was very sociable and loved listening to their stories. Overall, our group worked great together and was able to bring a wonderful service learning project to The Hampshire House.