

# ***Providing Independent Living Support: Training for Senior Corps Volunteers***

## **Module 1**

### **Types of Independent Living Services Delivered by Volunteers**

*Providing Independent  
Living Support:  
**Types of Independent Living  
Services Delivered by Volunteers***



Trainer:  
Date:

# PROVIDING INDEPENDENT LIVING SUPPORT: TRAINING FOR SENIOR CORPS VOLUNTEERS

## Module 1: Types of Independent Living Services Delivered by Volunteers

### *Introduction*

Senior Companion and RSVP volunteers deliver a wide variety of services to support seniors living independently in the community. The workshop will describe some of the most frequently provided services and volunteers' contributions to delivery of these services. Note that if you are training Senior Companion volunteers and not RSVP volunteers, or vice versa, you may need to clarify which services your volunteers do/do not provide as you go through the lecture (e.g. Senior Companion volunteers do not make home repairs but RSVP volunteers might). ***We strongly recommend you discuss your own community's services*** wherever possible during the session and provide participants with a list of local services.

This 60-75 minute workshop includes a brief lecture, a small-group exercise, and a short reflection activity.

### **Objectives:**

By the end of the session, participants will further their understanding of:

- Common services available to assist seniors to remain living independently
- Who provides these services, and how recipients benefit
- How volunteers contribute to the delivery of independent living services
- **(STRONGLY RECOMMENDED)** Specific services available for seniors in your own community

### **Visual Aids (PowerPoint) and Facilitator's Notes**

If you are using the PowerPoint slides included with this curriculum, Facilitator's Notes are provided under each slide (to see them, select "View...Notes Page" from PowerPoint's main menu). These notes provide the same information as the Facilitator's Notes included in this document, however, they are not as detailed; the PowerPoint Facilitator's Notes are primarily main points for the presenter.



**Recommended:** Add or edit slides to include specific information about the important services available to seniors in your community. Slides 7-13 describe services in general (e.g. transportation, respite care); you may want to edit these slides to include your information or add new slides.

**If you do *not* use the PowerPoint slides,** we suggest you create other visual aids such as handouts or transparencies, or copy the information on easel paper and post it for participants, particularly the exercise instructions on slide 15.

## Handouts:

The handouts for this session follow Facilitator's Notes and Instructions. Handouts 1-3 should be distributed during the session; this symbol in the Facilitator's Notes will cue you as to when: 📄. Handouts 4-6 can be handed out at the end of the session.

1. What Do You Already Know About Independent Living Services?
2. Exercise Worksheet: How Would You Help This Client?
3. Reflection: Seniors in Your Life
4. Common Independent Living Services and Additional Resources
5. Administration on Aging (Fact Sheet)
6. Training Feedback Survey

**STRONGLY RECOMMENDED:** Provide participants with a list of local community services for seniors. If you do not have a resource guide, first contact your Area Agency on Aging or United Way for a list of local services. Here is an example of how you might organize a sub-directory.

List contents alphabetically by type of service or need the agency fills; for example: *Abuse/Neglect, Alcohol/Drug Intervention, Caregiving, Companionship*, etc. Let users know the information could change and keep an "updated" date in the footer of the document (e.g., *Last updated 5/12/08*).

For each resource, provide the following information:

**Type of Service** (*general category and specific subcategory if needed; for example, "Caregiving: In-Home Care Assistance"*)

**Service Area** (*e.g. counties served*)

**Name of agency**

**Address**

**Phone number** (*local and 800 number, if applicable*)

**Email**

**Website**

**Hours open/available**








**Services provided** (*Provide a brief description or list of services, but give enough detail so a new volunteer can understand how it works. If something important is **not** included, mention that.*)

*If possible, add the following information:*

**Minimum eligibility requirements**

**Approximate cost**

## Session Outline

| Activity   | Estimated Time | Method                                      | Slide Numbers |
|--|----------------|---|---------------|
| <b>I. Welcome and Introduction</b>   | <b>10 min.</b> |   | 1             |
| A. Learning Objectives   | 5              | Lecture                                     | 2             |
| B. Warm Up: What do you know about Independent Living Services?<br> <i>What Do You Already Know About Independent Living Services?</i>  | 5              | Large group discussion                      | 3             |
| <b>II. Independent Living Services and Volunteers' Contribution</b>  | <b>15 min.</b> |   |               |
| A. Services and Providers  | 5              | Lecture                                     | 4-5           |
| B. Clients   | 5              | Lecture                                     | 6             |
| C. Types of Services and How Volunteers Contribute   | 5              | Lecture                                     | 7-13          |
| <b>III. Helping Clients Find Needed Services</b>   | <b>45 min.</b> |   | 14            |
| A. Exercise: Identifying the Issue and Problem Solving<br> <i>Exercise Worksheet: How Would You Help This Client?</i>   | 25             | Small groups of 3-4,<br>Large group debrief | 15            |
| B. (STRONGLY RECOMMENDED) Services Available in our Community (if you haven't already incorporated this into Part II)<br> <i>List of local services for seniors</i> (Note: Facilitator would need to provide this list.)  | 10             | Lecture                                     | No slide      |
| C. Reflection: Seniors in Your Life<br> <i>Seniors in Your Life</i>   | 10             | Individual, Pairs                           | 16            |
| <b>IV. Closing</b><br> <i>Common Independent Living Services and Additional Resources</i><br> <i>Administration on Aging (Fact Sheet)</i><br> <i>Training Feedback Survey</i> | <b>5 min.</b>  | Lecture                                     | 17            |

# Facilitator's Notes and Instructions

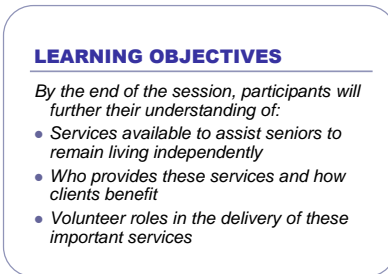


1

## I. Welcome and Introduction

Show slide 1 – the title slide.

Explain the purpose of this training session: It is beneficial for both the volunteer and the client to know what services are out there for seniors. Volunteers who work with seniors are in a position to relay information about services their clients might need, and volunteers may benefit from those services one day themselves.



2

## A. Learning Objectives

Show slide 2.

Read the learning objectives to the group. By the end of the session participants will further their understanding of:

- Some of the most common services available to assist seniors to remain living independently
- Who provides these services; and how recipients benefit.
- How volunteers contribute to the delivery of independent living services

**(STRONGLY RECOMMENDED)** If you can provide information at this time, add this important learning objective:

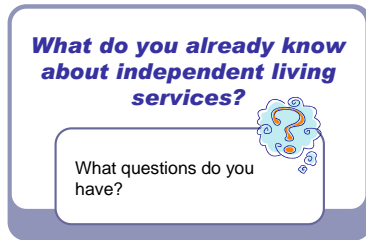
- **You will learn more about services available for seniors in our community.**




**TIP: INSPIRE THEM.** You may want to begin the session by sharing an inspirational quote with participants. For example, John Wooden said, "You can't live a perfect day without doing something for someone who will never be able to repay you." Or, from Albert Schweitzer: "I don't know what your destiny will be but the one thing I know, the only ones among you who are really happy are those who have sought and found a way to serve." Perhaps you have a favorite quote?

## B. WARM UP: What do you know about Independent Living Services?

Show slide 3.



 Distribute the handout, *What do you already know about independent living services?* Tell participants that you want to get an idea of what they already know about independent living services and what questions they have. Ask the group to take a minute to answer the questions on the handout.

Question 1: Give the group a few minutes and then ask, “Are you familiar with local services that help seniors remain in their homes? What services have your friends, neighbors, or acquaintances used? Have you personally looked into any of these services?”



As the group responds, have one of the participants help you by writing the services they mention on easel paper.

Question 2: Ask the group to share some of the questions they have about independent living services. Ask your helper to jot these questions down on the easel paper, and post the easel paper where it can be seen for the rest of the session. As you go through the session, with the help of the group and the material, try to address questions on the list.

Question 3 Training Expectations: What else do you want to know before you leave today? Ask the group to tear off the bottom section of the handout with question 3 (or if you prefer, have them turn in the whole sheet). Let them know you will respond to these questions later in the session. Later, when participants are working in groups during the exercise, read over their questions so you can prepare yourself to answer them during the session or at the end.

Summarize the group’s responses, and let participants know that collectively, they already know about many of these services, but that you are going to review some information to make sure everyone is up to speed.

**WHAT ARE INDEPENDENT LIVING SERVICES?**

- A variety of services that contribute to helping seniors remain in their homes longer
- Volunteers, in large part, make these services possible

4

## II. Independent Living Services and Volunteers' Contribution

### A. Services and Providers

Show slide 4.

Independent living services is a broad term used to describe a variety of different services that contribute to helping seniors remain in their homes. In large part, volunteers help make these services possible.

Emphasize to participants that they are part of a national effort that recognizes the importance of this service. As an illustration: Independent living services for seniors is an "Issue of Focus" and one of the six strategic initiatives supported by Senior Corps. Source: Corporation for National and Community Service

Large group callout: "Who provides these services?"

Give participants a moment to respond and then show slide 5.

**WHO PROVIDES INDEPENDENT LIVING SERVICES?**

- Area Agency on Aging, other county agencies
- Hospitals
- Home health agencies
- Community organizations and senior centers
- Senior housing complexes

5

Add any missing areas or confirm the group's response:

Independent living services are usually provided by a local Area Agency on Aging and other county agencies, hospitals, home health agencies, community organizations like senior centers, senior housing complexes, and others.

## B. Clients

Large group callout: "Who are the clients?"

Give participants a moment to respond and then show slide 6.

Add any missing items or confirm the group's response: Clients are the frail elderly, seniors who may just need a little help to remain independent, and younger adults with disabilities. Most of the clients are seniors who live alone.

The level of assistance varies by client, depending on individual need. Some clients receive comprehensive services, while others may just need a little help temporarily.

Many clients are low income. Services are free or low cost; clients may be asked to donate or provide payment on a sliding scale.

### WHO ARE THE CLIENTS?

- Frail elderly
- Seniors who may need a little help to remain living independently
- Some younger adults with disabilities
- Mainly seniors who live alone



**FACILITATOR TIP: KEEP THE MATERIAL CLOSE TO HOME.** Talk about clients in your community who are eligible for free/low-cost services. Describe, if possible, who the "typical" client may be.

### C. Types of Services and How Volunteers Contribute

Tell participants you are going to give them a brief overview of the main independent living services, including how clients benefit, what volunteers do, and one or two qualities or requirements that are important for volunteers serving in the area. Note these are general descriptions and individual sites may operate differently. Many volunteer positions may include more than one of these services, although volunteer qualifications are similar. For example, volunteers working with vulnerable populations have to pass a background check; volunteers should be sensitive to the needs of the elderly and people with disabilities; volunteers should be dependable, flexible, and patient, etc.

#### Meal Delivery and Congregate Meals

Show slide 7.

#### **MEAL DELIVERY AND CONGREGATE MEALS**

- Nutritious meals delivered to the home on a schedule
- Nutritious meals offered at a meal site where clients can socialize
- Volunteers deliver meals, assist in the kitchen, escort seniors, serve meals

Meal delivery services like *Meals-on-Wheels* provide home-delivered, nutritional, low- or no-cost meals to people with a nutritional need (for example, they are homebound or can no longer shop or cook meals for themselves). Home delivery can also serve as an extra safety check on clients living alone. Volunteers might deliver the meals or assist in the kitchen or at special events.

*Congregate meal sites* provide a nutritious meal to seniors in a welcoming setting that encourages socialization. Sometimes donations are requested. Clients benefit from both the healthy meals and the opportunity to socialize. Volunteers at meal sites might assist in the kitchen or serve meals or escort clients.

Whether meals are delivered or served at a community site, volunteers would need to be available during meal times and would receive “on the job” training specific to the tasks they perform.



**TIP: REVIEW YOUR SERVICES.** Does your agency provide some of these services? If yes, point this out as you go through this section and describe a little more about how it works, how people are referred, and who is eligible. You may also want to note and differentiate between the services Senior Companions and RSVP volunteers typically provide.

### **TRANSPORTATION**

- Clients receive rides to appointments, errands, recreational/social events
- Volunteers drive and escort clients, provide company and safe transit



## Transportation

Show slide 8.

This service provides free transportation for clients so they can get to medical appointments, the grocery store, community activities, visit the cemetery, or go other places. This type of service is especially important to seniors with disabilities and seniors in rural areas where public transportation is difficult or nonexistent.

Some agencies have vehicles, but usually volunteers use their own cars. Volunteers in this service area would need a valid driver's license, a good driving record, and car insurance. Volunteers who are very dependable, have flexible schedules, and like to drive do well in this service area.

## Companionship/Outreach and Home Visits

Show slide 9.

### **COMPANIONSHIP/OUTREACH AND HOME VISITS**

- Homebound seniors and nursing home residents receive one-on-one visits (usually 1-2 times a week)
- Volunteers do "what friends do for friends". May go on outings, sit and visit, enjoy hobbies together, etc.

Volunteers visit with frail older adults and adults with disabilities in their homes or at nursing homes and offer friendship, support, and a sympathetic ear. In this way, the service provides social and intellectual stimulation to homebound people to lessen feelings of loneliness and isolation.

Volunteers visit with clients one-on-one during prearranged hours, usually 1-2 times a week. Volunteers might read to the client, play cards, watch a movie, or enjoy hobbies or meals together. Some volunteers also help with light chores, such as grocery shopping or making appointments, or they might take clients on outings. Volunteers are friends to the client. When possible, they help the client connect with other friends and family, and the community through recreational and social events.

This service may or may not include telephone calls beyond the prearranged visiting hours, and volunteers would not provide personal care that a home health aide would typically do (e.g. bathing, dressing).


Volunteers that have good communication skills and sensitivity to the needs of others, especially those with disabilities, do well in this service area, as well as in the following one, Respite Care.

## Respite Care

Show slide 10.

**RESPITE CARE**

- Clients get needed time to themselves, peace of mind that elder is being looked after
- Volunteer stays with elder while caregiver takes a break



10

Volunteers who provide respite care are serving both the caregiver and the person they care for, usually an elderly relative. Volunteers come to the home and visit with the elder while the caregiver takes a break. The service gives caregivers an opportunity to revitalize so they can continue caring for their loved one in the home.

Volunteer duties primarily depend on the level of activity of the elder. Some volunteers provide safety and security for elders who sleep; others provide companionship, emotional support, and a caring presence; and others will do an activity, such as baking cookies, for those elders who like to stay busy. A typical shift is four hours per week, but that schedule also depends on the elder and caregiver's needs.

## Activities of Daily Living

Show slide 11.

**ACTIVITIES OF DAILY LIVING**

- Clients receive help with light housework and errands that they have difficulty managing on their own
- Volunteers help with household management tasks, errands, correspondence, medication reminders, etc.

11

This service matches volunteers with low income, frail older adults who need limited or intermittent help with tasks of daily living such as yard care, minor home repairs, light housekeeping, preparing meals, medication reminders, shopping for groceries or clothes, using the telephone, and other household management tasks. This extra help enables seniors to continue living at home independently.

Volunteers may do any number of these tasks. Volunteers who serve as companions may do some of these things as well, depending on the client's care plan. Volunteers who like keeping busy and are well organized do well in this position.



**TIP: BEYOND VOLUNTEER SERVICES, MENTION OTHER LOCAL OPPORTUNITIES.** Many agencies and organizations offer workshops, lectures, and support groups that are free and open to the public on various topics, such as quitting smoking, living with chronic pain, healthy cooking, disaster preparedness, etc. You may want to mention these opportunities to participants as well. Often people just don't know what's out there.

## Safety Check

Show slide 12.

### **SAFETY CHECK**

- Clients receive household repairs/upgrades and information to improve home safety
- Volunteers provide information and follow-up to help seniors prevent falls, injuries, and burglaries

12

Informal safety checks happen when a volunteer visits the client at home during another type of service (meal delivery, for example). A volunteer might notice a lot of clutter in the home that could be a potential fire hazard or obstacles increasing the client's risk of falling. The volunteer might offer to help clear the area, or if the situation is serious, alert their supervisor.

A more formal safety check occurs when volunteers conduct a home safety audit designed to help prevent household accidents, injuries, and burglaries. This kind of safety check assists clients to identify potentially dangerous situations in their homes, and provides information, support, and follow-up to make their home a safer place. The service would provide home improvements such as locks, ramps, guard rails, and grab bars at no or low cost. The service may also install technology such as "Lifeline" that alerts a service at the press of a button if a client is home alone and has an emergency.

Volunteer duties include distributing educational information and conducting home safety surveys. They could also do various home repairs, such as installing safety grab bars and handrails, fixing leaky faucets and toilets, fixing or replacing door locks and handles, installing non-slip surfaces in tubs/showers, installing smoke and CO detectors, and replacing furnace filters, light bulbs, and thermostats. Volunteers usually have a good understanding of risk factors in the home and could receive training in handyman skills, home safety awareness, and safety techniques when using tools.



**TIP: NOTE OTHER IMPORTANT SERVICES.** This workshop is about services that volunteers provide; however, there may be services for clients that volunteers typically do not provide (e.g., those involving personal care or nursing). Mention this so that volunteers are aware that they exist and can pass that information on to clients.

## Other Independent Living Services

Show slide 13.

### **AND MORE...**

- Assist at adult day care centers
- Conduct disaster preparedness trainings
- Help seniors complete tax forms
- Exercise classes
- Provide telephone reassurance
- Hospice care

13

There are many other independent living services that volunteers do, including (but not limited to):

- Assisting at Adult Day Care centers
- Conducting disaster preparation presentations or helping seniors one-on-one to be prepared
- Providing tax counseling and help completing tax returns
- Exercise classes
- Telephone reassurance where volunteers call a client every day to make sure they're okay
- Hospice care

Let participants know that, although there isn't time to talk about all these things, you will be distributing a handout with descriptions of some of them at the end of the session.

## **III. Helping Clients Find Needed Services**

Show slide 14.

### **VOLUNTEERS ALSO...**

- Respect their client's privacy and maintain confidentiality
- Help obtain information about other needed services, where possible.
- Advocate: bring unmet needs to the attention of supervisor

14

Let participants know that, regardless of the service area, and while they would respect their client's privacy and maintain confidentiality, there may be times when they can help a client by: (1) obtaining information about other needed services, and/or by (2) bringing unmet needs to the attention of a supervisor or station staff person.

For a homebound client, the volunteer might be the best link to community and social services. With assistance from the volunteer station, the volunteer might provide clients with information about eligibility and help them get a needed service (e.g., food stamps, visiting nurse, Supplemental Security Income, Medicare, Medicaid, etc.). Minimally, they can tell clients about the services that are out there.

Tell participants you would like to do a short exercise to get them thinking about this more.



### A. Exercise: Identifying the Issue and Problem-Solving

This exercise will help participants prepare for possible situations in which clients may need more assistance than they can provide. The goal is for participants to learn about other services available, and to encourage them to share that information with their clients.

**YOU WILL NEED:** Easel paper (one for each group), markers, and tape to tack up the easel paper as you debrief.


Show slide 15.

#### EXERCISE: HOW WOULD YOU HELP THIS CLIENT?

- In small groups, read the scenario your group has been assigned.
- One person should record:
  - What do you think is the problem?
  - What kind of service would you recommend?  
\*Extra Credit\*: Name a local agency that provides the service
- Be ready to share with the group

15

#### INSTRUCTIONS

1.  Distribute the handout *Exercise Worksheet: How would you help this client?*
2. Ask participants to form groups of three or four.
3. Refer participants to the worksheets, which contain three situations with two questions each and one “extra credit” question. The task is to match the client’s need to a service that might be available.
4. Assign each group to a different situation. This way, each of the three situations will be discussed during the debriefing. (However, note that if there are more than three groups, more than one group would be assigned the same situation.)
5. Distribute a piece of easel paper and markers to each group. At the top of the page, participants should identify their group by writing “Situation A. Mrs. Beasley”, “Situation B. Mr. Wu”, or “Situation C. Mrs. Green.” They should divide the pages with a vertical line so there are two columns to write answers to the two questions.
6. Everyone should first read the situation individually, and with their groups, discuss and answer the two questions provided. Groups should bullet out the responses on the easel paper, writing the answers to question 1 in the left column, and those to question 2 in the right column. Give them ten minutes.
7. After 10 minutes, call the group together for the debriefing.



**TIP: MAKE THE EXERCISE MORE PRACTICAL.** If you have a list of local services and resources for seniors, you may want to distribute it with this exercise worksheet. The exercise will be more practical if it revolves around actual services, rather than the general list of common services on page 1 of the worksheet.

**EXERCISE: HOW WOULD YOU HELP THIS CLIENT?**

- In small groups, read the situation your group has been assigned.
- One person should record:
  - What do you think is the problem?
  - What kind of service would you recommend?  
\*Extra Credit\*: Name a local agency that provides the service
- Be ready to share with the group

15

## DEBRIEF

Use the situations to help you engage participants in a discussion of the many issues that seniors face and the social services that are available to help them. Try to use this opportunity to clear up any misconceptions about what these services can and cannot provide. Add information that does not come up during the discussion. Refer to the “Facilitator’s Debrief Notes” (pages 17-18) for ideas.

For each of the situations:

1. Ask the group(s) that worked on the situation to share their response to question 1: What might be the problem?
2. Ask the larger group if they have anything to add to the list. Validate answers, but keep the conversation on track.
3. Add information as needed (see “Facilitator’s Debrief Notes”). Be sure to emphasize that the problem may be an undiagnosed health issue; therefore, it is important that the volunteer alert a supervisor. Volunteers should not be diagnosing client’s health problems; rather, they are trying to understand the client’s situation so they can help.
4. Ask the group(s) that worked on the situation to share their response to question 2: What services would they recommend?
5. Ask the larger group if they have anything to add to the list. Validate answers, but keep the conversation on track.
6. Add information as needed (see “Facilitator’s Debrief Notes”).

Optional: If you have time, ask the group, “What else did you notice when you thought about assisting each of the individuals? What surprised you?” Mention that sometimes offers of help can be rejected because clients are not ready to admit they need help. Ask for one or two ideas about how one might introduce the topic of assistance in a sensitive manner. If you are going to train on Module 4, Effective and Respectful Communication, let participants know that you will be talking more about communication later, and provide them with the date and session title.


## B. (STRONGLY RECOMMENDED) Types of Services Available in Our Community

If you have not incorporated this into the session already, we recommend you take this time to distribute a list of independent living services available in your community and explain the most important (frequently used) services. This will help volunteers understand the services available to their clients, and to themselves, should they need help. *This may be the most relevant part of the training for new volunteers.*

Encourage participants to become familiar with the services and keep the list as a reference. Describe an instance when a volunteer was able to help a client with a needed service.

## C. Reflection: Seniors in your Life

Show slide 16.

 Distribute the handout *Reflection: Seniors in your Life*. Ask participants to take a few minutes to jot down some answers to the two questions. After they have done so, invite them to share some of their thoughts with a partner. The purpose of this short exercise is to help participants reflect on how the people they know— rather than hypothetical examples— might benefit from specific services as recipients, or contribute to the delivery of these services as volunteers.

As an alternative to this reflection activity, take this time to share and discuss real life examples with the group.

### REFLECTION: OTHER SENIORS IN YOUR LIFE

Is there anyone you know who could benefit from...

- Receiving independent living services
- Participating in volunteer opportunities



16

## IV. Closing

Show slide 17.

Let participants know that these are some quotes from a survey of clients served by the Senior Companion Program.

- “Don’t know what I would do without her.”
- “He’s my eyes.”
- “A life saver.”
- “Without him I would be in a nursing home.”
- “The best thing in my life.”
- “I used to have a sour attitude, she sweetened me up.”
- “Life is much more interesting.”

Source: Senior Companion Program Training Manual 2007 (Linn, Benton and Lincoln County Senior Companion Program, Oregon).

### SURVEY OF CLIENTS

- “Don’t know what I would do without her.”
- “He’s my eyes.”
- “A life saver.”
- “Without him I would be in a nursing home.”
- “The best thing in my life.”
- “I used to have a sour attitude, she sweetened me up.”
- “Life is much more interesting.”

17





## FACILITATOR'S DEBRIEF NOTES (continued)

### 2. What service would you recommend?

*Mr. Wu needs the reassurance that a little extra help is available and can make a big difference. He might benefit from services that provide assistance with daily living, transportation, and a safety check:*

- *Assistance with daily living could help with basic household tasks that he finds difficult to perform.*
- *Transportation, probably with an escort, could help with errands and appointments.*
- *A safety check could help Mr. Wu eliminate potential hazards that can lead to a fall or other injury. In addition, a safety system like "Lifeline" can be installed to call for help if Mr. Wu had an emergency.*

Name of agency or resource: \_\_\_\_\_

### Situation C: Mrs. Green

Mrs. Green has been taking care of Mr. Green since his Alzheimer's was diagnosed a year ago. Although he is still in the early stages, she does not feel comfortable leaving him alone in the house. Mrs. Green is beginning to feel run-down and anxious; she has no time for herself or the outside friendships she needs.

### 1. What might be the problem?

*Mrs. Green's health is suffering, and she needs a break from caregiving.*

### 2. What service would you recommend?

*Respite care services and adult day care might help Mrs. Green:*

- *Respite care would allow Mrs. Green some time out of the house to do errands or meet friends while someone came to stay with Mr. Green.*
- *An adult day care program can take care of Mr. Green for some hours during the day so Mrs. Green can take care of herself.*

Name of agency or resource: \_\_\_\_\_

## ***References for Module 1: Types of Independent Living Services Delivered by Volunteers***

*Issues of Focus, Senior Corps.* Corporation for National and Community Service, accessed June 2008. [http://www.seniorcorps.gov/for\\_organizations/funding/focus\\_areas.asp](http://www.seniorcorps.gov/for_organizations/funding/focus_areas.asp)

National Senior Corps Association. <http://www.nscatogether.org/>.

Additional references consulted for this module are listed by category in the handout *Common Independent Living Services*.



































