Gerontology

195A & 195B

Syllabus & Workbook

Fall 2012 - Spring 2013

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerontology Program Information</td>
<td>3</td>
</tr>
<tr>
<td>Field Internship Information</td>
<td>6</td>
</tr>
<tr>
<td>Course Description</td>
<td>6</td>
</tr>
<tr>
<td>Overview</td>
<td>7</td>
</tr>
<tr>
<td>Course Information</td>
<td>11</td>
</tr>
<tr>
<td>Internship Guidelines</td>
<td>14</td>
</tr>
<tr>
<td>Code of Conduct</td>
<td></td>
</tr>
<tr>
<td><strong>Gero 195A ~~ Beginning the Journey</strong></td>
<td>15</td>
</tr>
<tr>
<td>Outcomes and Course Objectives</td>
<td>16</td>
</tr>
<tr>
<td>National Gerontology Core Competencies</td>
<td>19</td>
</tr>
<tr>
<td>Gero 195A Assignments</td>
<td>23</td>
</tr>
<tr>
<td>Reflective Learner Journal Guidelines/Rubric</td>
<td>24</td>
</tr>
<tr>
<td>Reflective Learner Journal Sample</td>
<td>26</td>
</tr>
<tr>
<td>Reflective Journal Service Learning Leadership Directed Questions</td>
<td>28</td>
</tr>
<tr>
<td>Research Article Summary Guidelines/Rubric</td>
<td>31</td>
</tr>
<tr>
<td>Research Article&amp; Book Analyses Presentation Guidelines</td>
<td>33</td>
</tr>
<tr>
<td>Seminar Organizing Framework/Rubric</td>
<td>33</td>
</tr>
<tr>
<td>Personal Career-Line</td>
<td>35</td>
</tr>
<tr>
<td>Classified Ad for Professional Gerontologist/Rubrics</td>
<td>36</td>
</tr>
<tr>
<td>Culminating Senior Community Project</td>
<td>37</td>
</tr>
<tr>
<td>Culminating Senior Community Project Contract</td>
<td>40</td>
</tr>
<tr>
<td>Action Plan Sample Template &amp; Blank Form/Rubric</td>
<td>42</td>
</tr>
<tr>
<td>Culminating Community Project Proposal Rubric</td>
<td>47</td>
</tr>
<tr>
<td>Professional Portfolio Guidelines</td>
<td>48</td>
</tr>
<tr>
<td>Professional Portfolio Checklist/Rubric</td>
<td>49</td>
</tr>
<tr>
<td><strong>Gero 195B ~~ Bridging Theory &amp; Practice</strong></td>
<td>50</td>
</tr>
<tr>
<td>Outcomes and Course Objectives</td>
<td>51</td>
</tr>
<tr>
<td>National Gerontology Core Competencies</td>
<td>54</td>
</tr>
<tr>
<td>Gero 195B Assignments</td>
<td>58</td>
</tr>
<tr>
<td>Reflective Learner Journal Guidelines/Rubric</td>
<td>59</td>
</tr>
<tr>
<td>Reflective Journal Sample</td>
<td>61</td>
</tr>
<tr>
<td>Reflective Journal Service Learning Leadership Directed Questions</td>
<td>63</td>
</tr>
<tr>
<td>Research Article Summary Guidelines/Rubric</td>
<td>66</td>
</tr>
<tr>
<td>Research Article Critique Summary Presentation Guidelines</td>
<td>68</td>
</tr>
<tr>
<td>Seminar Organizing Framework/Rubric</td>
<td>68</td>
</tr>
<tr>
<td>Personal Career-Line</td>
<td>70</td>
</tr>
<tr>
<td>Classified Ad for Professional Gerontologist Updates/Rubrics</td>
<td>71</td>
</tr>
<tr>
<td>Project Implementation, Evaluation &amp; Presentation Guidelines &amp; Rubric</td>
<td>73</td>
</tr>
<tr>
<td>Professional Portfolio Guidelines</td>
<td>76</td>
</tr>
<tr>
<td>Professional Portfolio Checklist/Rubric</td>
<td>77</td>
</tr>
<tr>
<td><strong>Project Directions for MINORS</strong></td>
<td>78</td>
</tr>
<tr>
<td><strong>Internship Forms</strong></td>
<td>92</td>
</tr>
<tr>
<td>Liability Forms (2 copies)</td>
<td>93</td>
</tr>
<tr>
<td>Student Learning Plan (2 copies)</td>
<td>97</td>
</tr>
<tr>
<td>Sample Goal/Objectives</td>
<td>103</td>
</tr>
<tr>
<td>Community Engagement Learning Agreement (2 copies)</td>
<td>104</td>
</tr>
<tr>
<td>Resume Guideline</td>
<td>106</td>
</tr>
<tr>
<td>Sample Resume</td>
<td>107</td>
</tr>
<tr>
<td>Time Sheet (2 copies)</td>
<td>109</td>
</tr>
<tr>
<td><strong>Evaluations Forms</strong></td>
<td>111</td>
</tr>
<tr>
<td>Mid-Semester Student Evaluation (2 copies)</td>
<td>112</td>
</tr>
<tr>
<td>Student Self Evaluation of Core Competencies - See Miscellaneous Section</td>
<td>114</td>
</tr>
<tr>
<td>Experience Evaluation Summary (EES)</td>
<td>115</td>
</tr>
<tr>
<td>Field Supervisor Evaluation of Student (2 copies)</td>
<td>116</td>
</tr>
<tr>
<td>Student Evaluation of Internship Supervisor (2 copies)</td>
<td>122</td>
</tr>
<tr>
<td>Student Evaluation of Agency (2 copies)</td>
<td>126</td>
</tr>
<tr>
<td>Student Evaluation of Course (2 copies)</td>
<td>132</td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
<td>136</td>
</tr>
<tr>
<td>CSUS Advisory Standards for Writing</td>
<td>137</td>
</tr>
<tr>
<td>Sample Letter to Legislator</td>
<td>138</td>
</tr>
<tr>
<td>Gerontology Program Outcomes Aligned with AGHE Competencies</td>
<td>140</td>
</tr>
<tr>
<td>TB Testing Information</td>
<td>141</td>
</tr>
<tr>
<td>Emergency Form</td>
<td>142</td>
</tr>
<tr>
<td>Student Self Evaluations - Gero 195A &amp; Gero 195B</td>
<td>143</td>
</tr>
<tr>
<td>L.O #6 Effective Communication – Presentation Rubric</td>
<td>157</td>
</tr>
</tbody>
</table>
Program Objectives (P.O.). Evidence of successful accomplishment is measured by Student Outcomes in each course. Each course in the Major contributes toward students’ completion of the Program Goals. Each course strives toward incorporating content, learning methods and experiences that direct students toward achieving the Program Objectives required for completion of the Gerontology Program. Measurement includes such methodologies as exams, various University surveys, course assignments, field practice journals, Professional Portfolio reviews, and the Culminating Community Project which is Service Learning based. Accomplishment of these outcomes is formally documented at the conclusion of the student’s Internship courses (Gero 195A & 195B).

Program’s Mission Statement and Goals:

Gerontology Program Mission and Goals

Gerontology is an applied interdisciplinary program that fosters the study of the aging process along the life continuum; predominantly exploring the years after 65, focusing on individuals, families, and communities. Courses in the curriculum are designed to promote a cohesive interconnected holistic understanding of gerontological issues grounded in evidence-based biological, psychological, socio-cultural-spiritual, environmental, gender, generational, and political contexts. Along with providing a solid interdisciplinary knowledge and experiential base, the Gerontology Program’s mission is to prepare graduates to 1.) assume roles in diverse settings serving the older adult community throughout the region, state, and nation, 2.) develop a distinctly humanistic, ethical, responsible, and professional approach to the conduct of those roles, and 3.) develop interest in and skills for life long inquiry and learning and participation in civic engagement.

Consistent with California State University, Sacramento’s (CSUS) “Baccalaureate Learning Goals for the 21st Century” (2009), the CSUS and Social Science and Interdisciplinary Studies (SSIS) mission statements, and the Association of Gerontology in Higher Education (AGHE) national competencies for Gerontology (Appendix A), students may expect the Program’s interdisciplinary course work to provide the following:

1. a foundational interdisciplinary knowledge base from the social, natural, and behavioral sciences that prepares students for practice or graduate school (2)
2. a variety of opportunities in the classroom, online, and in applied internships to demonstrate nationally recognized gerontology competencies (1)
3. multiple classroom and experiential opportunities for inquiry and analysis, critical reflective philosophical and creative thinking, and problem solving when identifying, examining, creating, and evaluating solutions related to issues facing diverse elders and their families in today’s society (3)
4. a variety of opportunities in the classroom, online, and in applied internships for developing competency in written and oral communication and information literacy(1, 3, & 5) opportunities for developing teamwork and problem solving capacity in group projects and while functioning in an interdisciplinary role with other discipline-based practitioners (3, 4, & 5)
5. numerous opportunities to apply gerontology and interdisciplinary theories in practice settings and when completing community engagement experiences and projects (4) opportunities for functioning in various roles as advocates for aging individuals, caregivers, and elders in society (4)
6. experiences that enhance and develop an appreciation of life-long learning and personal development for people of all ages (4)

Note: (numbers relate to the five (5) Sacramento State Baccalaureate Learning Goals (2009).
**Program Learning Outcomes**

Upon the completion of the gerontology program of study the student will:

1. demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent gerontological practice. (1, 2, 5)
2. demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences, and humanities. (1, 2, 3, 5)
3. synthesize and apply learned interdisciplinary theories and research in applied settings. (1, 2, 3, 4, 5)
4. demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others. (2, 3, 4, 5)
5. exhibit personal and social responsibility, and ethical and professional behavior in all settings. (4, 5)
6. exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society. (3 & 4)

Note: (numbers relate to the five (5) Sacramento State Baccalaureate Learning Goals (2009).

The six (6) Program Learning Outcomes address the three broad areas of 1) values, 2) knowledge acquisition, synthesis, and application, and 3) skill acquisition, competence, as applied specifically to the gerontology discipline as set forth by the (National) Association for Gerontology in Higher Education. They also reflect the California State University Sacramento (CSUS) Strategic Plan, the Cornerstone Initiatives, and the missions of CSUS, the School of Social Science and Interdisciplinary Studies and the Gerontology Program. Outcomes are specific to the gerontology discipline. They are aligned with CSUS Student Outcomes of competence in the Disciplines, Analysis and problem-solving, communication, information competence, cultural legacies, and values and pluralism (CSUS Baccalaureate Learning Goals, 2009). These outcomes reflect the expectation that students continuously examine and explore their beliefs and values as they progress along their learning continuum. These objectives also delineate that knowledge be derived from multiple sources both academic and experiential. Program Outcomes addressing values and knowledge give rise to objectives for skill application.

Skill competence is conceptualized as both general to learning and living in today’s world, and specific to interdisciplinary Gerontological practice. These skill competencies embrace six (6) primary areas of transferable skills. These include 1.) evidence-based interdisciplinary gerontological practice, 2.) socially-conscious behavior, 3.) life-long knowledge acquisition, 4.) creative, critical thinking (logic and problem solving), 5.) effective written and oral interpersonal communication, and 6.) information literacy.

Gerontology students are expected to progressively apply and build on these learned broad-based skills throughout their coursework as well as in their interactions with and management of individuals in their gerontology field practice(s) courses. Knowledge and skills students possess upon graduation are reflected in the Learner Outcome Criteria.

While completing their course of study in the Gerontology Major, students are expected to achieve the Program Student Learning Outcomes by building on their prior academic and experiential knowledge. It is anticipated that most of the interdisciplinary courses will provide unique opportunities for students to learn and practice general and specific skills leading to achievement of the Student Outcomes, however, not all courses will address each of the Outcome Criteria. The final measurement of Outcome Criteria will be done at the completion of the Program through the identified measurements.
FIELD INTERNSHIP
COURSE NUMBER: Gero 195A & Gero 195B

COURSE TITLE: Field Internship

COURSE DESCRIPTION
Supervised internship experience in a community agency planning for or delivering professional services to older adults. This internship experience is part of two culminating courses for the major and focuses on application of the interdisciplinary nature of the discipline while affording students direct, hands on experiences. Includes a field seminar. Seminar discussions focus on the application of gerontological concepts derived from all gerontology courses and are applied to each student’s specific Internship area. Note: This is a service learning course. Prerequisite: GERO 101, GERO 102, GERO 103 and instructor permission. Graded: Credit/No Credit. Units: 3.0.

OVERVIEW
The purpose of both Field Internships is to facilitate application of learned facts and concepts in a progressively more complex and evolving role. Both courses’ goals provide field experiences to assist in the transition from senior baccalaureate gerontology student to entry level professional practitioner. Gero 195A is the first of two (2) field experience courses taken at the conclusion of almost all other course work in the gerontology major. Gero 195B is the culminating field experience, building on the learning achieved during Gero 195A. Objectives for Gero 195B build on those of 195A.

Field internships consist of intensive field study in a specific gerontological area under the guidance of a field supervisor and a gerontology faculty member. In addition to the acquisition of new knowledge, the focus of the field internships is that of application of previously learned concepts used in delivery of services to the older population. The conceptual basis of both of these courses emanates from the areas of social values, gerontological practice skills, social, behavioral and physical science research, professional decision making and communication. Additionally, the student adds to the acquired gerontological knowledge base, those skills necessary for productive, safe functioning in the identified field setting.

These field internships include a seminar. The purpose of the seminars is to provide time for dialog between students and faculty facilitating a direct link between theory and practice. Using a discussion format, students explore transition, socialization, and organizational management issues while sharing learning gained from their individual field experiences. Seminars focus on role acquisition, application and utilization of gerontological and social science research and continued exploration of social values, implementation of gerontological practice skills, and professional decision making and communication. The Adult Learning model is used throughout the course.

Both courses also include direct Service Learning components within the framework and context of the assignments. Service Learning is clearly an extension of the Gerontology Mission and is reflected in it’s Program Objectives and Student Learning Outcomes. The goals of service learning are:

1. To provide meaningful community service with public benefit to organizations and programs.
2. Require structured reflection on the relationship of the service experience to academic course content.
3. Promote civic and social responsibility.

Gero 195B is the culminating capstone field experience, building on the learning achieved during Gero 195A and all major courses. This course includes a Culminating Senior Community Project in partnership with the student’s agency and particular interest area. It is begun during Gero 195A with a Proposal and completed during Gero 195B. The project includes the following stages: 1.) research, 2.) planning, development, & coordination, 3.) implementation, 4.) evaluation and 5.) presentation of work done to the agency & the seminar class. Students are expected to work closely with their field supervisor and gerontology faculty member to implement the components of the project.

Gerontology 195A & 195B course objectives derive from Gerontology Program Objectives Student
Outcomes. These objectives drive the course content and experiences, and are the measures for student evaluation by the student, faculty and their Internship Supervisor. Course Objective numbers correspond to numbering of Program Objectives and Student Outcome Measures. Objective accomplishment is documented in Journal writings, Seminar discussions, and interactions between student and supervising faculty member and a final Portfolio Review by Program faculty.

**TEACHING STRATEGIES**
Discussion, reflective writing assignments, Community Project.

**TEXTS**


Book of choice – chosen from book list available at the beginning of semester. (GERO 195B)

Assorted Evidence-based Research Journals - find and use ones pertinent to your field placement.

**SERVICES FOR STUDENTS WITH DISABILITIES** [http://www.csus.edu/sswd/](http://www.csus.edu/sswd/)
It is the responsibility of students with disabilities to self-identify and request needed disability-related accommodations in a timely manner by contacting the SSWD office. The office is open Monday to Friday from 8:00 a.m. - 5:00 p.m. All matters related to students with disabilities are treated as CONFIDENTIAL. Students are strongly encouraged to request accommodations as early as possible since it can take several weeks or more to facilitate requests. Students should communicate with professors regarding approved accommodations early to help contribute to success in their courses.

**INTERNET ETIQUETTE**
Written words in emails and online communication can be interpreted differently than the author's intended message. Please be respectful in your written communication. Further information on internet communication can be found at [http://imet.csus.edu/imet3/lori/iknow/email.html](http://imet.csus.edu/imet3/lori/iknow/email.html)

**Online Component:**
This course uses SacCT for its online component. Access of SacCT is through the main CSUS home page portal and requires use of the student's SacLink ID and password. Tutorials are available on the course site. Students are expected to use email, discussion and look for announcements throughout this course weekly. Online assignments will be sent to the appropriate folder by the time designated on the Assignments-at-a-Glance Outline.

**DEFINITIONS OF ACADEMIC DISHONESTY** *Please refer to University Website:*
[www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm](http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm)

**CHEATING.** At CSUS, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at CSUS includes but is not limited to:

1. Copying, in part or in whole, from another's test or other evaluation instrument;

2. Using crib notes, "cheat sheets," or any other device, including electronic devices, in aid of writing the exam not permitted by the instructor;

3. Submitting work previously graded in another course unless doing so has been approved by the course instructor or by department policy.
4. Submitting work simultaneously presented in more than one course, unless doing so has been approved by the respective course instructors or by the department policies of the respective departments.
5. Altering or interfering with grading or grading instructions;
6. Sitting for an examination by a surrogate, or as a surrogate;
7. Any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

PLAGIARISM: Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporation of another's work into one’s own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to:

1. The act of incorporating into one’s own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work without giving appropriate credit thereby representing the product as entirely one’s own. Examples include not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one's own words while, in essence, copying another’s work), the paraphrase (i.e., rewriting another’s work while still using the other’s fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another’s work as one’s own) and failure to include quotation marks on material that is otherwise acknowledged; and

2. Representing as one’s own another’s artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.

USE OF TECHNOLOGY IN THE CLASSROOM
Students may use audio/video recording devices for the purpose of recording lectures ONLY with specific permission of each individual faculty member in the course. Faculty reserve the right to refuse permission to audio/video record. Students who are permitted to audio/video record lectures may only do so for personal use in study and preparation related to the class and must destroy any audio/videotapes when no longer needed for academic work, or at the end of this academic semester, whichever comes first. The audio/videotapes are recognized as sources, the use of which in any academic work is governed by rules of academic conduct delineated by the Program and University. Audio/videotapes of lectures are to be treated as (HIPPA protected) confidential material and may only be played in a secure and private environment. Students who require audio/videotaping accommodations as a result of an educational plan set forth by the Services to Students with disabilities (SSWD) office must provide faculty with written documentation at the start of the semester per University policy.

Students may use computers in the classroom for note-taking purposes with the specific permission of each individual faculty member in the course. Faculty reserve the right to refuse permission to use computers in the classroom if such use becomes disruptive of other students or the faculty member.

WRITING STANDARD GUIDELINES AND RUBRIC
All Gerontology Program Core Courses use the CSU Sacramento Advisory Standards for Writing. Please check out this helpful website (www.csus.edu/wac/rubric.stm) before, during and after you have written papers (following assignment requirements of course) in your courses. It will help you decide if you have written the level of paper you want to turn in. It is used along with any course grading rubrics to analyze your papers.

PAPER FORMATTING
All gerontology core courses use APA writing style for written papers. All papers (except in-class papers) must be typed and in APA format (get APA Style manual (Publication Manual of the American Psychological Association 5th ed) in the book store or online and check out website www.apastyle.org click
on Style Tips. You can also check the CSUS library site (www.library.csus.edu) or Gerontology Program site (www.csus.edu/gero). If in-class papers are unreadable, they will not receive credit.

**EVALUATION METHODS**

Evaluation of written assignments: Journals, SacCT postings Experience Evaluation Summary, Research Article Summaries; active participation/attendance at all seminars; Proposal (Gero 195A; Portfolio; Service Learning Reflective Questions; Culminating Senior Community Project (Gero 195B).

**EVALUATION CRITERIA**

Field Study is graded CR/NC on the CSUS campus. Credit will be awarded if student satisfactorily completes all work at a minimum of C (74%) or higher level. Seminar/presentation participation is mandatory.

The following the assignments need to be completed in both courses. It is expected that Gero 195B assignments will reflect greater depth and breadth of understanding and application.

- Field Internship hours satisfactorily completed
- Reflective Learner’s Journal completed & turned in weekly
- Article Critiques (x5)
- SOF/Abstract SacCT Postings
- Career TimeLine
- Professional Classified Advertisement
- Sr. Project Proposal (Gero 195A – majors & 195B - minors)
- Senior Community Project Presentation (Gero 195B)
- Professional Portfolio
- Participation in all Seminars/Presentations

Field Internship hours satisfactorily completed: supervisor, self & faculty eval
Reflective Learner’s Journal completed & turned in weekly: 40 points/entry
Article Critiques (x5): 45 points/Critique
SOF/Abstract SacCT Postings: 40 points/entry
Career TimeLine: 25 points
Professional Classified Advertisement: 30 points
Sr. Project Proposal (Gero 195A – majors & 195B - minors): 375 points
Senior Community Project Presentation (Gero 195B): 200 points
Professional Portfolio: Check List & Grading Rubric
Participation in all Seminars/Presentations: No points – mandatory

**74% or better on assignments is required for passing (in all Gerontology Major courses).**

**Points for assignments will only be given if turned in on time.**

**All papers must be typed and use APA format.**

**Internship Hours must be started no later than the 3rd week of the semester. Failure to do this will result in being dropped from the course.**

**Failure to turn in journals every week will result in termination of the internship for this semester and receiving NC.**

**Failure to notify Internship Supervisor and Faculty Advisor if not going to intern site will result in termination of the internship for this semester and receiving NC.**

**Failure to attend all Seminars will result in termination of the internship for this semester and receiving NC.**
Gero 195A & Gero 195B
Internship Guidelines

Break down of Internship Hours:
Agency Practice  118
Seminar       14
Presentation        3
Course total:   135

Before Beginning your Internship Journey (the semester before you plan to do the Internship):
∞ Meet with Dr. O to discuss/formalize ideas by early November/April – needs to be finalized end of November/April in order to assure placement the following semester.
∞ Get dates/times for Experience Discussion Seminar meetings on Gero bulletin board or from Dr. O. (Usually the first Friday of the month from 9-12:30 but check to be sure there are no changes
∞ We will register you for Gero 195A. If you are on a scholarship that requires early registration please let Dr. Osborne know at the time of your initial meeting.

∞ Finding Your Placement (the semester before you plan to do the Internship)

FIRST think about where your passion for elders lies --- this takes a lot of thinking on your part and it is VERY important!!

What do you want to do with your degree? If you were going to create the PERFECT Career for yourself, what would it look like? Consider some the following parameters to help you in your quest:

What group of elders are you interested in working with?
* Well or ill elders; active or less active; with those with dementia; young, middle, old-old, or centenarians?
* Do you want to work directly with them or behind the scenes; in their homes or in/through a formal setting/agency?
* What group of elders do you definitely NOT want to work with?

What are your interests/ talents?
* Exercise; diet; reminiscence; research; policy; services; health; mental health; elder abuse; caregiving (to name a few).
* Do you like to sit and listen to elders?
* Do you want to be active with them?
* Do you want to organize/create programs for elders?
* Do you like to teach?
* Working alone or with others in teams?
* What do you definitely NOT want to do?

What type of agency are you comfortable being/working in?
* Public or private; small or large; many employees or few?
* Are you interested in program administration
* How far are you willing to commute; days/times this job requires?
* What organization do you definitely NOT want to work in?

SECOND, decide on the Right place for your Internship --- this also takes some work!
* Read the Syllabus for the course description, objectives, hours etc., so you know the answers to the questions organizational people will ask you when you contact them!! You may want to begin your DRAFT Learning Goal and Objectives (check Syllabus for examples) --- it helps you to know where you want to go with this experience and give clear statements, to the people you are talking to, about what you want to be exposed to and learn!
* Have an idea about what YOU want to do there ~~ what you want to be able to do ~~ interview them 😊!!
* Contact various organizations/agencies/people that would assist you in meeting your needs ~~ if you need some ideas, check with Dr. O.
* Based on what you decided (above) ~~ contact organizations/agencies that you think would “fit” into your criteria/needs for the PERFECT career.
* Visit the potential sites – see if you feel the “fit” ~~ Go to more than one. This is YOUR capstone course – you want to get the MOST from it – be “Picky”! There is a match out there for you, although it may not be the first one you go to!! Knowing yourself, your goals and being patient ALWAYS makes for the BET experience.
* Be sure to let your contacts know whether you will be doing your Internship there as soon as you know.
  * Get some Initial meeting date possibilities that work for you also & let them know when you anticipate starting your Internship (after we all have met).
  * A letter, email, or phone call to those you did not choose is also professional behavior and a nice touch ~~ you never know when you might meet them again or need their assistance 😊

Start Your Journey!

During your Gerontology Field Experience:

∞ Attend the first Intern Seminar, the first Friday of the Semester ~~ we will go over all course requirements, the syllabus, and set dates so everyone has dates to plan our initial meeting so you can begin your Internship!
  * Bring a DRAFT of your goal and objectives (if you haven’t given them to Dr. O already).

∞ Fill-in internship forms from Syllabus and make 2 packets – one for your Intern Supervisor and one for yourself. **BRING THEM TO THE SET-UP MEETING.** Copies will be made before the end of the meeting so you are set to go and your Faculty Advisor has a signed copy. INCLUDE:
  * **Student Service Learning Plan/Agreement** Signing pages - attach your goals & objectives (sample is in Workbook by directions – 195A & 195B)
  * **Your Resume** (sample is in Workbook by directions – 195A & 195B)
  * **Student Self Evaluation of Course Learning Outcomes** (In Workbook Miscellaneous Section)
  * **Field Supervisor’s Evaluation of Core Competencies** (internship supervisor completes at the end of your experience - (in Workbook Forms Section)
  * **Student Evaluation of Internship Supervisor** (in Workbook Forms Section)
  * **Student Evaluation of Agency** (in Workbook Forms Section)

∞ Ask for your internship supervisor’s job description & Resume (we need them in our files)
∞ At the Initial Meeting, get all required agreement signatures - **You may not start your hours until we have all met together and the paperwork is signed!**
∞ Internship Hours must be started no later than the 3rd week of the semester. Failure to do this will result in being dropped from the course.
∞ Attend Experience Discussion Seminars (required as part of your field hours)
∞ Call your Faculty Advisor immediately, with any concerns you encounter in your field placements - so we can make this a truly exceptional experience!! (278-7281/7163)

Reflective Learner Journals

* Once a week, email your Reflective Learner Journal entries for that week to your Internship faculty member’s email address. If you go to your Internship more than once in the week, you may combine entries but designate time spent for each time you went.
* Each week, read comments **and address any questions** from the previous week’s journal before you turn in new one(s).
* Print out all your entries when you get them back with track changes from your faculty member and put them in your Professional Portfolio (needed at end of semester).
* Be sure to start your Portfolio at the beginning of your experience.
* Be sure to check your student self evaluation form frequently, include in your journals, and go over it periodically with your Supervisor so you are sure to complete all the outcomes by the end of the semester along with your personal Learning see Reflective Journal & Professional Portfolio Guidelines for contents).
* Failure to turn in journals every week will result in termination of the internship for this semester and receiving NC.

**When Field Experience is Completed:** (on or before the last Friday Seminar, the week Before Finals’ week)

- Complete your evaluations (all are in your Workbook) and discuss with your Field Supervisor. Remember to sign all evaluations: Student Self Evaluation of Core Learning Outcomes, Student Evaluation of Field Supervisor, and Student Evaluation of Agency and place in your Portfolio.
- Complete a 2-3 page Experience Evaluation Summary (EES) evaluating your overall experience and completion of your individual goals and learning objectives (see Guidelines in Syllabus).
- Check, use, and include the Professional Portfolio Checklist & Grading Rubric found in both the A and B sections – all Portfolio components are needed or it will be returned. This may affect your grade!
- Turn in two (2) copies of the EES along with your Professional Portfolio.
- One copy of your EES will be attached to your contract and all evaluations and will stay in your permanent file in the Department. Your Professional Portfolio will be returned to you.
- Meet with your Internship faculty during Finals’ week for final Evaluation (set up appointment last Seminar).

**Enjoy graduation/vacation time !!**

**CELEBRATE!**
INTERNSHIP CODE OF CONDUCT

The following is expected of you as an intern representing this Program, College, & University:

- The University covenant(contract) applies toward the internship assignment
- Your conduct should make the employer want to host students from this college in the future
- Remain drug and alcohol-free, and avoid the use of controlled substances
- Maintain confidentiality of work-related personnel and projects
- Familiarize yourself with, and adhere to, relevant organizational arrangements, procedures, and functions
- Understand what constitutes a permissible work absence and who to notify if absent
- Changes in work schedule, supervision, or problems at your site must be reported to your Internship Coordinator
- If you feel victimized by a work-related incident, you should contact your Internship Coordinator immediately
- You may not withdraw from an internship, except in certain circumstances, and you may be penalized if it is a dishonorable dismissal
- Act in a professional and ethical manner. For example:
  - watch your appearance and dress appropriately
  - follow through on commitments
  - do not conduct personal business during work hours
  - be prompt with being on time to work and with assignments; give it your best effort
- Be positive and supportive
- Keep an open mind; avoid jumping to conclusions; try to make informed judgments
- Be observant - see how people organize their ideas and respond to situations
- Communicate - keep people informed in a useful and succinct way, listen, and ask questions
- Be fair, considerate, honest, trustworthy, and cooperative when dealing with coworkers
- Assert yourself and your ideas in an appropriate and tactful manner
- Seek feedback from your supervisors, accept suggestions for corrective changes in behavior and attempt to improve performance
- Accept constructive criticism and continuously strive to improve performance
- Seek to enhance your professional effectiveness by improving skills and acquiring new knowledge

I agree to the above stated Internship Code of Conduct and will make every effort to abide by it.

Signature ___________________________________________ Date __________
The Beginning of a Journey

Gero 195A

Learning Outcomes & Course Objectives
GERO 195A Student Learning Outcomes

(Student Completes Form in Miscellaneous Section – signed by Supervisor and Faculty Advisor)

1. Demonstrates understanding of fundamental interdisciplinary evidence-based knowledge.

Course Student Learning Outcomes

1.1 Discuss implications of changing demographics related to Internship population in Seminar.
1.2 Discuss gerontologists’ roles & responsibilities with students, faculty, intern supervisor, & agency staff in Internship & in Seminar.
1.3 Give examples that clarify what gerontologists do for elders & their families in Journal, Classified Ad & Seminar.
1.4 Discuss keys for successful aging with supervisor, staff, clients, students, and faculty and summarize findings in Journal.
1.5 Assess how interrelationships among holistic variables affect elders & their families & discuss in Journal & Seminar.
1.6 Use theories & concepts drawn from core & interdisciplinary courses to promote the health & well being of aging individuals, families, & aggregate groups & discuss in Journal & Seminar.
1.7 Discuss with Supervisor & in Journal & Seminar how gerontological concepts, Nat’l Gero competencies, and theories relate to practice in this Internship setting.

2. Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences and humanities.

Course Student Learning Outcomes

2.1 Use knowledge gained from required core, & elective gerontology courses when delivering service to designated population; discuss in Journal/ Seminar.
2.2 Complete Journal according to guidelines, demonstrating analysis of Internship situations.
2.3 Complete Critical Thinking SL Questions in Journal demonstrating evidence-based analysis while applying it to own practice.
2.4 Complete Project Proposal according to Syllabus guidelines.
2.5 Discuss identified client & project needs with supervisor & respond in a knowledgeable, ethical, & professional manner.
2.6 Use the decision making process (assessment, planning, implementation & evaluation) in a professional manner to formulate alternative solutions to concerns & problems when working with older adults, caregivers, families, & professional staff.
2.7 Present counter viewpoints and alternative hypotheses on various issues related to aging in Journal & Seminar.
2.8 Use agency policy, procedures, & structure to implement decisions/solutions for clients & families.
2.9 Use EB research data when making decisions.
2.10 Take responsibility for own decisions in a professional manner.

3. Synthesize and apply current interdisciplinary theory and evidence-based (EB) research in applied settings.

Course Student Learning Outcomes

3.1 Incorporate current EB research relating to Internship practice area into Journal entries, Seminar discussions, & Project Proposal.
3.2 Complete Research Analysis Critiques at a beginning level of analysis & according to guidelines.
3.3 Choose EB articles germane to specific area of internship and analyze and use in Journals & Project Proposal at a beginner level.
3.4 Gather necessary data to thoroughly complete Service Learning Questions.
3.5 Identify various disciplines’ theories used in the agency to promote meeting the mission of the agency; discuss in Journal & Seminar.
3.6 Identify various disciplines’ theories used in the agency to promote meeting the mission of the agency; discuss in Journal & Seminar.
3.7 Discuss ways research is used in your agency in your Journal & Seminar.
3.8 Use correct methodologies when implementing projects during Internship & in Project Proposal.
3.9 Help others in your specific Internship setting & Seminar to understand how important EB research is.
3.10 Become a proficient consumer of EB research, applying findings to practice areas & describing in Journal, & Seminar.
3.11 Apply general concepts & theories from all major courses to specific Internship situations, focusing on holistic aspects of aging & discuss in Journal/Seminar.

4. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others.

Course Student Learning Outcomes
4.1 Explore own beliefs about diversity & aging and discuss in Journal & Seminar.
4.2 Discuss significance of psychosocial, cultural and ethnic similarities & differences in the older population in Journal & Seminar.
4.3 Observe how older adults are treated and talked about in the agency & discuss in Journal & Seminar.
4.4 Assess how clients’ various backgrounds impact those around them and summarize findings in Journal.
4.5 Discuss with Supervisor how this agency (specifically) facilitates (or not) access for older adults & discuss in Journal.
4.6 Discuss how this agency addresses the impact of race, class, gender and age on society in Journal.
4.7 Discuss how you use commonly generalized information across groups, specifically the older adult population.

5. Exhibit personal and social responsibility and ethical and professional behavior in all settings.

Course Student Learning Outcomes
5.1 Assess & discuss own values & beliefs about aging, health promotion & Nat’l Gero competencies & their impact on others in Journal, TimeLine & Seminar.
5.2 Discuss in Journal how & postulate why, aging clients’ & co-workers’ viewpoints differ from own.
5.3 Demonstrate respect for all individuals & relationships while enacting internship & student roles & Project Proposal.
5.4 Formulate methods for working with others having differing values and beliefs & discuss in Seminar.
5.5 Identify and discuss ethical concerns seen during internship experiences with Supervisor & in Journal & Seminar.
5.6 List ways to work within an individual or family’s belief system when addressing ethical concerns in Journal.
5.7 Explore pertinent social policies related to elders and area of practice & discuss in Seminar.
5.8 Identify any need for change in social policy with regards to Internship population & discuss in Seminar & Project Proposal.
5.9 Determine need for advocacy during Internship experience and discuss in Seminar.
5.10 Differentiate between personal and professional relationships & explain in Journal & Seminar.
5.11 Assess own impact on others in professional relationships & document in Journal.
5.12 Demonstrate safe professional practice at all times by using Nat’l Geo competencies and Health promotion concepts when formulating and implementing strategies to assist elders/families in Internship; discuss with Supervisor & in Journal & Seminar.
5.13 Research & review any skills before implementing in Internship.
5.14 Adhere & follow through on obligations & agency policies & contracts with all parties in the Internship practice setting.
5.15 Evaluate own professional goals in Journal.
5.16 Share knowledge & experiences with co-workers, other students, faculty, and Internship Supervisor.
5.17 Take responsibility for and is self directed with regards to own learning in own specific area of internship.
5.18 Describe how you can take responsibility for own life long learning.
5.19 Identify & evaluate own strengths & areas for improvement in an ongoing manner & communicate these to supervisor and faculty and summarize findings in Journal & evaluation.
6. Exhibit effective use of basic communication (written, oral, & interpersonal skills and information technology needed in a global information society.

**Course Student Learning Outcomes**
6.1 Demonstrate ability to listen & follow instruction
6.2 Present ideas clearly both verbally and in writing (using APA format).
6.3 Compete all required projects & assignments (agency & course) at agreed upon time.
6.4 Use appropriate etiquette when communicating with others through electronic formats.
6.5 Correctly cite information sources when communicating information.
6.6 Communicate honestly in all relationships.
6.7 Give & receive positive & critical feedback in all relationships.
6.8 Use appropriate, EB web sources when completing literature searches.
6.9 Maintain confidentiality at all times.
6.10 Learn, correctly use, & communicate findings of various assessment tools in the practice setting.
6.11 Evaluate, modify, & explain practice decisions to Supervisor & in Seminar based on thorough data gathering techniques & EB research findings.
6.12 Give appropriate & complete descriptions & reports to staff regarding interventions performed.
6.13 Discuss observations of how older adults communicate between & among individuals of various ages with Supervisor & in Journal & Seminar.
6.14 Discuss strengths, & limitations relating to intervention skills with Supervisor & write in Journal.
6.15 Always use appropriate lines of communication in the Internship practice setting & describe in Journal & Seminar.
6.16 Correctly follow agency protocols & procedures for interventions at all times.
6.17 Collaborate with all key players (including faculty) necessary for the Project change to occur; discuss process in Journal & Project Proposal.
6.18 Describe interventions/solutions directed toward identified change in Journal & Project Proposal.
6.19 Demonstrate timeliness when collaborating with others to deliver services in Internship agency.
6.20 Use appropriate referral systems when referring clients & families for other services.
6.21 Use appropriate communication lines when making referrals to other services.
6.22 Write a weekly evaluation of progress & completion of Learning objectives in weekly Journals.
6.23 Write an evaluation of own strengths and limitations in Journal & in Self Evaluation
Gerontology Core Competencies

These Gerontology competencies are organized using the areas from the original Nursing Core Competencies from the AACN & John A. Hartford Foundation (2000) publication that grouped nursing competencies for gerontology and geriatric care.

**CRITICAL THINKING**

**Content:** Consideration of students and societal attitudes toward aging, and how the myths that older people themselves, family members, health care professionals, and society hold toward older adults influence the health care that older adults receive. Consideration of successful aging across a continuum that promotes an appreciation of how aging has changed through history and how aging is valued across cultures.

1. Recognize the contributions that aging persons make.
2. Define/describe the bio/psycho/social concepts and theories used to study aging.
3. Understand the influence of theory on policies and procedures in practice.
4. Modify practice and policy as concepts and theories indicate.
5. Evaluate the efficacy of theory as a way of designing interventions.
6. Identify aspects that may influence the interpersonal environment.
7. Understand the importance of evaluating popular media representations of aging.
8. Analyze the continuity of adult development in terms of prior psycho/social development.
9. Synthesize theories of positive aging and formulate a personal definition.
10. Examine how an older population impacts and is impacted by major social and political issues.

**COMMUNICATION**

**Content:** Sensory changes in hearing, vision, smell, taste, speech, touch, and movement that have a high potential to impair communication with older adults, and compensatory actions to assess and overcome or minimize these communication barriers. Techniques to assist providers decipher the "meaning" behind behaviors of cognitively impaired older adults.

11. Establish rapport and sustain effective working relationships with a wide range of older adults, their families, and caregivers.

**ASSESSMENT**

**Content:** Standard instruments to assess function, mental status, falls, social support, sleep, depression, pressure ulcer risk, and risk for complications during hospitalization; analysis of the usefulness of these instruments in practice. Modifications in history taking and physical examination to encompass changes common to older adults. Assessment of home and community living situations and analysis of how services (e.g., transportation, location, and environmental modifications) facilitate and impede independent living. Assessment of relationships among intergenerational families, the capacity and expectations of family members to provide care, family knowledge of caregiving, and assessment of family burden.

12. Understand the trajectories of improvement and/or decrement in individual functioning.
13. Employ appropriate assessment procedures to maintain optimal levels of functional capacity and adaptation, and to enhance life quality throughout the life cycle.

**PROFESSIONAL PRACTICE SKILLS** (clinical/direct service skills)

**Content:** Adaptation of technical skills (vital signs, physical assessment, injections, and infusions, and use of assistive devices) to accommodate changes common to older adults. Alternative strategies to the use of physical and chemical restraints in order to manage treatment interference in older adults.

14. Use knowledge of contexts to access resources, to frame interventions and to organize individual, family and community efforts.
15. Work effectively with other professionals to provide necessary services and resources for aging individuals, their families and support groups.
16. Develop statements of relationships between problems and solutions.
17. Understand how applied research can be utilized to improve practice.
18. Conduct literature reviews and utilize professional and scientific literature in gerontology to maintain currency in knowledge and skills and provided rationale(s) for practice and policies*
19. Understand the missions, objectives, staff, and target populations of agencies providing funding and services for elders.
20. Understand the requisite practice skills appropriate to the intended area of gerontological practice.
21. Understand the importance of program review and evaluation for program effectiveness.
22. Develop and implement programs and services for individuals, families and communities across the service continuum.
23. Advocate for necessary services and resources.
24. Employ appropriate intervention strategies within interdisciplinary context.

**HEALTH PROMOTION, RISK REDUCTION, & DISEASE PREVENTION:**

**Content:** Age recommendations in Healthy People 2010. Health promotion for older adults, irrespective of age or living environment: exercise; prevention of osteoporosis, injury; iatrogenesis and polypharmacy; immunizations; nutrition guidelines; and reduction of social isolation. Exposure to instruments to detect physical, psychological, and financial elder mistreatment and state guidelines for reporting elder abuse (resources appended).

25. Maintain currency in research findings of Evidence-Based Prevention studies.
26. Understand common threats to loss of independence: falls, medication management, and lifestyle.
27. Understand the role of service providers and community recreation and health services in their involvement with older persons.

**ILLNESS AND DISEASE MANAGEMENT:**

**Content:** Instruments and guidelines to identify and manage syndromes common to older adults, e.g., falls, iatrogenesis, polypharmacy, dementia and delirium, urinary incontinence, sleep disturbance, problems of eating and feeding, pressure ulcers. Understanding of how these syndromes present in older adults. Differentiation among delirium, depression, and dementia and management of acute and chronic pain in older adults. Consideration of the interaction of chronic and acute illness on the expression of symptoms and recovery from illness in older adults.

29. Maintain currency in research findings of Evidence-based disease management programs.
30. Understand health disparities among older adults and their impact on society.
31. Facilitate elders’ and families’ adaptive capacity related to disease and geriatric syndrome management.

**INFORMATION & TECHNOLOGY:**

(Was Information & Health Care Technologies) **Content:** Instruments and guidelines to prevent and recognize common areas of communication impairments in older adults. Technologies that directly impact function: hearing aids, assistive devices, and adaptive equipment. Technologies that facilitate adherence to treatment: electronic monitoring of clinical indicators such as blood pressure; glucose; aids to medication and treatment adherence; personal emergency response systems useful in alerting frail older people and their caregivers to potential untoward events.

32. Evaluate popular media for scientific accuracy to provide appropriate professional opinions.
33. Use technology to enhance older adults’ function, independence, and safety.

**ETHICS**

**Content:** Ethical issues that pose threats to the autonomy of older adults, e.g., ability to live independently in the community, self-medication, driving, and adherence to a plan of care. Decision-making about health care for older adults, e.g., decision-specific capacity, advance directives, informed consent, refusal of treatment. Decisions critical to older people as they transition between health care settings, e.g., placement, use of physical restraints and feeding tubes. Ethical dilemmas using age as a criterion for allocation of scarce resources, i.e. access to organ donation and to intensive care units. Role of ethics committees in clarifying and resolving disputes around care of older adults.
34. Uses knowledge of general ethical principals and how they relate to professional practice in gerontology.
35. Appreciate the need for ethical accountability in practice.
36. Identify current ethical issues in the field of aging.
37. Behave ethically in relation to clients, colleagues, and the profession.

HUMAN DIVERSITY
Content: The ethnic, cultural, language, and socio-economic diversity of patients, families, and paid caregivers (nurses, nurse assistive personnel, physicians and therapists) who provide long-term care to frail older adults. An analytic framework for evaluating how the values and attitudes of frail older people and of the people who provide their care impact on when, how, and whether care is delivered, and the satisfaction of both patient and provider with that care.

38. Understand the variety of contexts within which aging can be examined and their implications for practice.
39. Identify how an older person is affected by the person-environment interactions.
40. Incorporate into treatment and service planning the relationship of race, ethnicity, and culture on health status, beliefs, help-seeking behaviors, practice, and health outcomes (i.e., traditional and non-traditional medicine).

GLOBAL HEALTH CARE
Content: Analysis of similarities and differences of global health care models that favor community long-term care over institutional care and that promote individualized care.

41. Recognize changing international demographics of aging.
42. Evaluate differing international models of geriatric care.

CARE SYSTEMS & POLICY

43. Recognize the reciprocal effects of aging on groups, social institutions and social policy over time.
44. Act to enhance the adaptive capacity of organizations to deal with change.
45. Identify a range of available services for elders in most communities.
46. Understand state and national aging policy and programs.
47. Understand the organizational structure of health services for older people.
48. Identify how policies, regulations, and programs differentially impact older adults and their caregivers, particularly among historically disadvantaged populations (e.g., women and elders of color).
49. Analyze the impact of an aging society on the nation's health care system.

ROLE DEVELOPMENT ~ PROVIDER, MANAGER/COORDINATOR, PROFESSIONAL MEMBER
Content: Provider of Care: The use of interdisciplinary teams to assess and deliver care to older adults. Knowledge of how disciplines other than nursing contribute to the well-being of older adults. Complementary health practices, e.g., relaxation, massage, pet therapy, reminiscence and life review, acupuncture used by many older adults. Analysis of the relative merits of teams and complementary health practices in improving care for older adults.
Designer/Manager/Coordinator of Care: Assessment and education strategies to maximize older adults and family participation in health promotion, disease prevention, and illness management. Quality improvement strategies to evaluate effectiveness of assessment and education activities on older adults and on families. Assess, supervise,
and evaluate the care provided to older adults by licensed and unlicensed assistive personnel. Conflict resolution skills to redress conflicts among providers, older adults and families. **Member of a Profession:** The importance of illness prevention and end-of-life care for older adults. Analysis of how membership in, and participation on, boards of professional organizations and lobbying and political activities promote integration of prevention and end-of-life care for older adults into federal and state legislation, regulations, and reimbursement streams.

50. Conduct, utilize and disseminate applied research to improve practice.
51. Demonstrate appropriate socialization, including behavioral and organizational protocols, use of resources, and professional responsibilities.
52. Develop skills necessary for grant writing.

**Competencies are drawn from the following:**

**Nursing:**

**Social Work:**

**Gerontology:**


**NOTES:**
Core Competency Areas (e.g. Critical Thinking, Communication, Assessment) are from the AACN & John A. Hartford Foundation (2000) publication to group Nursing competencies. Competencies from the other disciplines (Social Work and Gerontology) were grouped within the Nursing Core Competency areas.

#s 8-10, 24, 28, 40 & 52 awaiting affirmation by AGHE.
ASSIGNMENTS
**Reflective Learner’s Journal**

40 points possible; Need 30 to pass at 74%

**Purposes:**

1.) To provide a vehicle for learners to reflect on, incorporate and document application of gerontological theories and concepts into the chosen practice area.

2.) To provide the learner with a tool that can assist in analysis and synthesis of readings and feelings about Service Learning and internship experiences.

3.) To afford the learner with an opportunity for timely and consistent feedback on writing and critical thinking skills.

Welcome to our journey!! You will be keeping a Reflective Learner’s Journal in both Gero 195A & 195B. This will become part of your Professional Portfolio. In your Journal you will document your experiences, thoughts and feelings each time you go to your Internship or Service Learning Project. Through your Journal entries you will explore the what's, how's, whys, and if you would do it again (if not, what you would do). Reflection time is hard to come by in our busy lives so this assignment “helps” you to be sure to not “just do” in your Internship but to really analyze your experiences and learn from them. The Reflective Journal also is a communication tool between you and I so you have a consistent opportunity to get assistance from me in this VERY important part of your educational process - that of “putting it all together”.

Your Journal is a place for you to be really honest about what's going on. What you write is up to you. You need not agree with what's going on or is said in Seminar or your Internship practice area. Your thoughts and feelings will not be judged though I will ask questions and comment on what you describe to assist you in critical thinking about your experiences. Please use this as a chance to dialog with me about your responses to all your experiences.

Your Journal is a place for you to be REACTIVE -- to discuss what's going on in your Internship world in relation to topics you have studied or are studying, and feelings you are having about your experiences. It is a place for you to be PROACTIVE -- to actively plan to question, challenge, digest, and apply all the learning experiences you are having during the course. Students have commented in earlier evaluations that Journaling has really helped to bring together many of the concepts from all their courses and has better prepared them for their practice arena.

**Directions:**

1.) Follow this Reflective Journal Format (*sample on following pages*) to help you meet the purposes of the Reflective Journal (type format into your computer and save it). **All** sections must be addressed in each entry:

- Goal for the Day
- Objectives to Be Worked On
- Brief Description of Day’s Experiences
- Critical Thinking Analysis of Experience
- What Did Not Go as Planned or, on Reflection, Other Ways I Would Handle Situations
- What Worked for You and You Will Do Again
- Evaluation of Achievement of Goal/Objectives
- Answer to Weekly Assigned Question - see list after SAMPLE Journal entry)
2.) Make an entry for each time you do something in your Internship. Entries may be brief or extensive. The length is dictated by your experience during that particular day. Significant learning constantly happens, and this Journal is your chance to reflect, think and write - this helps the learning process! Note: If the experience is less than two hours - include it in another Journal Entry (noting extra hours etc).

3.) The weekly Reflective Journal must also address the directed questions (there are different ones for Gero 195A & Gero 195B) on the Reflective Journal Service Learning Directed Questions list. Include your answers at the end of your Journal entry. These answers will be discussed in along with your SOF in Seminar.

4.) Since this is a professional program and this Reflective Journal will be in your Professional Portfolio, entries must be typed.

5.) Email EACH JOURNAL with the Grading Sheet (can copy & past to a bank page so you can copy it and attach it!).

6.) Email your Journal entries WEEKLY – to your faculty advisor. We will read them, do track changes, and return them with thoughts and comments later that week, or early the following week. Be sure to read the comments so you will get feedback early on!! This will help you in your internship!!

7.) Permission for a late Journal may only be granted in advance by your faculty advisor. If Journals are not turned in at the agreed upon time, you will have to STOP your internship and receive a NC.

8.) Keep all Journal entries in chronological order as they are returned (read the comments of course and respond when appropriate). Place completed Reflective Journals with comments, in your Professional Portfolio (see Professional Portfolio guidelines). It will be returned to you at your Final Internship Evaluation Conference.

9.) Grading: CR/NC – each Journal may receive up to 40 points determined by completeness of each Reflective Journal section according to directions/example. Incomplete Section(s) will be returned for re-write/re-submission. Always resubmit with original entry so they can be compared 😊

**Attach this Rubric**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Possible Points</th>
<th>Points Received</th>
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<tr>
<td>Objectives to Be Worked On</td>
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<td>Brief Description of Day’s Experiences</td>
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<td></td>
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<td>Critical Thinking Analysis of Experience</td>
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<td>What Did Not Go as Planned or, on Reflection, Other Ways to Handle Situations</td>
<td>5</td>
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</tr>
<tr>
<td>What Worked for You and You Will Do Again</td>
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<tr>
<td>Evaluation of Achievement of Goal &amp; Objectives</td>
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<tr>
<td>Answer to Weekly Assigned Question - see list after SAMPLE Journal entry)</td>
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<td>Total</td>
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Reflective Learner Journal
SAMPLE

Name: Gerry Gerontologist
Agency: California Agency on Aging
Date: September 22, 2008
Hours Today: 8
Hours to date: 16

Journal Entry # 2

Goal for Day:
To familiarize myself with the agency's policies and procedures necessary for effective functioning in this Internship and meet others in the office.

Learning Objectives to meet:
1.) Find the objectives from the course and your own learning objectives that you plan to work on and list them here. (They will likely be listed more than once as you work on them 😊)

Brief Description of Day’s Experience (eg. meetings/inservices attended, clients seen, research completed, assessments done, work completed. This can be a list if you want):
Attended orientation meeting with two other interns - one from social work and one from RPTA. Met the department manager. Discussed our involvement in three identified projects. Divided up the work for the next month. Had "power lunch" with Assemblyman Berg’s Aide. Reviewed Mac computer skills. Discussed “phone protocols” as all in office take turns answering the phones.

Critical Thinking/Analysis of Experience (Things you could do to be a better learner; problems or discrepancies seen; discuss how experiences/events “fit” (or don’t) with what you’ve learned in classes and previous readings – be specific, and support and cite your thoughts – you can cite the research articles you are reading too 😊):
I’m really interested in advocacy for older adults. I will work on researching working advocacy programs and assist my Internship Supervisor (Josie) in the beginning development of a workshop for Senior Advocates. I can see how I have a lot more reading to do and must meet with many people downtown. I already surprised myself today though - I had several comments to contribute and one name to contact!! This was do in large part to a discussion we had last semester in Gero195A Seminar when two other students brought a list of individuals interested in participating in a neighborhood caring community project (Durrett, 2006). Thanks to them !!

Boy! Networking is really important. At first, the meeting with Patty Berg’s Aide seemed to be just a gossip session. Then I realized, in between what seemed like “Chit-chat” lots of important information was exchanged. Interesting - politics at another level was seen! We talked about this in NURS 163 & Gero 102 and I remember reading an article by Arnett (2005) about levels of government and advocacy, but it is so much clearer now that I am experiencing it! I’ll have to be even more observant and a better listener. I’ll talk to Josie about this tomorrow.

What Did Not Go as Planned or, on Reflection, Other Ways I Would Handle Situations that Came Up:
I had lots of questions but I was too timid in asking Josie so I left with even more questions than I came with! When I get there tomorrow I will ask her when we can spend a few minutes so she can answer the questions and then I’ll be more effective in what I am doing. This is especially important as I have forgotten some of the things that made me proficient on the Mac. Time and practice will help, of course! I think I’ll see if we can set aside some time each day to talk because I’m sure other things will come up just like this and I want to be sure to get her input as soon as I can. I can also use this time to talk about the Service Learning Questions so I can answer them in my Journal.
What Worked for Me and I Will Do Again and Why:

I listened a lot and observed others’ interactions. It gave me many clues about the organizational culture and communication patterns. I’ll write more about them in the future because I can already see how they affect how work gets done in this agency and how that will affect older adults. The interaction among us students was great. We have similar interests in older adults but different talents. We plan to use these and teach each other what we’re expert on… I think this will work great!!

Evaluation of Goal/Objectives Achievement:

I was really nervous today but that changed almost the minute I arrived. The Staff (all except one) and other students were friendly and we were all soon working collaboratively together. I think this was, in large part, due to the time and interest Josie took in answering questions, introducing all of us, and showing us around the agency. I feel I met today’s goal, and actually, then some, but I certainly have much more to learn before I’ll feel comfortable answering phones (so many Big name people call here … and they want the answers NOW!) and of course there’s the Mac use … and starting the Project … Good first day!

Answer to Weekly Assigned Question:

Write out question you are answering then answer the question. Attach any documents you gather in helping you answer the question.
Reflective Journal Service Learning Leadership Directed Questions

The purpose of these questions is to incorporate the student’s knowledge and expertise of gerontology coursework concepts/theories as applied to “real-life” experience(s) within the framework of the chosen internship agency. Please include the question and respond to it (in this weekly sequence) as the final question to each journal entry. We will discuss these in the Seminars so be sure to answer them by the noted Seminar date (you may want to make a copy of your answers to bring to Seminar).

Weeks 1-5 Due by Seminar #2

Week 1
195A: What is the agency’s mission statement? Describe how your own values and beliefs about aging coalesce with your chosen agency?

195B: Analyze how the agency’s written information to consumers (brochures, flyers, advertisements, etc). Describe how it correlates with their mission and business philosophy of serving older adults.

Week 2
195A: What is the organizational structure or management hierarchy (lines of reporting) within your agency? Include a chart of your findings, and the insight(s) you gained.

195B: Analyze how the organizational culture affects the outcomes of the agency’s mission. Is the hierarchical chart adhered to for communication lines within the organization? Explain.

Week 3
195A: Briefly describe how the agency addresses the psychosocial needs of the older adult population they serve.

195B: What assessment tools, if any, does the agency use to monitor the changing needs of their clientele? What mode of communication does the agency employ to communicate these results to appropriate personnel?

Week 4
195A: Describe the demographics of the aging population your agency serves, and identify the challenges the agency must overcome to supply excellent service to these elders. Identify how your agency collaborates with to provide services for elders.

195B: Based on the specified demographics of your agency’s service population, describe supply and demand issues and how the agency responds to them. Analyze the outcomes of your agency’s collaboration with others in providing services for elders.

Week 5
195A: Describe ethnicity of population served, and how the agency addresses specific cultural norms and mores of this elder population.

195B: Choose one ethnic group of persons served by your agency and discuss “generation-gap” issues that exist between the younger and older members of this group (eg How do Asian elders view participating in an Adult Day Center vs. their adult children and grandchildren’s view).
Weeks 6-11 Due by Seminar #3

Week 6
195A: What modes of payment do the client’s served at your agency utilize to purchase services? Are there governmental funds that are available for participants on a limited income?
195B: In collaboration with your agency supervisor, identify how fiscal decisions are made. Are grants or private sponsors used to support programming?

Week 7
195A: Identify and discuss ethical questions/issues the agency must address while serving the aging population.
195B: Is there an established ethics committee within the agency? If so, describe a common agenda. If there is not a committee, why?

Week 8
195A: Describe how your agency does or does not provide a holistic approach (biological, psychological, sociological, cultural, spiritual, gender perspectives) toward serving the elderly. Provide at least two examples.
195B: With permission from your agency supervisor, ask a client/consumer how they feel their needs are being met at the agency. Are there areas that could be improved?

Week 9
195A: Specify at least two areas of social policy that affect the agency’s organizational protocol and illustrate possible strategies for advocacy.
195B: Choose one social issue that affects the operation of the agency, and draft a letter to your local senator or assembly member specifying what needs must be address (remember to back it up with hard data). Turn in Draft for review to your faculty advisor along with the bill or information on the issue. After approval, send and email the letter and put in your Portfolio.

Week 10
195A: Identify two community services/resources that would assist the development of your agency’s goals/mission. Include name, address, phone, web/email address, and illustrate how a professional alliance between these agencies would build a stronger front?
195B: Visit one community agency that provides a similar service to your agency, and describe your first impressions: organizational culture, environment, client participation, etc.).

Week 11
195A: Briefly describe a situation where you did not agree with a co-worker/or supervisor and the steps in which you took to professionally express your idea(s). What took place?
195B: Briefly interview the President/Director of the agency and inquire about specific gerontology education/experience that lead s/he to this position. Discuss how having a gerontology degree would be beneficial to staff and clients in this organization.
Weeks 12-1 Due by Seminar #4

Week 12
195A: How do older adults in your agency adapt to changes? Discuss underlying concerns of the older adult, family members, and community?

195B: How does the agency address client/consumer suggestions, concerns, or complaints? Describe the protocol, if any.

Week 13
195A: Describe one biological theory of aging as it relates to the population served by the agency. Discuss how the agency addresses the theory through its programming and education.

195B: Via the Internet, find a recent research study that addresses a specific population served by the agency. Discuss how the agency addresses the theory (cited in the article) through its programming and education.

Week 14
195A: Describe one psychosocial theory of aging as it relates to the population served by the agency. Discuss how the agency addresses the theory through it’s programming and education.

195B: How do the participants/clients of the agency relate to one-another? Discuss the process in which new clients/service recipients acclimate to their surroundings/agency service vs. more experienced clients.

Week 15
195A: Describe how your view of serving the elder population has changed throughout your experiences and how your gerontology education has supported your role at the agency.

195B: Describe how your views of serving the elder population have evolved throughout your second internship and how the Seminars and your intern supervisor have facilitated these.
Research Article Analysis Summary Guidelines

Purposes:
1.) To explore current thoughts and facts on topics which are pertinent to your field placement.
2.) To help you analyze, synthesize, organize and communicate information you’ve read on a given topic/article into coherent, usable thoughts to use in discussions and papers related to this and other gerontology courses.
3.) To provide you with the opportunity to practice your writing skills in a short paper.
4.) To provide you with the opportunity to receive feedback on your writing and critiquing skills.

Directions:
There are many topics of interest to you, your clients and staff related to your field placement. This is your chance to explore some of the ones that interest you. The intent is that you will use information gained from these readings and summaries in your field practice, seminars, other coursework and your Project. Remember to talk about the articles in your journals as you use the information in your practice!

Process/Guidelines
1.) Choose articles related to your field of study.
   • You will do five (5) of these Summaries throughout the semester: two (2) turned in the second Seminar meeting, two (2) the third Seminar meeting, and one (1) the fourth seminar).
   • All of the articles must be research studies from current Journals to receive credit.
   • Remember to cite according to APA.
   • No late papers will be accepted. Articles must be turned in on time in Seminar for continued participation in the internship. Please ATTACH THE GRADING RUBRIC
2.) Read each article.
3.) Think about what the author is trying to communicate to you, the reader.
   • Identify primary points made in the article.
   • Decide what you know/believe about the topic.
   • Do you agree or disagree with the author? Why/why not?
   • How is/is not the article relevant to your practice?
4.) Write a 350-400 word summary analysis of the article (about three – four typed pages; include Title page for each article, followed by an abstract YOU write about YOUR analysis of the article. For this paper you may put reference(s) at the end of the last page if you like. Use correct paper writing format (introduction, body and conclusion).

HINTS:
• Direct the summary toward readers who have not read the article being summarized. Remember that summaries give main points or facts in a condensed form. Details, illustrations and elaboration are omitted). This is not easy and why we all need to practice it!
• Give the reader a clear overview of the article’s main points – summarize them.
• Be aware of differing points of view/opinions – yours and the author’s – analyze these and comment on them. It is OK to disagree – just validate/support why you do!
• Comment on your personal appraisal of the article - its construction, content and validity, as compared with other information you are aware of from your studies – could cite other works here.
• Comment on the relationship the topic has/does not have to gerontological practice.
• Conclude your summary analysis with how you plan to use the information gained in this article in your gerontological practice. If you will not use it, explain why.
• Use correct grammar, punctuation, spelling and essay structure. * Attach the article to the back of your Analysis.
5.) Read and Rewrite and rewrite! Be sure you have addressed the assignment, that your thoughts are understandable and this is a product you are willing to show others; check the writing rubrics.
6.) When you are done, (you) write a 150-200 word abstract of YOUR analysis summary (Goes after the Title page). Post it along with your SOF to SacCT by 5 pm Wednesday before class.
7.) Remember to discuss your article(s) with what you are learning in Seminar.

**Evaluation/Grading Criteria:** (CR/NC - ≥74%) (must be turned in on time to get credit. Incomplete will be given if late) Note: If deemed NC, Summary will need to be redone for CR (needed to pass course).

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**Research Critique Grading Rubric**  
45 points possible; Need 34 points to pass at 74%

<table>
<thead>
<tr>
<th>Student Name: ______________________________</th>
<th>Research Analysis # _____</th>
<th>Date: __________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes comprehensive abstract of analysis</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Introduces topic/concept and then ties to specific research article.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>(Summary directed toward readers who have not read the article.)</td>
<td></td>
</tr>
<tr>
<td>Succinctly summarizes article’s main points.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Straightforwardly describes awareness of differing viewpoints/ opinions (author/self) validates/supports thoughts!</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Comprehensibly comments on personal appraisal of the article - its construction, content and validity as compared with other information you are aware of from your studies – could cite other works here.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Critically discusses relationship the topic has/does not have to gerontological practice.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Demonstrates depth in analysis about information’s use in personal gerontological practice. If not, explains why.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Uses correct grammar, punctuation, spelling, essay structure, and APA formatting</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Attaches article to the back of Analysis.</td>
<td>0 5</td>
</tr>
</tbody>
</table>

**TOTAL POSSIBLE = 45**

Comments
Research Article Critique and Book Analysis Presentations

(included in SOF in Seminars)

Purposes:
1.) To present an opportunity for students to organize their thoughts and speak in small groups.
2.) To assist in the dialogue between and among students regarding the assigned readings on chosen topics.

Directions:
1.) Review your written Article Critiques and Thoughts on your text book for the second, third and fourth Seminars.
2.) Be prepared to discuss your summaries & feelings about the articles and what you read in the book, in seminar as you talk discuss your SOFs and others' Intern experiences (see SOF guidelines).

Evaluation/Grading Criteria (CR/NC): Grading is done based on thoroughness, group participation, & timely assignment completion. If not present, must be made up in future class.

Seminar Organizing Framework (SOF)

Think Ahead .... And Send it to SacCT!!

Purposes:
1.) To facilitate reflection and critical thinking about own and other's Internship experiences.
2.) To use an organizing framework to analyze internship occurrences when preparing for Seminar discussion.
3.) To provide a vehicle that assists all participants to think about solutions to issues prior to coming to class.
4.) Practice stating a case in 15 minutes or less.

Directions:
In preparation for Seminar each month, reflect on situations that occurred in your internship during the past weeks ~~ you probably wrote about them in your Journal 😊! There will be three (3) SOFs. Check Rubric!!

1.) Make a brief outline (1-11/2 page) of key thoughts using the following four (4) areas. Incorporate what you learned from your Service Learning Questions, TimeLine, Ad, and article(s) and the connections you have made with your text reading for this month as you develop your key thoughts for presentation.
   a.) Identify issues, challenges, and positive aspects in your field placement; Answers to SL Questions; connects issues and challenges to text and research articles, TimeLine, Classified Ad, Legislator Letter (SL assignment); includes Project Update
b.) Identify themes seen in the identified issues & challenges.
c.) Describe insights that occurred to you during the month.
d.) Discuss conclusions you have drawn about the situations, organization, people, etc.
e.) Discuss how the articles and your book connects with your Internship experiences.

2.) Post the SOF to your assigned SacCT Discussion Group Folder by 5 pm the Wednesday prior to Seminar.
3.) Read your group members’ SOFs and come to Seminar prepared to comment, question, and provide solutions for your group members.
4.) Bring a copy (can print from SacCT) of your SOF (in paper folder) to Seminar to speak from and turn in to your assigned faculty member. Please **ATTACH THE GRADING RUBRIC**
5.) Plan to present a **ten-fifteen (10-15)** minute summary using your SOF and how your text/articles did/did not support your internship experiences. A couple of minutes will be allowed for questions, comments, and suggestions.
6.) Enjoy practicing "getting your thoughts together", making the connections and helping your classmates!!

**Evaluation/Grading Criteria:** (CR/NC - ≥74%) (must be turned in on time to get credit. Incomplete will be given if late) Note: If deemed NC, Summary will need to be redone for CR (needed to pass course).

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### SOF Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scoring</th>
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<tbody>
<tr>
<td>Identify issues, challenges, and positive aspects in your field placement; Answers to SL Questions; connects issues and challenges to text and research articles, TimeLine, Classified Ad, Legislator Letter (SL assignment); includes Project Update</td>
<td>0 1 11 12 14 15</td>
</tr>
<tr>
<td>Identifies themes seen in the identified issues/challenges.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>Clearly describes insights that occurred to you; connecting to text and research articles</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>Discuss conclusions you have drawn about the situations, organization, people, etc; connecting to text and research articles</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>Posts the SOF to your assigned SacCT Discussion Group Folder by 5 pm the Wednesday prior to Seminar.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>Turn in, in paper folder to faculty in Seminar.</td>
<td>0 1 2 3 4 5</td>
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<tr>
<td><strong>TOTAL POSSIBLE = 40</strong></td>
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</tbody>
</table>

**Comments**

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Personal and Career-TimeLine

People/Events

Date/Year

Purpose:
1.) To afford participants an opportunity to examine people and events/situations leading them to a career in gerontology.

Directions:
1.) Think about all the people and events in your life that have directed you toward your interest and love of elders. Think about when and why you decided to become a gerontologist.
2.) Assign a situation descriptor or name and place it on the timeline.
3.) Place the date/year beneath it.
4.) Analyze what you see when you have completed your Career TimeLine. Based on your history, decide what your perfect career would be.
5.) In one-two paragraphs summarize your comparisons & conclusions about your Career-Line. Include your vision for elders & how you will achieve this.
6.) GERO 195A – Put your Career-Line & Analysis Summary in Turn In folder & include in SOF discussion.
7.) Gero 195B – Update your Career-Line & Analysis Summary from 195A & put in Turn In folder & include both in SOF discussion.

Personal & Career TimeLine Grading Rubric
25 points possible; Need 19 points to pass at 74%

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Time Line includes situation descriptor/name.</td>
<td>0 1</td>
</tr>
<tr>
<td>Date/year is beneath situation descriptor/name.</td>
<td>0 1</td>
</tr>
<tr>
<td>In 1-2 paragraphs summarizes comparisons &amp; conclusions drawn from Career TimeLine analysis. Include your vision for elders, your current thoughts on the perfect career for you, &amp; how you will achieve this.</td>
<td>0 2 4 6 8</td>
</tr>
<tr>
<td>Discusses conclusions in Seminar</td>
<td>0 2 3 4 5</td>
</tr>
<tr>
<td>Career TimeLine is depicted in a professional manner</td>
<td>0 2 3 4 5</td>
</tr>
<tr>
<td>Turn in, in paper folder to faculty in Seminar.</td>
<td>0 5</td>
</tr>
<tr>
<td>TOTAL POSSIBLE = 25</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
</tr>
</tbody>
</table>
Classified Ad for a Professional Gerontologist

**Purpose:**
1. To assist the participant in articulating what a gerontologist does in a brief format that could be used by journalists or employers when advertising a position.
2. To give the participant the opportunity to formulate and practice describing why an organization needs a gerontologist and how and what they would do for the organization if hired.

**Directions:**
1. Think about your dream career in the field of gerontology (identified on from Time-Line).
2. Think about all you have learned in your courses, service learning, and life experiences. Review your Timeline for clues about where you’ve been and where you are going 😊
3. Examine print and internet job announcements/ads related to the career you are interested in. **Note how the Ads are written – what is included, what else need to be included. ATTACH THESE TO YOUR FINISHED PRODUCT along with GRADING RUBRIC**
4. Being a Gerontologist, you know the skills and attributes people in this organization need to possess to help the agency meet its mission.

**GERO 195A Students:**
1.) Describe your dream career in one reflection paragraph (re-read what you said in your timeline).
2.) List the key attributes, talents, and skills that you need to learn more about to start this career.
3.) Write an Ad that recruits the best prepared person for this position. Talk about it during your SOF and put both along with sample Ads in your Turn-in folder.

**GERO 195B Students:**
1.) Review some new Ads in print/online (attach) and Update your 195A Professional Classified Ad and 195A reflection paragraph).
2.) List the key attributes, talents, and skills that because of your education, YOU will bring to the role and this Organization.
3.) Write no more than three sentences saying why they should hire YOU!! Talk about during your SOF and Put both in your Turn-in folder.

**Professional Classified Ad Grading Rubric ~ GERO 195A**
30 points possible; Need 22 points to pass at 74%

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scoring</th>
</tr>
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<tbody>
<tr>
<td>Reflection paragraph succinctly describes own dream career</td>
<td>0 2 4 6 8</td>
</tr>
<tr>
<td>Lists attributes, skills, and talents needed to this job</td>
<td>0 2 4 6 8</td>
</tr>
<tr>
<td>Ad clearly depicts attributes, skills, and talents needed to this job</td>
<td>0 2 4 6 8</td>
</tr>
<tr>
<td>Turn in, all required elements in paper folder to faculty in Seminar.</td>
<td>0 6</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE = 30</strong></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
</tr>
</tbody>
</table>
Gero 195A/B Culminating Senior Community Project

Purposes:
1.) To enhance collaboration skills between students and agencies while identifying and addressing a common need or interest for an agency project.

2.) To use students’ evidence-based knowledge and gerontological skills to optimize the development of the agency’s overall functioning.

3.) To afford students the opportunity to research particular areas of interest in connection with their chosen agency’s purpose.

4.) To give students the opportunity to learn and develop grant/program proposal skills.

5.) To encourage students’ use of creative thinking when developing a visual or written professional presentation for classmates and faculty.

6.) To provide the student with a professional product that can be used for a state or national presentation.

7.) To provide the agency with a professional product that can be used after the interns graduate.

You will be collaborating with your supervisor to determine an agency project that they need and you are interested in completing. You will be preparing a proposal during GERO 195A that documents your program/project plans. You will use this proposal to guide the planning, implementation, evaluation, and presentation of your project in GERO 195B. (Minor students will participate in a smaller project and do both Proposal and Project in GERO 195B.

Students are expected to work progressively on the Senior Community Project throughout the semester while completing their Internship goals and objectives. Students must keep faculty advisor and supervisor up to date (email, journal or in person) on progress (challenges and joys) throughout the semester. Failure to do this will result in NC in the course.

GERO MAJORS:
Your completed DRAFT PROPOSAL/Abstract must be done and turned into your faculty member no later than the 3rd Seminar in the semester. It will be read and returned to you within two weeks. After you make the necessary DRAFT PROPOSAL changes and they are approved by faculty, you will get the Project contract signed by all involved. ***** This must be completed and signed off no later than the last Seminar in the semester to receive credit for 195A. Then you are ready to begin your project at the start of GERO 195B!! ☺ If you do not complete the Proposal, an Incomplete will be recorded for your grade. Remember --- Incompletes must be cleared before beginning Gero 195B internship hours.

GERO MINORS:
See direction in Gero 195B Section

Awesome Benefit:
When you are done with this project you will have made a great contribution to the elder population, given your agency a usable product, and have prepared yourself to present your great work to your classmates and possibly to other gerontologists at a professional conference! Check with faculty and on the announcement board for possible conferences!!
Gero 195A & B Total Process Components:
Proposal (GERO 195A – GERO 195B if minor)
Implementation (GERO 195B)
Evaluation (GERO 195B)
Poster Presentation (GERO 195B)

Process to Complete Project:
1.) Discuss with faculty supervisor & Submit Senior Community Project Proposal DRAFT no later than the 3rd Seminar in the semester (GERO 195A students, GERO 195B/minor students by the 2nd Seminar).
2.) The Proposal must be completed and accepted no later than the last Seminar GERO 195A students); GERO 195B Minor students must complete both Proposal and Project by the last Seminar or an Incomplete will be awarded. Incompletes must be cleared before beginning Gero 195B internship hours.
3.) Discuss progress with faculty advisor & agency supervisor & complete the Project & Evaluation (Gero 195B).
4.) Plan for presentation (Gero 195A students attend, Gero 195B students present).
5.) Leave copy of Project with the Agency and the Gerontology Department.

Proposal (Gero 195A)

A “project/grant proposal” makes a case for the Project and describes the steps needed to complete the project – it is research and history-based and action/behavior oriented. Your Proposal will be written in commonly used “grant format” so you will have experience putting together information in a way that most grantors require and so that you will have the necessary plan for a successful Culminating Senior Community Project!!

The format for this Proposal is a combination of Narrative and Action Plan.

Professional Presentation:
   a. The Narrative Introductory portion of the Proposal DRAFT should be approximately 4-6 pages.
   b. The Culminating Community Action Plan portion will vary depending on the number of Objectives and Action Steps you have to complete your Project. You can download the Action Plan from the Gero 195A/B SacCT website. I would start with completing the Action Plan and then work on the writing of the narrative portion 😊
   c. Your conclusions are Narrative and include Expected Outcomes and Evaluation Process of the Project, and overall Project Conclusions and Recommendations for future projects.
   d. Include the Contract Sheet in Appendix (for signatures when it is no longer a DRAFT 😊).

Content Sections:
1.) This is a research paper and thus you must always support your opinions and ideas by citing your evidenced-based research sources.
2.) The Proposal includes the following sections/parts (INCLUDE GRADING RUBRIC):
   a. Title Page (Include possible Project title)
   b. Project Abstract
   c. (Narrative) Background Need & Relevance & Overview of the Project (remember, all areas need to be backed by research. Use the articles you are reading for Seminar if you can 😊)
      1. Introduce the overall goal/focus of your Project (adult ed class, training manual, brochure, visual presentation, resource manual etc.).
      2. Describe the general and specific (background – historical and current) need for this project
      3. Describe the specific, intended population (the stakeholders; who will use it; who will you market it to).
      4. Describe how/why this project will benefit the older adult population & how you will include them in your process.
5. Specifically describe why this project is important to and congruent with this organization at this time (how it fits with their mission & purposes-specifically; who the agency stakeholders are & how will they benefit from it).
6. Explain how you and your partner (and any others) collaborated to decide on this project.
7. Describe your joint agreement for moving your project to completion include how and to whom you will market it.
8. Describe how the agency plans to use your project after you are gone.

d. **Methodology (Action Plan)**
   Complete the **Culminating Community Project Action Plan** (following these instructions). Put it in your Proposal document as is (can cut and paste from the one on the website) and then you can complete it as you go and use it in your presentation.

e. **Anticipated Outcomes and Project Evaluation Process – how you will measure success)**
   (Narrative) Conclude the Proposal with conclusions and discussion of anticipated Project Outcomes, replication/sustainability of project at agency and any channels of dissemination you might use to tell the world about your project.

5.) **Appendix**
   1.) **Cover Contract Sheet** (Complete following form)
   2.) Any pertinent documents to support Project.
   3.) Grading Rubric.
California State University Sacramento  
Gerontology Program  
Gero 195A/B  
Culminating Community Project Proposal Contract

Proposal Title: _____________________________________________
Implementation Date: __________

Student: ___________________________________________________
Email ___________________________ Phone # (__)_________________

Community Agency Partner: _________________________________
Address: __________________________________________________

Community Member Internship Supervisor: _____________________
Phone: (__)____________ Fax: (__)____________ email: __________

Faculty Advisor: ____________________________________________
Phone: (916) ___________ Fax: (916) 278-3855 email: ___________

Project Goal & Objectives: (attach Proposal to this page)

Signatures:  

Date:

Student ___________________________  ____________
Community Supervisor ___________________________  ____________
Faculty Member ___________________________  ____________

Make copies (including goal and objectives) for all.
Proposal Organizing Order:

Title page

Project Abstract (on separate)

(Narrative) Background Need & Relevance & Overview of the Project Section

Project Action Plan

Grading Rubric
**Gerontology Profession:**
- Current evidence-based research.

**Elders/Families:**
- Can identify common concerns regarding financial issues for elders and their families.

**Gerontology Profession:**
- Current evidence-based research.

**Agency Staff:**
- Have genuine concern about elders and their families; one person voiced desire to learn more.

**Management Team:**
- See need, have some knowledge of financial aspects – can assist student in applying theory and practice in their setting, and are supportive of potential opportunity.

**Student Intern:**
- Interdisciplinary approach to learning & teaching; knowledge base about older adults/their family’s need and strategies that assist them to thrive in today’s world; has at least one university course in financial aspects affecting elders and their families.

**Identification of Need:**
- The goal of this project is supported by this agency’s Mission and Purpose which includes “providing a variety of services and resources for elders in all living communities.” Additionally, management believes that staff members should have the current, base-line knowledge to address consumers’ questions. The agency also values ongoing education and is willing to provide in-service time during working hours.

**Challenges/Barriers:**
- Developing and teaching this workshop may be difficult because
  1. no one at this agency has the necessary educational background or experience,
  2. some staff may not see the need for the class,
  3. more time is needed to cover the needed content than the customary 20 minutes allotted for in-service, and
  4. getting staff to come after work hours may be hard because the management doesn’t want to pay over time for the in-service time.

**Project Title:** Knowing What to Say When Elders Ask about Financial Concerns & Strategies: A Workshop

**Goal of Project:**
- Develop and teach four (4) 1/2 hour in-service workshops for agency staff members.

**Project Expected Outcome:**
- Staff members will show increased financial knowledge as measured by pre-test and post-test in each class.

**How goal “fits” with Organization’s Mission, Its Purpose:**
- The goal of this project is supported by this agency’s Mission and Purpose which includes “providing a variety of services and resources for elders in all living communities.” Additionally, management believes that staff members should have the current, base-line knowledge to address consumers’ questions. The agency also values ongoing education and is willing to provide in-service time during working hours.

**Culminating Community Project Action Plan Template (Sample)**

<table>
<thead>
<tr>
<th>Identified Agency Need/Management Issue:</th>
<th>Challenges/Barriers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency management want to develop and provide a staff in-service that explores the financial aspects affecting older adults and their families. During their work with elders and their families, staff members are expected to answer a variety of questions; most of which they have previous education and know the resources to guide their answers. Currently, however, staff members are often faced with elders and their families asking questions about their financial issues and strategies to address their concerns. Staff identified that they have trouble answering financial questions.</td>
<td>Developing and teaching this workshop may be difficult because 1.) no one at this agency has the necessary educational background or experience, 2.) some staff may not see the need for the class, 3.) more time is needed to cover the needed content than the customary 20 minutes allotted for in-service, and 4.) getting staff to come after work hours may be hard because the management doesn’t want to pay over time for the in-service time.</td>
</tr>
</tbody>
</table>

**Project Objectives (Chronological Order):**

1. Research current articles and books on finance and aging; could talk with experts in the field; review curriculum development resources.
2. Have meetings with all stakeholders to discuss ideas for content inclusion; jointly develop course objectives discuss ways to market classes.
3. Develop and implement marketing strategies.
4. Organize and develop each of the four (4) classes – (could Co-teach with interested supervisor/staff).
5. Develop Project evaluation process/tools.
6. Evaluate in-services and make any necessary changes.
7. Present Project and Evaluation to Agency.
8. Present Project to peers and faculty.

**Implications for Professional Development (a resume builder!):** Learn more about financial aspects; network with other professionals; plan, develop, implement and evaluate an identified solution (provide agency personnel needed in-service and materials for subsequent ones) that will enhance elders and their family’s lives and contribute to furthering the mission of an identified aging community organization.
<table>
<thead>
<tr>
<th>Objectives &amp; Tasks/Action Steps:</th>
<th>Responsibilities</th>
<th>Resources</th>
<th>Timeline</th>
<th>Success Evidence</th>
<th>Outcome Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What Will Be Done to reduce barriers and complete Project)</td>
<td>(Who Will Do It?)</td>
<td>(Funding, Time, People, Materials)</td>
<td>(Day/Month)</td>
<td>(Progress Benchmarks)</td>
<td>(Know goal was met)</td>
</tr>
</tbody>
</table>

1.) Research current articles & books on finance & aging; could talk with experts in the field; review curriculum development resources

| a. Conduct journal and book literature review. | Student | 2 afternoons on library web site and allow for 1 afternoon I library | Begin by 9/5/08 End by 9/28/08 | Have articles | Background and Need written for Proposal Draft |
| b. Call and talk with financial class professor. | Student | Two hours including time for return calls | Begin 9/5/08 End by 9/28/08 | Interviews completed | Interview summarized & tied to articles; discussed in Journal & in Proposal |
| c. Discuss curriculum development process with Intern Faculty Advisor | Student and Faculty | 1-2 hour meeting | Get appt on calendar by 9/5/08 Meet by 9/10/08 | Understanding of process components | Discussed in Journal and final product reflects process components |
| d. Based on lit review & interviews, discuss ideas for each of the 4 classes with Supervisor & Advisor (in Journal). | Supervisor & student | 2 days to read, organize thoughts, & draft objectives | Get appt on calendar by 9/10/08 Meet by 9/20/08 | Readings analyzed before meeting; objectives drafted by end of meeting | Give articles copies to Supervisor if she’d like; Each individual has draft objectives |

2.) Have meetings with all stakeholders to discuss ideas for content inclusion; jointly develop course objectives; discuss ways to market classes.

| a. Identify key stakeholders and a representative from each group to work with | Supervisor Student | Numbers to contact Place to meet Contact stakeholders & set date for 1st meeting | Get appt on calendar by 9/10/08; Meet by 10/5/08 Meet by 10/10/08 | Meeting scheduled Meeting scheduled | Meetings completed & discussed with Supervisor |
| b. Organize stakeholder meeting | ETC>>>> | | | | |
| c. Develop some method to assess stakeholder’s needs, abilities & expectations | ETC>>>> | | | | |

3.) Develop and implement
marketing strategies.

a. Assess usual methods at agency for marketing in-services.

4.) Organize & develop each of the four (4) classes – (could Co-teach with interested supervisor/staff).

a. Write draft outline of each class & discuss with Supervisor and Advisor

b. Finalize class outlines

c. Evaluate class

Continue to complete with all your objectives

Complete with all identified Objectives.

Complete projected budget – to be modified as project evolves. Be sure to check ahead about agency processes/timelines for getting reimbursed – Assume Nothing!!

Budget

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Budgeted</th>
<th>Spent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
<td>Agency</td>
<td></td>
</tr>
<tr>
<td>Copying handouts</td>
<td>15.00</td>
<td></td>
<td></td>
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<tr>
<td>Spiral binding</td>
<td>10.00</td>
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</tr>
<tr>
<td>Projector rental</td>
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<td>100.00</td>
<td>Receipts to be turned in 11/20</td>
</tr>
<tr>
<td>Video rental</td>
<td>50.00</td>
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<td>Receipts to be turned in 11/20</td>
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<tr>
<td>Meeting space</td>
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<td>NA</td>
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<tr>
<td>Refreshments</td>
<td></td>
<td>15.00</td>
<td>Receipts to be turned in 11/20</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>75.00</strong></td>
<td><strong>165.00</strong></td>
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</tbody>
</table>
# Culminating Community Project Action Plan Template

<table>
<thead>
<tr>
<th>Identified Agency Need/Management Issue:</th>
<th>Challenges/Barriers:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

## Project Title:

<table>
<thead>
<tr>
<th>Goal of Action:</th>
<th>Project Expected Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**How goal “fits” with Organization’s Mission, its Purpose:**

<table>
<thead>
<tr>
<th>Key Stakeholders’ Strengths:</th>
<th>Key Stakeholders’ Challenges/Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Intern:</td>
<td>Student Intern:</td>
</tr>
<tr>
<td>Agency Staff:</td>
<td>Agency Staff:</td>
</tr>
<tr>
<td>Management Team:</td>
<td>Management Team:</td>
</tr>
<tr>
<td>Elders/Families:</td>
<td>Elders/Families:</td>
</tr>
<tr>
<td>Gerontology Profession:</td>
<td>Gerontology Profession:</td>
</tr>
</tbody>
</table>

## Project Benefits to Stakeholders:

<table>
<thead>
<tr>
<th>Student Intern:</th>
<th>Agency Staff:</th>
<th>Elders/Families:</th>
<th>Gerontology Profession:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

## Project Objectives (Chronological Order):

<table>
<thead>
<tr>
<th>Implications for Professional Development:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

## Objectives & Tasks/Action Steps:

<table>
<thead>
<tr>
<th>Responsibilities (Who Will Do It?)</th>
<th>Resources (Funding, Time, People, Materials)</th>
<th>Timeline By When? (Day/Month)</th>
<th>Success Evidence (Progress Benchmarks)</th>
<th>Outcome Evaluation (Know goal was met)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Complete with all identified Objectives.

Complete projected budget – to be modified as project evolves.

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Budgeted</th>
<th>Spent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
<td>Agency</td>
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</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
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</tr>
</tbody>
</table>

C. Osborne June 11
### GERO 195A/B Culminating Project Proposal Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>4 Exceeds Expectation</th>
<th>3 Meets Expectation</th>
<th>2 Approaches Expectation</th>
<th>1 Below Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abstract</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Background Need &amp; Relevance &amp; Project Overview</strong> (NARRATIVE - all sections must be supported/cited)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduces overall goal/focus of Project (adult ed. class, training manual, resident activities program etc)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Describes general &amp; specific background for Project (historical &amp; current need for this Project)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Describes intended population (stakeholders; who will use it)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Describes how/why Project will benefit elders/families &amp; how you will include them in your process</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Describes why this project is important to &amp; congruent with this organization at this time (how it fits with their mission &amp; purposes; who the agency stakeholders are &amp; how they will benefit from the Project)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Explains how student &amp; partner/others collaborated to decide on this project</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Describes joint agreement for moving the Project to completion including how &amp; to whom you will market it</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Methodology</strong> ~ thoroughly completes all parts of PROJECT ACTION PLAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies Need/Issue resulting in Project</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Describes Challenges &amp; Barriers for all Stakeholders</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Clearly articulates Project Goal</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Clearly articulates Project Expected Outcomes &amp; how they will be measured &amp; analyzed</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Describes “fit” with organization</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Identifies strengths &amp; benefits of all Stakeholders</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Includes all Objectives for Project completion</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Includes sound Budget Projections</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Identifies Implications for Professional Development</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Conclusions ~ Summarizes Lessons Learned</strong> NARRATIVE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discusses surprises experienced during Proposal Process</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Identifies primary Take Home message(s)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrates sensitivity to holistic diversity throughout Proposal</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>States next steps – to ensure Project implementation &amp; Completion</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrates mastery of subject/topic (includes citations throughout (narrative) Proposal)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Professional Presentation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct Grammar &amp; Spelling</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Proposal was clear and logically developed</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Proposal includes citations</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Project directions followed (includes rubric)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Citations correctly written (APA)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Citations correctly Referenced (APA)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Completes Proposal by due date</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Sub Totals**

|                      | 92  | 84  | 56  | 28  |

**Overall Total**

/107

**Comments:**

*Key:* See Gerontology Presentation Rubric at the end of syllabus to determine what parameters are considered for 1, 2, 3, and 4 scores. Note the primary difference between scores 3 and 4 lies with the level of mastery of the topic, the depth and breadth of analysis of complex ideas (not superficial), and the clarity of thought (how easy it is to understand) (Nos 1, 2 & 5 on the Presentation Rubric).
Professional Portfolio

**Purposes:**
1.) To professionally organize and showcase the learner’s academic and experiential creative endeavors (projects, papers, brochures, etc) and experiences.
2.) To document the learner’s completion of identified student outcomes.
3.) To assist the learner in compiling a Professional Portfolio for use during job interviews including other course exemplars (Gero core and multidisciplinary Core courses.).

**Directions:**
1.) Buy a binder with side pockets. The size will depend on the amount and type of contents. For most students, a 2” binder will be fine.
2.) Determine your Professional Portfolio’s organizational format. You may design your Professional Portfolio any way you desire but it must look professional and contain at least the sections & components on the Checklist (see next page).
3.) Check off each of the requirements and place your Check List in the front pocket of the binder.
4.) **Suggestion:** Organize your Professional Portfolio at the beginning of the semester and keep it up-to-date as you progress in your Internship. Then at the end of the semester, it will be all completed and not a “chore” to put together when you’re already very busy getting ready for finals etc. You will also be able have it easily available at any time for any job interviews! 😊

**Evaluation/Grading Criteria:**
1.) Completeness based on Professional Portfolio Checklist (delineated content must be present to receive credit or Portfolio will be returned).
2.) Professional presentation of Professional Portfolio.
3.) Submitted according to agreed upon timeline.
GERO 195A Professional Portfolio Check List & Grading Rubric ~~
Use to Organize your Portfolio & Create your Portfolio Index
Use left check off box before you turn it all in (leave in front pocket)!!

<table>
<thead>
<tr>
<th></th>
<th>CR</th>
<th>NC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intern Experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Service Learning Plan (including goal and objectives attached) (SSLP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Resume Update for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Supervisor Resume</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Description of Field Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Internship Job Description (if there is one)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Sheet (signed by your supervisor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Gero 195A Learner Journal entries with faculty comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anything acquired from experience (forms, handouts, pamphlets, outlines from workshops, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Internship Projects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved Community Service Learning Proposal; Abstract of Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation Outline</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Products of any projects you worked on and/or completed. If no products are available, include a one paragraph summary of the project and outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Internship Seminar Experiences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Article Summaries attach grading rubrics (5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOFs attach grading rubrics (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified Ad for a Gerontologist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter to legislator (195B)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Internship Evaluations</strong> (include two (2) copies of each if you want to keep a copy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience Evaluation Summary (EES)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Self Evaluation of Core Competencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship Supervisor Evaluation of Student</td>
<td></td>
<td></td>
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<tr>
<td>Student Evaluation of Internship Supervisor</td>
<td></td>
<td></td>
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<tr>
<td>Student Evaluation of Agency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Evaluation of Course (can be handed in separately in Seminar)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Evaluation (will give copy after face to face evaluation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core &amp; Multidisciplinary Core Course Exemplars</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include at least one project, presentation, paper, test and all grading rubrics from each of the following Gerontology Major courses: Gero 100, 101, 102 &amp; 103</td>
<td></td>
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</tr>
<tr>
<td>Choose and include examples from a minimum of 4 other classes from the Gero Multidisciplinary Core.</td>
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</tr>
<tr>
<td>All Check List Components are present</td>
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<td></td>
</tr>
</tbody>
</table>
Bridging Theory and Practice

Gero 195B
Learning Outcomes and Course Objectives
GERO 195B Student Learning Outcomes

(Student Completes Form in Miscellaneous Section – signed by Supervisor and Faculty Advisor)

1. **Demonstrates understanding of fundamental interdisciplinary evidence-based knowledge.**

---

**Course Student Learning Outcomes**

1.1 Use knowledge of changing demographics while completing internship duties, Project Implementation & Presentation.
1.2 Demonstrate understanding of gerontologists' roles & responsibilities through completion of updated Classified Ad and discussions with students, faculty, intern supervisor, & agency staff in Internship.
1.3 Illustrate in Journal and Seminar how gerontologists in various roles affect & are affected by society myths, norms, & expectations.
1.4 Take a proactive role in communicating with others in the community about gerontology & its role as a service discipline & discuss in Journal & Seminar.
1.5 Use knowledge of how interrelationships among holistic variables affect older adults their families & discuss in Journal & Seminar.
1.6 Use theories & concepts drawn from core & interdisciplinary courses to promote the health & well being of aging individuals, families, & aggregate groups in Project implementation & discuss in Journal & Seminar.
1.7 Discuss how gerontological concepts, Nat'l Gero competencies, and theories relate to practice in this Internship setting with Supervisor & in Journal & Seminar.

2. **Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences and humanities.**

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**Course Student Learning Outcomes**

2.1 Use knowledge gained from required core, & elective gerontology courses when delivering service to designated population & discuss in Journal/Seminar.
2.2 Complete Journal according to guidelines, demonstrating analysis of Internship situations.
2.3 Complete Critical Thinking SL Questions in Journal demonstrating EB analysis while applying it to own practice.
2.4 Complete Project implementation & presentation according to Syllabus guidelines.
2.5 Discuss identified client & project needs with supervisor & respond in a knowledgeable, ethical, & professional manner.
2.6 Use the decision making process (assessment, planning, implementation & evaluation) in a professional manner to formulate alternative solutions to concerns & problems when working with older adults, caregivers, families, & professional staff.
2.7 Present counter viewpoints/ alternative hypotheses on various issues in Journal/Seminar.
2.8 Implement decisions/solutions for clients & families within agency policy, procedures, & structure.
2.9 Use EB research data when making decisions.
2.10 Take responsibility for own decisions in a professional manner.

3. **Synthesize and apply current interdisciplinary theory and evidence-based (EB) research in applied settings.**

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**Course Student Learning Outcomes**

3.1 Apply general concepts & theories from all major courses to specific Internship situations, focusing on holistic aspects of aging & discuss in Journal/Seminar.
3.2 Incorporate current EB research related to Internship practice area into Journal entries, Seminar discussions, & Project implementation & presentation.
3.3 Complete Research Analysis Critiques at an advanced beginner level of analysis & according to guidelines.
3.4 Use current EB research for Project implementation and presentation at an advanced beginner level.
3.5 Analyze how various disciplines’ theories work together in the agency to promote meeting the mission of the agency in Journal & Seminar.
3.6 Gather necessary data to thoroughly complete Service Learning Questions.
3.7 Bring sample EB research that could be helpful to the agency & discuss with Supervisor & in Seminar.
3.8 Discuss ways you use research in your agency in your Journal & Seminar.
3.9 Use methodologies correctly when implementing projects during Internship & in Project implementation & presentation.
3.10 Help others in your specific Internship setting & Seminar to understand how important EB research is in that setting.
3.11 Become a proficient consumer of EB research, applying findings to practice area & describing in Journal, & Seminar.

4. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others.

Course Student Learning Outcomes
4.1 Use understanding of own beliefs about diversity & aging when delivering service to elders and discuss in Journal & Seminar.
4.2 Use understanding of psychosocial, cultural and ethnic similarities & differences in the older population when working with elders and describe in Journal & Seminar.
4.3 Analyze how elders are treated and talked about in the agency and describe in Journal/Seminar.
4.4 Discuss with your supervisor and develop a plan how you can assist this agency in facilitating access for elders; include in Seminar discussions.
4.5 Discuss how this agency addresses the impact of race, class, gender and age on society in Journal.
4.6 Discuss how you can approach others who demonstrate ageism or use commonly generalized information across groups, specifically the older adult population.

5. Exhibit personal and social responsibility and ethical and professional behavior in all settings.

Course Student Learning Outcomes
5.2 Analyze similarities & differences of others’ viewpoints (aging clients/families & co-workers to your own & how they impact services rendered & describe in Journal/Seminar.
5.3 Demonstrate respect for all individuals & relationships while enacting internship & student roles and in Project implementation & presentation.
5.4 Relate successful methods for working with others having differing values/ beliefs & discuss in Seminar.
5.5 Formulate solutions for ethical concerns seen during internship experiences & discuss with Supervisor & in Journal & Seminar.
5.6 Use holistic understanding of an individual or family’s belief system when addressing ethical concerns in internship and discuss in Journal/Seminar.
5.7 Research at least one federal or state social bill related to own practice area, write your legislator regarding issue and discuss in Seminar.
5.8 Continue to identify need for change in agency policies with regards to specific internship population.
5.9 Describe in Journal & Seminar ways you advocated for elders/families during Internship experience.
5.10 Demonstrate knowledge of differences between personal and professional relationships & explains in Journal & Seminar.
5.11 Relate examples of own impact on others in professional relationships & document in Journal.
5.12 Demonstrate safe professional practice at all times by using Nat’l Geo competencies and Health promotion concepts when formulating and implementing strategies to assist elders/families in
Internship; discuss with Supervisor & in Journal & Seminar.

5.13 Research & review all skills before implementing in Internship.

5.14 Adhere & follow through on obligations & agency policies & contracts with all parties in the Internship practice setting.

5.15 Evaluate own professional goals in Journal.

5.16 Share knowledge & experiences with co-workers, other students, faculty, and Internship Supervisor.

5.17 Describe strategies reflecting own self direction related to own learning in specific area of internship.

5.18 Describe in Journal/Seminar, formal plans for planning for own life long learning.

5.19 Identify & evaluate own strengths & areas for improvement in an ongoing manner & communicate these to supervisor and faculty and summarize findings in Journal & evaluation.

6. Exhibit effective use of basic communication (written, oral, & interpersonal skills and information technology needed in a global information society).

Course Student Learning Outcomes

6.1 Demonstrate ability to listen & follow instruction.

6.2 Present ideas clearly both verbally and in writing (using APA format).

6.3 Compete all required projects & assignments (agency, course) at agreed upon time.

6.4 Use appropriate etiquette when communicating with others through electronic formats.

6.5 Correctly cite information sources when communicating information.

6.6 Communicate honestly in all relationships.

6.7 Give & receive positive & critical feedback in all relationships.

6.8 Use appropriate EB web sources when completing literature searches.

6.9 Maintain confidentiality at all times.

6.10 Learn, correctly use, & communicate findings of various assessment tools in the practice setting.

6.11 Evaluate, modify, & explain practice decisions to Supervisor & in Seminar based on thorough data gathering techniques & EB research findings.

6.12 Give appropriate & complete descriptions & reports to staff regarding interventions performed.

6.13 Discuss observations of how older adults communicate between & among individuals of various ages with Supervisor & in Journal & Seminar.

6.14 Discuss strengths & limitations relating to intervention skills with Supervisor & in Journal.

6.15 Always use appropriate lines of communication in the Internship practice setting & describe in Journal & Seminar.

6.16 Correctly follow agency protocols & procedures for interventions at all times.

6.17 Collaborate with all key players (includes faculty) for the Project change to occur; discuss process in Journal & Project implementation & presentation.

6.18 Describe own intervention/solutions directed toward identified change in Journal & Project implementation & presentation.

6.19 Demonstrate timeliness when collaborating with others to deliver services in Internship agency.

6.20 Use appropriate referral systems when referring clients & families.

6.21 Use appropriate communication lines when making referrals.

6.22 Write weekly evaluation of progress & completion of Learning objectives weekly Journals.

6.23 Write an evaluation of own strengths & limitations in Journal.
Gerontology Core Competencies

These Gerontology competencies are organized using the areas from the original Nursing Core Competencies from the AACN & John A. Hartford Foundation (2000) publication that grouped nursing competencies for gerontology and geriatric care.

CRITICAL THINKING

Content: Consideration of students and societal attitudes toward aging, and how the myths that older people themselves, family members, health care professionals, and society hold toward older adults influence the health care that older adults receive. Consideration of successful aging across a continuum that promotes an appreciation of how aging has changed through history and how aging is valued across cultures.

1. Recognize the contributions that aging persons make.
2. Define/describe the bio/psycho/social concepts and theories used to study aging.
3. Understand the influence of theory on policies and procedures in practice.
4. Modify practice and policy as concepts and theories indicate.
5. Evaluate the efficacy of theory as a way of designing interventions.
6. Identify aspects that may influence the interpersonal environment.
7. Understand the importance of evaluating popular media representations of aging.
8. Analyze the continuity of adult development in terms of prior psycho/social development.
9. Synthesize theories of positive aging and formulate a personal definition.
10. Examine how an older population impacts and is impacted by major social and political issues.

COMMUNICATION

Content: Sensory changes in hearing, vision, smell, taste, speech, touch, and movement that have a high potential to impair communication with older adults, and compensatory actions to assess and overcome or minimize these communication barriers. Techniques to assist providers decipher the "meaning" behind behaviors of cognitively impaired older adults.

11. Establish rapport and sustain effective working relationships with a wide range of older adults, their families, and caregivers.

ASSESSMENT

Content: Standard instruments to assess function, mental status, falls, social support, sleep, depression, pressure ulcer risk, and risk for complications during hospitalization; analysis of the usefulness of these instruments in practice. Modifications in history taking and physical examination to encompass changes common to older adults. Assessment of home and community living situations and analysis of how services (e.g., transportation, location, and environmental modifications) facilitate and impede independent living. Assessment of relationships among intergenerational families, the capacity and expectations of family members to provide care, family knowledge of caregiving, and assessment of family burden.

12. Understand the trajectories of improvement and/or decrement in individual functioning.
13. Employ appropriate assessment procedures to maintain optimal levels of functional capacity and adaptation, and to enhance life quality throughout the life cycle.

PROFESSIONAL PRACTICE SKILLS (clinical/direct service skills)

Content: Adaptation of technical skills (vital signs, physical assessment, injections, and infusions, and use of assistive devices) to accommodate changes common to older adults. Alternative strategies to the use of physical and chemical restraints in order to manage treatment interference in older adults.

14. Use knowledge of contexts to access resources, to frame interventions and to organize individual, family and community efforts.
15. Work effectively with other professionals to provide necessary services and resources for aging individuals, their families and support groups.

16. Develop statements of relationships between problems and solutions.

17. Understand how applied research can be utilized to improve practice.

18. Conduct literature reviews and utilize professional and scientific literature in gerontology to maintain currency in knowledge and skills and provided rationale(s) for practice and policies.

19. Understand the missions, objectives, staff, and target populations of agencies providing funding and services for elders.

20. Understand the requisite practice skills appropriate to the intended area of gerontological practice.

21. Understand the importance of program review and evaluation for program effectiveness.

22. Develop and implement programs and services for individuals, families and communities across the service continuum.

23. Advocate for necessary services and resources.

24. Employ appropriate intervention strategies within interdisciplinary context.

**HEALTH PROMOTION, RISK REDUCTION, & DISEASE PREVENTION:**

*Content:* Age recommendations in Healthy People 2010. Health promotion for older adults, irrespective of age or living environment: exercise; prevention of osteoporosis, injury; iatrogenesis and polypharmacy; immunizations; nutrition guidelines; and reduction of social isolation. Exposure to instruments to detect physical, psychological, and financial elder mistreatment and state guidelines for reporting elder abuse (resources appended).

25. Maintain currency in research findings of Evidence-Based Prevention studies.

26. Understand common threats to loss of independence: falls, medication management, and lifestyle.

27. Understand the role of service providers and community recreation and health services in their involvement with older persons.


**ILLNESS AND DISEASE MANAGEMENT:**

*Content:* Instruments and guidelines to identify and manage syndromes common to older adults, e.g., falls, iatrogenesis, polypharmacy, dementia and delirium, urinary incontinence, sleep disturbance, problems of eating and feeding, pressure ulcers. Understanding of how these syndromes present in older adults. Differentiation among delirium, depression, and dementia and management of acute and chronic pain in older adults. Consideration of the interaction of chronic and acute illness on the expression of symptoms and recovery from illness in older adults.

29. Maintain currency in research findings of Evidence-based disease management programs.

30. Understand health disparities among older adults and their impact on society.

31. Facilitate elders’ and families’ adaptive capacity related to disease and geriatric syndrome management.

**INFORMATION & TECHNOLOGY:**

*(Was Information & Health Care Technologies)* *Content:* Instruments and guidelines to prevent and recognize common areas of communication impairments in older adults. Technologies that directly impact function: hearing aids, assistive devices, and adaptive equipment. Technologies that facilitate adherence to treatment: electronic monitoring of clinical indicators such as blood pressure; glucose; aids to medication and treatment adherence; personal emergency response systems useful in alerting frail older people and their caregivers to potential untoward events.

32. Evaluate popular media for scientific accuracy to provide appropriate professional opinions.

33. Use technology to enhance older adults’ function, independence, and safety.

**ETHICS**

*Content:* Ethical issues that pose threats to the autonomy of older adults, e.g., ability to live independently in the community, self-medication, driving, and adherence to a plan of care. Decision-making about health care for older adults, e.g., decision-specific capacity, advance directives, informed consent, refusal of treatment. Decisions critical to older people as they transition between health care settings, e.g., placement, use of physical restraints and feeding tubes. Ethical dilemmas using age as a criterion for allocation of scarce resources, i.e. access to organ
donation and to intensive care units. Role of ethics committees in clarifying and resolving disputes around care of older adults.

34. Uses knowledge of general ethical principals and how they relate to professional practice in gerontology.
35. Appreciate the need for ethical accountability in practice.
36. Identify current ethical issues in the field of aging.
37. Behave ethically in relation to clients, colleagues, and the profession.

HUMAN DIVERSITY

Content: The ethnic, cultural, language, and socio-economic diversity of patients, families, and paid caregivers (nurses, nurse assistive personnel, physicians and therapists) who provide long-term care to frail older adults. An analytic framework for evaluating how the values and attitudes of frail older people and of the people who provide their care impact on when, how, and whether care is delivered, and the satisfaction of both patient and provider with that care.

38. Understand the variety of contexts within which aging can be examined and their implications for practice.
39. Identify how an older person is affected by the person-environment interactions.
40. Incorporate into treatment and service planning the relationship of race, ethnicity, and culture on health status, beliefs, help-seeking behaviors, practice, and health outcomes (i.e., traditional and non-traditional medicine).

GLOBAL HEALTH CARE

Content: Analysis of similarities and differences of global health care models that favor community long-term care over institutional care and that promote individualized care.

41. Recognize changing international demographics of aging.
42. Evaluate differing international models of geriatric care.

CARE SYSTEMS & POLICY


43. Recognize the reciprocal effects of aging on groups, social institutions and social policy over time.
44. Act to enhance the adaptive capacity of organizations to deal with change.
45. Identify a range of available services for elders in most communities.
46. Understand state and national aging policy and programs.
47. Understand the organizational structure of health services for older people.
48. Identify how policies, regulations, and programs differentially impact older adults and their caregivers, particularly among historically disadvantaged populations (e.g., women and elders of color).
49. Analyze the impact of an aging society on the nation’s health care system.

ROLE DEVELOPMENT ~ PROVIDER, MANAGER/COORDINATOR, PROFESSIONAL MEMBER

Content: Provider of Care: The use of interdisciplinary teams to assess and deliver care to older adults. Knowledge of how disciplines other than nursing contribute to the well-being of older adults. Complementary health practices, e.g., relaxation, massage, pet therapy, reminiscence and life review, acupuncture used by many older adults.
Analysis of the relative merits of teams and complementary health practices in improving care for older adults.

**Designer/Manager/Coordinator of Care:** Assessment and education strategies to maximize older adults and family participation in health promotion, disease prevention, and illness management. Quality improvement strategies to evaluate effectiveness of assessment and education activities on older adults and on families. Assess, supervise, and evaluate the care provided to older adults by licensed and unlicensed assistive personnel. Conflict resolution skills to redress conflicts among providers, older adults and families. **Member of a Profession:** The importance of illness prevention and end-of-life care for older adults. Analysis of how membership in, and participation on, boards of professional organizations and lobbying and political activities promote integration of prevention and end-of-life care for older adults into federal and state legislation, regulations, and reimbursement streams.

50. Conduct, utilize and disseminate applied research to improve practice.
51. Demonstrate appropriate socialization, including behavioral and organizational protocols, use of resources, and professional responsibilities.
52. Develop skills necessary for grant writing.

**Competencies are drawn from the following:**

**Nursing:**

**Social Work:**

**Gerontology:**


**NOTES:**
Core Competency Areas (e.g. Critical Thinking, Communication, Assessment) are from the AACN & John A. Hartford Foundation (2000) publication to group Nursing competencies. Competencies from the other disciplines (Social Work and Gerontology) were grouped within the Nursing Core Competency areas.

#s 8-10, 24, 28, 40 & 52 awaiting affirmation by AGHE.
GERO 195B
ASSIGNMENTS
Reflective Learner’s Journal
40 points possible; Need 30 to pass at 74%

Purposes:
1.) To provide a vehicle for learners to reflect on, incorporate and document application of gerontological theories and concepts into the chosen practice area.
2.) To provide the learner with a tool that can assist in analysis and synthesis of readings and feelings about Service Learning and internship experiences.
3.) To afford the learner with an opportunity for timely and consistent feedback on writing and critical thinking skills.

Welcome to our journey!! You will be keeping a Reflective Learner’s Journal in both Gero 195A & 195B. This will become part of your Professional Portfolio. In your Journal you will document your experiences, thoughts and feelings each time you go to your Internship or Service Learning Project. Through your Journal entries you will explore the what’s, how’s, why’s, and if you would do it again (if not, what you would do). Reflection time is hard to come by in our busy lives so this assignment “helps” you to be sure to not “just do” in your Internship but to really analyze your experiences and learn from them. The Reflective Journal also is a communication tool between you and I so you have a consistent opportunity to get assistance from me in this VERY important part of your educational process - that of “putting it all together”.

Your Journal is a place for you to be really honest about what’s going on. What you write is up to you. You need not agree with what’s going on or is said in Seminar or your Internship practice area. Your thoughts and feelings will not be judged though I will ask questions and comment on what you describe to assist you in critical thinking about your experiences. Please use this as a chance to dialog with me about your responses to all your experiences.

Your Journal is a place for you to be REACTIVE -- to discuss what’s going on in your Internship world in relation to topics you have studied or are studying, and feelings you are having about your experiences. It is a place for you to be PROACTIVE -- to actively plan to question, challenge, digest, and apply all the learning experiences you are having during the course. Students have commented in earlier evaluations that Journaling has really helped to bring together many of the concepts from all their courses and has better prepared them for their practice arena.

Directions:
1.) Follow this Reflective Journal Format (sample on following pages) to help you meet the purposes of the Reflective Journal (type format into your computer and save it). All sections must be addressed in each entry:
   Goal for the Day
   Objectives to Be Worked On
   Brief Description of Day’s Experiences
   Critical Thinking Analysis of Experience
   What Did Not Go as Planed or, Other Ways to Handle Situations
   What Worked for You and You Will Do Again
   Evaluation of Achievement of Goal/Objectives
   Answer to Weekly Assigned Question - see list after SAMPLE Journal entry)
2.) Make an entry for each time you do something in your Internship. Entries may be brief or extensive. The length is dictated by your experience during that particular day. Significant learning constantly happens, and this Journal is your chance to reflect, think and write - this helps the learning process! Note: If the experience is less than two hours - include it in another Journal Entry (noting extra hours etc).

3.) The weekly Reflective Journal must also address the directed questions (there are different ones for Gero 195A & Gero 195B) on the Reflective Journal Service Learning Directed Questions list. Include your answers at the end of your Journal entry. These answers will be discussed in along with your SOF in Seminar.

4.) Since this is a professional program and this Reflective Journal will be in your Professional Portfolio, entries must be typed.

5.) Email EACH JOURNAL with the Grading Sheet (can copy & past to a bank page so you can copy it and attach it!).

6.) Email your Journal entries WEEKLY – to your faculty advisor. We will read them, do track changes, and return them with thoughts and comments later that week, or early the following week. Be sure to read the comments so you will get feedback early on!! This will help you in your internship!!

7.) Permission for a late Journal may only be granted in advance by your faculty advisor. If Journals are not turned in at the agreed upon time, you will have to STOP your internship and receive a NC.

8.) Keep all Journal entries in chronological order as they are returned (read the comments of course and respond when appropriate). Place completed Reflective Journals with comments, in your Professional Portfolio (see Professional Portfolio guidelines). It will be returned to you at your Final Internship Evaluation Conference.

9.) Grading: CR/NC – each Journal may receive up to 40 points determined by completeness of each Reflective Journal section according to directions/example. Incomplete Section(s) will be returned for re-write/re-submission. Always resubmit with original entry so they can be compared 😊

### Attach this Rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Possible Points</th>
<th>Points Received</th>
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<tbody>
<tr>
<td>Goal for the Day</td>
<td>2</td>
<td></td>
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<tr>
<td>Objectives to Be Worked On</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Brief Description of Day’s Experiences</td>
<td>5</td>
<td></td>
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<tr>
<td>Critical Thinking Analysis of Experience</td>
<td>10</td>
<td></td>
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<tr>
<td>What Did Not Go as Planned or, on Reflection, Other Ways to Handle Situations</td>
<td>5</td>
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</tr>
<tr>
<td>What Worked for You and You Will Do Again</td>
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</tr>
<tr>
<td>Evaluation of Achievement of Goal &amp; Objectives</td>
<td>3</td>
<td></td>
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<tr>
<td>Answer to Weekly Assigned Question - see list after SAMPLE Journal entry)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
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</tbody>
</table>
Goal for Day:
To familiarize myself with the agency's policies and procedures necessary for effective functioning in this Internship and meet others in the office.

Learning Objectives to meet:
1.) Find the objectives from the course and your own learning objectives that you plan to work on and list them here. (They will likely be listed more than once as you work on them ☺)

Brief Description of Day's Experience (eg. meetings/inservices attended, clients seen, research completed, assessments done, work completed. This can be a list if you want):
Attended orientation meeting with two other interns - one from social work and one from RPTA. Met the department manager. Discussed our involvement in three identified projects. Divided up the work for the next month. Had “power lunch” with Assemblyman Berg’s Aide. Reviewed Mac computer skills. Discussed “phone protocols” as all in office take turns answering the phones.

Critical Thinking/Analysis of Experience (Things you could do to be a better learner; problems or discrepancies seen; discuss how experiences/events “fit” (or don’t) with what you’ve learned in classes and previous readings – be specific, and support and cite your thoughts – you can cite the research articles you are reading too ☺):
I'm really interested in advocacy for older adults. I will work on researching working advocacy programs and assist my Internship Supervisor (Josie) in the beginning development of a workshop for Senior Advocates. I can see how I have a lot more reading to do and must meet with many people downtown. I already surprised myself today though - I had several comments to contribute and one name to contact!! This was do in large part to a discussion we had last semester in Gero195A Seminar when two other students brought a list of individuals interested in participating in a neighborhood caring community project (Durrett, 2006). Thanks to them !!
Boy! Networking is really important. At first, the meeting with Patty Berg’s Aide seemed to be just a gossip session. Then I realized, in between what seemed like “Chit-chat” lots of important information was exchanged. Interesting - politics at another level was seen! We talked about this in NURS 163 & Gero 102 and I remember reading an article by Arnett (2005) about levels of government and advocacy, but it is so much clearer now that I am experiencing it! I'll have to be even more observant and a better listener. I'll talk to Josie about this tomorrow.

What Did Not Go as Planned or, on Reflection, Other Ways I Would Handle Situations that Came Up:
I had lots of questions but I was too timid in asking Josie so I left with even more questions than I came with! When I get there tomorrow I will ask her when we can spend a few minutes so she can answer the questions and then I'll be more effective in what I am doing. This is especially important as I have forgotten some of the things that made me proficient on the Mac. Time and practice will help, of course! I think I'll see if we can set aside some time each day to talk because I'm sure other things will come up just like this and I want to be sure to get her input as soon as I can. I can also use this time to talk about the Service Learning Questions so I can answer them in my Journal.
**What Worked for Me and I Will Do Again and Why:**

I listened a lot and observed others’ interactions. It gave me many clues about the organizational culture and communication patterns. I’ll write more about them in the future because I can already see how they affect how work gets done in this agency and how that will affect older adults. The interaction among us students was great. We have similar interests in older adults but different talents. We plan to use these and teach each other what we’re expert on… I think this will work great!!

**Evaluation of Goal/Objectives Achievement:**

I was really nervous today but that changed almost the minute I arrived. The Staff (all except one) and other students were friendly and we were all soon working collaboratively together. I think this was, in large part, due to the time and interest Josie took in answering questions, introducing all of us, and showing us around the agency. I feel I met today’s goal, and actually, then some, but I certainly have much more to learn before I’ll feel comfortable answering phones (so many Big name people call here … and they want the answers NOW!) and of course there’s the Mac use … and starting the Project … Good first day!

**Answer to Weekly Assigned Question:**

Write out question you are answering then answer the question. Attach any documents you gather in helping you answer the question.
Reflective Journal Service Learning Leadership Directed Questions

The purpose of these questions is to incorporate the student’s knowledge and expertise of gerontology coursework concepts/theories as applied to “real-life” experience(s) within the framework of the chosen internship agency. Please include the question and respond to it (in this weekly sequence) as the final question to each journal entry. We will discuss these in the Seminars so be sure to answer them by the noted Seminar date (you may want to make a copy of your answers to bring to Seminar).

Weeks 1-5 Due by Seminar #2

Week 1
195A: What is the agency’s mission statement? Describe how your own values and beliefs about aging coalesce with your chosen agency?

195B: Analyze how the agency’s written information to consumers (brochures, flyers, advertisements, etc). Describe how it correlates with their mission and business philosophy of serving older adults.

Week 2
195A: What is the organizational structure or management hierarchy (lines of reporting) within your agency? Include a chart of your findings, and the insight(s) you gained.

195B: Analyze how the organizational culture affects the outcomes of the agency’s mission. Is the hierarchical chart adhered to for communication lines within the organization? Explain.

Week 3
195A: Briefly describe how the agency addresses the psychosocial needs of the older adult population they serve.

195B: What assessment tools, if any, does the agency use to monitor the changing needs of their clientele? What mode of communication does the agency employ to communicate these results to appropriate personnel?

Week 4
195A: Describe the demographics of the aging population your agency serves, and identify the challenges the agency must overcome to supply excellent service to these elders. Identify how your agency collaborates with to provide services for elders.

195B: Based on the specified demographics of your agency’s service population, describe supply and demand issues and how the agency responds to them. Analyze the outcomes of your agency’s collaboration with others in providing services for elders.

Week 5
195A: Describe ethnicity of population served, and how the agency addresses specific cultural norms and mores of this elder population.

195B: Choose one ethnic group of persons served by your agency and discuss "generation-gap" issues that exist between the younger an older members of this group (e.g. How do Asian elders view participating in an Adult Day Center vs. their adult children and grandchildren’s view).
Weeks 6-11 Due by Seminar #3

Week 6
195A: What modes of payment do the client’s served at your agency utilize to purchase services? Are there governmental funds that are available for participants on a limited income?
195B: In collaboration with your agency supervisor, identify how fiscal decisions are made. Are grants or private sponsors used to support programming?

Week 7
195A: Identify and discuss ethical questions/issues the agency must address while serving the aging population.
195B: Is there an established ethics committee within the agency? If so, describe a common agenda. If there is not a committee, why?

Week 8
195A: Describe how your agency does or does not provide a holistic approach (biological, psychological, sociological, cultural, spiritual, gender perspectives) toward serving the elderly. Provide at least two examples.
195B: With permission from your agency supervisor, ask a client/consumer how they feel their needs are being met at the agency. Are there areas that could be improved?

Week 9
195A: Specify at least two areas of social policy that affect the agency’s organizational protocol and illustrate possible strategies for advocacy.
195B: Choose one social issue that affects the operation of the agency, and write a letter to your local senator or assembly member specifying what needs must be address (remember to back it up with hard data & include a copy of the letter in your Journal).

Week 10
195A: Identify two community services/resources that would assist the development of your agency’s goals/mission. Include name, address, phone, web/email address, and illustrate how a professional alliance between these agencies would build a stronger front?
195B: Visit one community agency that provides a similar service to your agency, and describe your first impressions: organizational culture, environment, client participation, etc.).

Week 11
195A: Briefly describe a situation where you did not agree with a co-worker/or supervisor and the steps in which you took to professionally express your idea(s). What took place?
195B: Briefly interview the President/Director of the agency and inquire about specific gerontology education/experience that lead s/he to this position. Discuss how having a gerontology degree would be beneficial to staff and clients in this organization.
Weeks 12-1 Due by Seminar #4

Week 12
195A: How do older adults in your agency adapt to changes? Discuss underlying concerns of the older adult, family members, and community?

195B: How does the agency address client/consumer suggestions, concerns, or complaints? Describe the protocol, if any.

Week 13
195A: Describe one biological theory of aging as it relates to the population served by the agency. Discuss how the agency addresses the theory through its programming and education.

195B: Via the Internet, find a recent research study that addresses a specific population served by the agency. Discuss how the agency addresses the theory (cited in the article) through its programming and education.

Week 14
195A: Describe one psychosocial theory of aging as it relates to the population served by the agency. Discuss how the agency addresses the theory through its programming and education.

195B: How do the participants/clients of the agency relate to one-another? Discuss the process in which new clients/service recipients acclimate to their surroundings/agency service vs. more experienced clients.

Week 15
195A: Describe how your view of serving the elder population has changed throughout your experiences and how your gerontology education has supported your role at the agency.

195B: Describe how your views of serving the elder population have evolved throughout your second internship and how the Seminars and your intern supervisor have facilitated these.
Research Article Analysis Summary Guidelines

**Purposes:**
1. To explore current thoughts and facts on topics which are pertinent to your field placement.
2. To help you analyze, synthesize, organize and communicate information you’ve read on a given topic/article into coherent, usable thoughts to use in discussions and papers related to this and other gerontology courses.
3. To provide you with the opportunity to practice your writing skills in a short paper.
4. To provide you with the opportunity to receive feedback on your writing and critiquing skills.

**Directions:**
There are many topics of interest to you, your clients and staff related to your field placement. This is your chance to explore some of the ones that interest you. The intent is that you will use information gained from these readings and summaries in your field practice, seminars, other coursework and your Project. Remember to talk about the articles in your journals as you use the information in your practice!

**Process/Guidelines**
2.) Choose articles related to your field of study.
   - You will do five (5) of these Summaries throughout the semester: two (2) turned in the second Seminar meeting, two (2) the third Seminar meeting, and one (1) the fourth seminar).
   - All of the articles must be research studies from current Journals to receive credit.
   - Remember to cite according to APA.
   - No late papers will be accepted. Articles must be turned in on time in Seminar for continued participation in the internship.
2.) Read each article.
3.) Think about what the author is trying to communicate to you, the reader.
   - Identify primary points made in the article.
   - Decide what you know/believe about the topic.
   - Do you agree or disagree with the author? Why/why not?
   - How is/is not the article relevant to your practice?
5.) Write a 350-400 word summary analysis of the article (about three – four typed pages; include Title page for each article, followed by an abstract YOU write about YOUR analysis of the article. For this paper you may put reference(s) at the end of the last page if you like. Use correct paper writing format (introduction, body and conclusion).

**HINTS:**
- Direct the summary toward readers who have not read the article being summarized. Remember that summaries give main points or facts in a condensed form. Details, illustrations and elaboration are omitted). This is not easy and why we all need to practice it!
- Give the reader a clear overview of the article’s main points – summarize them.
- Be aware of differing points of view/opinions – yours and the author’s – analyze these and comment on them. It is OK to disagree – just validate/support why you do!
- Comment on your personal appraisal of the article - its construction, content and validity, as compared with other information you are aware of from your studies – could cite other works here.
- Comment on the relationship the topic has/does not have to gerontological practice.
- Conclude your summary analysis with how you plan to use the information gained in this article in your gerontological practice. If you will not use it, explain why.
- Use correct grammar, punctuation, spelling and essay structure.
- Attach the article to the back of your Analysis.

5.) Read and Rewrite and rewrite! Be sure you have addressed the assignment, that your thoughts are understandable and this is a product you are willing to show others; check the writing rubrics.

6.) When you are done, (you) write a 150-200 word abstract of YOUR analysis summary (Goes after the Title page). Post it along with your SOF to SacCT by 5 pm Wednesday before class.
7.) Remember to discuss your article(s) with what you are learning in Seminar.

**Evaluation/Grading Criteria** (CR/NC - ≥74%) (must be turned in on time to get credit. Incomplete will be given if late) Note: If deemed NC, Summary will need to be redone for CR (needed to pass course).

---

**Research Critique Grading Rubric**

45 points possible; Need 34 points to pass at 74%

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes comprehensive abstract of analysis</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Introduces topic/concept and then ties to specific research article. (Summary directed toward readers who have not read the article.)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Succinctly summarizes article’s main points.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Straightforwardly describes awareness of differing viewpoints/opinions (author/self) validates/supports thoughts!</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Comprehensibly comments on personal appraisal of the article - its construction, content and validity as compared with other information you are aware of from your studies – could cite other works here.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Critically discusses relationship the topic has/does not have to gerontological practice.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Demonstrates depth in analysis about information’s use in personal gerontological practice. If not, explains why.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Uses correct grammar, punctuation, spelling, essay structure, and APA formatting</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Attaches article to the back of Analysis.</td>
<td>0 5</td>
</tr>
</tbody>
</table>

**TOTAL POSSIBLE = 45**

Comments
Research Article Critique and Book Analysis Presentations
(included in SOF in Seminars)

**Purposes:**
1.) To present an opportunity for students to organize their thoughts and speak in small groups.
2.) To assist in the dialogue between and among students regarding the assigned readings on chosen topics.

**Directions:**
1.) Review your written Article Critiques and Thoughts on your text book for the second, third and fourth Seminars.
2.) Be prepared to discuss your summaries & feelings about the articles and what you read in the book, in seminar as you talk discuss your SOFs and others' Intern experiences (see SOF guidelines).

Evaluation/Grading Criteria (CR/NC): Grading is done based on thoroughness, group participation, & timely assignment completion. If not present, must be made up in future class.

Seminar Organizing Framework (SOF)

*Think Ahead .... And Send it to SacCT!!*

**Purposes:**
1.) To facilitate reflection and critical thinking about own and other's Internship experiences.
5.) To use an organizing framework to analyze internship occurrences when preparing for Seminar discussion.
6.) To provide a vehicle that assists all participants to think about solutions to issues prior to coming to class.
4.) Practice stating a case in 15 minutes or less.

**Directions:**
In preparation for Seminar each month, reflect on situations that occurred in your internship during the past weeks ~~ you probably wrote about them in your Journal 😊! There will be three (3) SOFs. Check Rubric!!

1.) Make a brief **outline** (1-1/2 page) of key thoughts using the following four (4) areas. **Incorporate what you learned from your Service Learning Questions, TimeLine, Ad, and article(s) and the connections you have made with your text reading** for this month as you develop your key thoughts for presentation.
   a.) Identify issues, challenges, and positive aspects in your field placement; Answers to SL Questions; connects issues and challenges to text and research articles, TimeLine, Classified Ad, Legislator Letter (SL assignment); includes Project Update
   b.) Identify themes seen in the identified issues & challenges.
c.) Describe insights that occurred to you during the month.

d.) Discuss conclusions you have drawn about the situations, organization, people, etc.

e.) Discuss how the articles and your book connects with your Internship experiences.

2.) Post the SOF to your assigned SacCT Discussion Group Folder by 5 pm the Wednesday prior to Seminar.

3.) Read your group members’ SOFs and come to Seminar prepared to comment, question, and provide solutions for your group members.

4.) Bring a copy (can print from SacCT) of your SOF (in paper folder) to Seminar to speak from and turn in to your assigned faculty member. Please **ATTACH THE GRADING RUBRIC**

5.) Plan to present a **ten-fifteen (10-15)** minute summary using your SOF and how your text/articles did/did not support your internship experiences. A couple of minutes will be allowed for questions, comments, and suggestions.

6.) Enjoy practicing “getting your thoughts together”, making the connections and helping your classmates!!

**Evaluation/Grading Criteria:** (CR/NC - ≥74%) (must be turned in on time to get credit. Incomplete will be given if late) Note: If deemed NC, Summary will need to be redone for CR (needed to pass course).

---

### SOF Grading Rubric

40 points possible; Need 36 points to pass at 74%

| Student Name: ______________________________ | SOF # ______ |
| Date: ___________ | |

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify issues, challenges, and positive aspects in your field placement; Answers to SL Questions; connects issues and challenges to text and research articles, TimeLine, Classified Ad, Legislator Letter (SL assignment); includes Project Update</td>
<td>0 1 11 12 14 15</td>
</tr>
<tr>
<td>Identifies themes seen in the identified issues/challenges.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>Clearly describes insights that occurred to you; connecting to text and research articles</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>Discuss conclusions you have drawn about the situations, organization, people, etc; connecting to text and research articles</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>Posts the SOF to your assigned SacCT Discussion Group Folder by 5 pm the Wednesday prior to Seminar.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>Turn in, in paper folder to faculty in Seminar.</td>
<td>0 1 2 3 4 5</td>
</tr>
</tbody>
</table>

**TOTAL POSSIBLE = 40**

Comments
Personal and Career-TimeLine

People/Events

Date/Year

Purpose:
1.) To afford participants an opportunity to examine people and events/situations leading them to a career in gerontology.

Directions:
1.) Think about all the people and events in your life that have directed you toward your interest and love of elders. Think about when and why you decided to become a gerontologist.
2.) Assign a situation descriptor or name and place it on the timeline.
3.) Place the date/year beneath it.
4.) Analyze what you see when you have completed your Career TimeLine. Based on your history, decide what your perfect career would be.
5.) In one-two paragraphs summarize your comparisons & conclusions about your Career-Line. Include your vision for elders & how you will achieve this.
6.) GERO 195A – Put your Career-Line & Analysis Summary in Turn In folder & include in SOF discussion.
7.) Gero 195B – Update your Career-Line & Analysis Summary from 195A & put in Turn In folder & include both in SOF discussion.

Personal & Career TimeLine Grading Rubric
25 points possible; Need 19 points to pass at 74%

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scoring</th>
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</thead>
<tbody>
<tr>
<td>Career Time Line includes situation descriptor/name.</td>
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</tr>
<tr>
<td>Date/year is beneath situation descriptor/name.</td>
<td>0 1</td>
</tr>
<tr>
<td>In 1-2 paragraphs summarizes comparisons &amp; conclusions drawn from Career TimeLine analysis. Include your vision for elders, your current thoughts on the perfect career for you, &amp; how you will achieve this.</td>
<td>0 2 4 6 8</td>
</tr>
<tr>
<td>Discusses conclusions in Seminar</td>
<td>0 2 3 4 5</td>
</tr>
<tr>
<td>Career TimeLine is depicted in a professional manner</td>
<td>0 2 3 4 5</td>
</tr>
<tr>
<td>Turn in, in paper folder to faculty in Seminar.</td>
<td>0 5</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE = 25</strong></td>
<td></td>
</tr>
</tbody>
</table>

Comments
## Classified Ad for a Professional Gerontologist

### Purpose:
1. To assist the participant in articulating what a gerontologist does in a brief format that could be used by journalists or employers when advertising a position.
2. To give the participant the opportunity to formulate and practice describing why an organization needs a gerontologist and how and what they would do for the organization if hired.

### Directions:
1. Think about your dream career in the field of gerontology (Identified on from Time-Line).
2. Think about all you have learned in your courses, service learning, and life experiences. Review your Timeline for clues about where you’ve been and where you are going 😊
3. Examine print and internet job announcements/ads related to the career you are interested in. **Note how the Ads are written – what is included, what else need to be included. ATTACH THESE TO YOUR FINISHED PRODUCT along with GRADING RUBRIC**
4. Being a Gerontologist, you know the skills and attributes people in this organization need to possess to help the agency meet its mission.

#### GERO 195A Students:
2.) Describe your dream career in one reflection **paragraph** (re-read what you said in your timeline).
3.) **List the key attributes, talents, and skills that you need to learn more about** to start this career.
4.) Write an **Ad** that recruits the best prepared person for this position. Talk about it during your SOF and put both along with sample Ads in your Turn-in folder.

#### GERO 195B Students:
4.) Review some new Ads in print/online (attach) and **Update** your 195A Professional Classified Ad and 195A reflection paragraph).
5.) **List the key attributes, talents, and skills that because of your education, YOU will bring to the role and this Organization.**
6.) **Write** no more than three sentences saying why they should hire YOU!! Talk about during your SOF and Put both in your Turn-in folder.

### Professional Classified Ad Grading Rubric ~~ GERO 195A
30 points possible; Need 22 points to pass at 74%

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection paragraph succinctly describes own dream career</td>
<td>0 2 4 6 8</td>
</tr>
<tr>
<td>Lists attributes, skills, and talents needed to this job</td>
<td>0 2 4 6 8</td>
</tr>
<tr>
<td>Ad clearly depicts attributes, skills, and talents needed to this job</td>
<td>0 2 4 6 8</td>
</tr>
<tr>
<td>Turn in, all required elements in paper folder to faculty in Seminar.</td>
<td>0 6</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE = 30</strong></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
</tr>
</tbody>
</table>
# Professional Classified Ad Grading Rubric ~ GERO 195B

30 points possible; Need 22 points to pass at 74%

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised Reflection paragraph succinctly describes dream career</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>Lists attributes, skills, and talents needed to this job</td>
<td>0 2 4 6 8</td>
</tr>
<tr>
<td>Ad clearly depicts attributes, skills, and talents needed to this job</td>
<td>0 2 4 6 8</td>
</tr>
<tr>
<td>Writes no more than three sentences RE: why you should be hired</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>Turn in, all required elements in paper folder to faculty in Seminar.</td>
<td>0 6</td>
</tr>
</tbody>
</table>

**TOTAL POSSIBLE = 30**

Comments
Gero 195B

Project Implementation, Evaluation & Presentation

1.) Implementation Process
   • Do it based on your Proposal!! If things change (and they probably will) then make additions to
     the written proposal, and give copies to both your supervisor and faculty advisor.

2.) Evaluation Process
   • Evaluate your Project development process and product based on your Proposal
     Outcomes
   • Analyze the data from the above evaluation. Discuss them in your Experience Evaluation
     Summary (EES) and Presentation Outline.

3.) Conclusions
   • Draw overall conclusions about the process you used to complete the project and how well your
     end product met the projected Outcomes. Discuss them in your Experience Evaluation
     Summary (EES) and Presentation Outline.
   • Make recommendations to students for future projects (remember to talk with your supervisors).
     Discuss them in your Experience Evaluation Summary (EES) and Presentation Outline.

(Don’t forget to keep your eye open for conferences where you can present this !!)

Project Presentation

1.) Plan how you will present what you did (don’t forget this takes time).
   • Choose a Power Point, Overhead, Poster Presentation, or combination method.
   • This is usually the same one you will use at your agency 😊
   • Make an Outline of your presentation (see below and include main points - no more than 3
     pages). Email Presentation Outline to your faculty advisor by the 3rd Seminar
   • Email your Project Abstract to Dr. O (osbornec@csus.edu) by the 3rd Seminar also. This
     is required to be able to present your Project and complete the course !!

2.) Presentation Components (CSUS – We recommend using same one for agency 😊)
   Use the following Grading Rubric & the Rubric for Program Learning Outcome #8 found (in
   Miscellaneous Section of Workbook) when you are preparing your Presentation. Attach the Rubrics
   to a copy of your ppt or final outline and give to your faculty advisor before you begin your
   presentation.
   • Clarity and visual effects are important in any professional presentation. It is important to tie what
     you did to theory so be sure to cite your references (verbally and in the ppt throughout, not
     just at the end). In developing your presentation, think about what would attract you to want to
     attend this presentation at a conference. Think about the types of methods you learn best from
     and how you can keep your audience actively involved.
   • Use Grading Rubric to organize your presentation (should include (but not limited to) all the
     areas on the Rubric).
   • Handouts - Bring any information you want the participant to take home with them! It always
     Helps (ie agency brochure, abstract of Project, outline of Presentation)!!

General Presentation Helpful Hints
   • When preparing for your 20 minute “Highlight Summary” remember to briefly describe your
     agency/organization and internship, and introduce your Supervisor!
   • Remember to cite your sources/references throughout! Tie Practice to Theory!!
   • Be Professional! Remember to apply adult learning concepts when preparing for all aspects of
     your presentation (colorful and interesting power point slides and any handouts).
   • Plan time for questions (5 minutes) – you did great work and people will be interested!! 😊
   • Make & bring enough handout copies for all of the participants (usually ~ 25!)
3.) Present your product to your agency before our Presentations if at all possible, so you can include how it went in your presentation! Remember you must give a copy of your Project to your Supervisor (or give it to him/her at our Presentations).

4.) Remember to invite your Supervisor to the Presentations (early to get on their schedule and for me to get a parking permit for them) and remind them as it gets close to the day! (The day is always the Friday morning before Finals Week and I will know times before the last Seminar).

5.) Present to your classmates!! Present a copy of your product to the Gero Program so others can see it!!

6.) Celebrate your great success!!
## GER 195B Culminating Project Presentation Grading Rubric

<table>
<thead>
<tr>
<th>Abstract Highlights &amp; gives rational for choosing Project</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief description of Your Agency and Internship</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Project Highlights (background &amp; relevance of supported with citations)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Population – all stakeholders</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Benefits to all stakeholders</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Importance to/congruence with Agency mission/ goals</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Project Description</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Describes overall goal &amp; objectives</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Describes how you marketed your Project</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Describes how and with whom you collaborated</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Project Methodology</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Incorporates Action Plan data</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Includes analysis of agency presentation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Project Outcome Evaluation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Illustrates how project’s outcomes were measured</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Clearly describes analysis of results from evaluations</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Describes worked and what didn’t; what you will do differently on future projects</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Conclusions – Summarizes Lessons Learned</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Discusses surprises experienced during the Project</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Identifies primary Take Home message(s)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>States next steps - how the experience changes your views or future interactions with others</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Makes Recommendations for future projects based on experience/research</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrates sensitivity to holistic diversity throughout presentation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrates mastery of subject/topic (includes cites throughout presentation)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Professional Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct Grammar &amp; Spelling</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Presentation was clear and logically developed</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Presentation uses adult learning theory principles (handouts, ppt easy to read and follow, etc.)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Presentation includes citations</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Presentation engaged the audience</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Project directions followed (includes rubric)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Citations correctly written (APA)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Citations correctly Referenced (APA)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Completes presentation within time frame</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sub Totals</td>
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<tr>
<td>/96</td>
<td>/87</td>
<td>/58</td>
<td>/29</td>
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<tr>
<td>Overall Total</td>
<td>/111</td>
<td></td>
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</tr>
</tbody>
</table>

**Comments:**

**Key:** See Gerontology Presentation Rubric at the end of syllabus to determine what parameters are considered for 1, 2, 3, and 4 scores. Note the primary difference between scores 3 and 4 lies with the level of mastery of the topic, the depth and breadth of analysis of complex ideas (not superficial), and the clarity of thought (how easy it is to understand) (#s 1, 2 & 5 on the Presentation Rubric).
Professional Portfolio

Purposes:
1.) To professionally organize and showcase the learner’s academic and experiential creative endeavors (projects, papers, brochures, etc) and experiences.

2.) To document the learner’s completion of identified student outcomes.

3.) To assist the learner in compiling a Professional Portfolio for use during job interviews including other course exemplars (Gero core and multidisciplinary Core courses,).

Directions:
1.) Buy a binder with side pockets. The size will depend on the amount and type of contents. For most students, a 2" binder will be fine.

2.) Determine your Professional Portfolio’s organizational format. You may design your Professional Portfolio any way you desire but it must look professional and contain at least the sections & components on the Checklist (see next page).

3.) Check off each of the requirements and place your Check List in the front pocket of the binder.

4.) Suggestion: Organize your Professional Portfolio at the beginning of the semester and keep it up-to-date as you progress in your Internship. Then at the end of the semester, it will be all completed and not a “chore” to put together when you’re already very busy getting ready for finals etc. You will also be able have it easily available at any time for any job interviews! 😊

Evaluation/Grading Criteria:
1.) Completeness based on Professional Portfolio Checklist (delineated content must be present to receive credit or Portfolio will be returned).

2.) Professional presentation of Professional Portfolio.

3.) Submitted according to agreed upon timeline.
# GERO 195B Professional Portfolio Check List & Grading Rubric

Use to Organize your Portfolio & Create your Portfolio Index

Use **left** check off **box** before you turn it all in (leave in front pocket)!!

<table>
<thead>
<tr>
<th><strong>√ Intern Experience</strong></th>
<th>CR</th>
<th>NC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Service Learning Plan (including goal and objectives attached)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Resume Update for 195B (including all projects done in 195A &amp; B)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Supervisor Resume</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Description of Field Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Internship Job Description (if there is one)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Sheet (signed by your supervisor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Gero 195B Learner Journal entries with faculty comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anything acquired from experience (forms, handouts, pamphlets, outlines from workshops, etc.)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Internship Projects</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Service Learning Proposal with Abstract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation Outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Products of any projects you worked on and/or completed. If no products are available, include a one paragraph summary of the project and outcomes.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Internship Seminar Experiences</strong></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Research Article Summaries attach grading rubrics (5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOFs attach grading rubrics (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeline (include both 195A &amp; 195B ones)</td>
<td></td>
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</tr>
<tr>
<td>Classified Ad for a Gerontologist (include both 195A &amp; 195B ones)</td>
<td></td>
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<tr>
<td>Letter to legislator (195B)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Internship Evaluations</strong> (include two (2) copies of each if you want to keep a copy)</th>
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</thead>
<tbody>
<tr>
<td>Experience Evaluation Summary</td>
<td></td>
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<tr>
<td>Student Self Evaluation of Core Competencies</td>
<td></td>
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<tr>
<td>Internship Supervisor Evaluation of Student</td>
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<tr>
<td>Student Evaluation of Internship Supervisor</td>
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<tr>
<td>Student Evaluation of Agency</td>
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<tr>
<td>Student Evaluation of Course (can be handed in separately in Seminar)</td>
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<tr>
<td>Faculty Evaluation (will give copy after face to face evaluation)</td>
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<tr>
<th><strong>Core &amp; Multidisciplinary Core Course Exemplars</strong></th>
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<tr>
<td>Include at least one project, presentation, paper, test and all grading rubrics from each of the following Gerontology Major courses: Gero 100, 101, 102 &amp; 103</td>
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<tr>
<td>Choose examples from a <strong>minimum of 3</strong> other classes from the Gero Multidisciplinary Core.</td>
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<tr>
<td>All Check list Components are present</td>
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<tr>
<td>Professionally Presented</td>
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<tr>
<td>Submitted on Agreed upon time</td>
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</table>
Minors
Culminating Senior Project
FOR MINORS TAKING Gero 195B
Culminating Senior Community Project

Purposes:
1.) To enhance collaboration skills between students and agencies while identifying and addressing a common need or interest for an agency project.

2.) To use students’ evidence-based knowledge and gerontological skills to optimize the development of the agency’s overall functioning.

3.) To afford students the opportunity to research particular areas of interest in connection with their chosen agency's purpose.

4.) To give students the opportunity to learn and develop grant/program proposal skills.

5.) To encourage students’ use of creative thinking when developing a visual or written professional presentation for classmates and faculty.

6.) To provide the student with a professional product that can be used for a state or national presentation.

7.) To provide the agency with a professional product that can be used after the interns graduate.

You will be collaborating with your supervisor to determine an agency project that they need and you are interested in completing. You will be preparing a proposal during that documents your program/project plans. You will use this proposal to guide the planning, implementation, evaluation, and presentation of your project in GERO 195B. (Minor students’ COMPLETE a smaller project than Major students).

Students are expected to work progressively on the Senior Community Project throughout the semester while completing their Internship experiences based on their goals and objectives. Students must keep faculty advisor and supervisor up to date (email, journal or in person) on progress (challenges and joys) throughout the semester. Failure to do this will result in NC for the course.

GERO MAJORS Changing Internship Sites:
If you have changed internship sites and are completing a new DRAFT Proposal then you need to follow the timelines set forth for Minor Students in order to complete your Project in a timely manner and complete the course. Please see next section.

GERO MINORS:
Your DRAFT PROPOSAL must be done and turned in to your faculty advisor no later than the 2nd Seminar – so start soon! 😊 It will be read and returned to you within two weeks. After you make the necessary DRAFT PROPOSAL changes and they are approved by your faculty advisor, you will get the Project contract signed by all involved. This must be done prior to beginning your Project and since you are on a short time line it should be done as early as possible!! This project must be “doable” within your intern hours during 195B. The Project implementation must be completed and signed off no later than the last Seminar in the semester to receive credit for 195B.

Awesome Benefit:
When you are done with this project you will have made a great contribution to the elder population, given your agency a usable product, and have prepared yourself to present your great work to your classmates and possibly to other gerontologists at a professional conference! Check with faculty and on the announcement board for possible conferences!!
Gero 195B Total Process Components:
Proposal (GERO 195B if minor)
Implementation (GERO 195B)
Evaluation (GERO 195B)
Power Point Presentation (GERO 195B)

Process to Complete Project:
1.) Discuss with faculty supervisor & Submit Senior Community Project Proposal DRAFT no later than the 2nd Seminar. Earlier will be better!
2.) GERO 195B Minor students must complete both Proposal and Project by the last Seminar or an Incomplete will be awarded.
3.) Discuss your project progress with faculty advisor & agency supervisor throughout your internship while you complete the Project & Evaluation (Gero 195B).
4.) Plan for presentation (Gero 195A students attend, Gero 195B students present).
5.) Leave copy of your Project with the Agency and the Gerontology Department.

Proposal
A “project/grant proposal” makes a case for the Project and describes the steps needed to complete the project – it is research and history-based and action/behavior oriented. Your Proposal will be written in commonly used “grant format” so you will have experience putting together information in a way that most grantors require and so that you will have the necessary plan for a successful Culminating Senior Community Project!! Remember to make it “doable” in the time frame of one semester!!

The format for this Proposal is a combination of Narrative and Action Plan.

Professional Presentation:
   a. The Narrative Introductory portion of the Proposal DRAFT should be approximately 4-6 pages.
   b. The Culminating Community Action Plan portion will vary depending on the number of objectives and Action Steps you have to complete your Project. You can download the Action Plan from the Gero 195A/B SacCT website. I would start with completing the Action Plan and then work on the writing of the narrative portion 😊
   c. Your conclusions are Narrative and include Expected Outcomes and Evaluation Process of the Project, and overall Project Conclusions and Recommendations for future projects.
   d. Include the Contract Sheet in Appendix (for signatures when it is no longer a DRAFT 😊).

Content Sections:
1. This is a research paper and thus you must always support your opinions and ideas by citing your evidenced-based research sources.
2. The Proposal includes the following sections/parts (INCLUDE GRADING RUBRIC):
   a. Title Page (Include possible Project title)
   b. Project Abstract
   c. (Narrative) Background Need & Relevance & Overview of the Project (remember, all areas need to be backed by research. Use the articles you are reading for Seminar if you can 😊
      1. Introduce the overall goal/focus of your Project (adult ed class, training manual, brochure, visual presentation, resource manual etc.).
      2. Describe the general and specific (background – historical and current) need for this Project.
      3. Describe the specific, intended population (the stakeholders; who will use it; who will you market it to).
      4. Describe how/why this project will benefit the older adult population & how you will include them in your process.
      5. Specifically describe why this project is important to and congruent with this organization at this time (how it fits with their mission & purposes-specifically; who the
agency stakeholders are & how will they benefit from it).
6. Explain how you and your partner (and any others) **collaborated** to decide on this project.
7. Describe your joint agreement for moving your project to completion include how and to whom you will market it.
8. Describe how the agency plans to use your project after you are gone.

d. **Methodology (Action Plan)**
   Complete the **Culminating Community Project Action Plan** (following these instructions). Put it in your Proposal document as is (can cut and paste from the one on the website) and then you can complete it as you go and use it in your presentation.

e. **Anticipated Outcomes and Project Evaluation Process – how you will measure success**)
   (Narrative) Conclude the Proposal with conclusions and discussion of anticipated Project Outcomes, replication/sustainability of project at agency and any channels of dissemination you might use to tell the world about your project.

5.) **Appendix**
   1.) **Cover Contract Sheet** (Complete following form)
   2.) Any pertinent documents to support Project.
   3.) Grading Rubric.
Proposal Title: ______________________________________________________

Implementation Date: ______________

Student: _____________________________________________________________________
Email ___________________________ Phone # (____)____________________

Community Agency Partner: ______________________________
Address: ______________________________________________________________

Community Member Internship Supervisor: __________________________
Phone: (____)___________ Fax: (____)___________ email: _______________

Faculty Advisor: _________________________________________________________
Phone: (916) _______________ Fax: (916) 278-3855 email: _______________

Project Goal & Objectives: (attach Proposal to this page)

Signatures:                                          Date:

Student ___________________________________________ ____________

Community Supervisor ________________________________ ____________

Faculty Member ______________________________________ ____________

Make copies (including goal and objectives) for all.
### Identified Agency Need/Management Issue:

Agency management want to develop and provide a staff in-service that explores the financial aspects affecting older adults and their families. During their work with elders and their families, staff members are expected to answer a variety of questions; most of which they have previous education and know the resources to guide their answers. Currently, however, staff members are often faced with elders and their families asking questions about their financial issues and strategies to address their concerns. Staff identified that they have trouble answering financial questions.

### Challenges/Barriers:

- Developing and teaching this workshop may be difficult because
  1. no one at this agency has the necessary educational background or experience,
  2. some staff may not see the need for the class,
  3. more time is needed to cover the needed content than the customary 20 minutes allotted for in-service, and
  4. getting staff to come after work hours may be hard because the management doesn’t want to pay over time for the in-service time.

### Project Title: Knowing What to Say When Elders Ask about Financial Concerns & Strategies: A Workshop

#### Goal of Project:

Develop and teach four (4) 1/2 hour in-service workshops for agency staff members.

#### Project Expected Outcome:

Staff members will show increased financial knowledge as measured by pre-post test in each class.

### How goal “fits” with Organization’s Mission, Its Purpose:

The goal of this project is supported by this agency’s Mission and Purpose which includes “providing a variety of services and resources for elders in all living communities.” Additionally, management believes that staff members should have the current, base-line knowledge to address consumers’ questions. The agency also values ongoing education and is willing to provide in-service time during working hours.

### Key Stakeholders’ Strengths:

- **Student Intern:** interdisciplinary approach to learning & teaching; knowledge base about older adults/their family’s need and strategies that assist them to thrive in today’s world; has at least one university course in financial aspects affecting elders and their families.
- **Agency Staff:** have genuine concern about elders and their families; one person voiced desire to learn more.
- **Management Team:** see need, have some knowledge of financial aspects – can assist student in applying theory and practice in their setting, and are supportive of potential opportunity.
- **Elders/Families:** Can identify common concerns regarding financial issues for elders and their families.
- **Gerontology Profession:** Current evidence-based research.

### Key Stakeholders’ Challenges/Barriers:

- **Student Intern:** Decide on relevant evidence-based information to include; break it up into 4 sessions; convince staff to attend include all stakeholders.
- **Agency Staff:** Time: meeting with student in the beginning and attendance at in-services while still getting work done.
- **Management Team:** Providing incentives and motivation that encourage staff to attend; facilitating student’s project from start to end (ie space, $$, meeting time with staff in the beginning, elders who might participate etc.).
- **Elders/Families:** Time and transportation so can be involved in process
- **Gerontology Profession:** Recognition from society.

### Project Benefits to Stakeholders:

- **Student Intern:** Increased intellectual curiosity about topic; learn more about important elder topic; meet other staff; participate in the creative process.
- **Agency Staff:** Gain needed current evidence-based information on financial aspects affecting elders & families.
- **Management Team:** Current education for staff; meet mission and goals of agency; have materials from in-service to use in future.
- **Elders/Families:** Participate in assured needed information is addressed; gain current needed information on financial issues.
- **Gerontology Profession:** Adds to dissemination of professional evidenced based information.

### Project Objectives (Chronological Order):

1. Research current articles and books on finance and aging; could talk with experts in the field; review curriculum development resources.
2. Have meetings with all stakeholders to discuss ideas for content inclusion; jointly develop course objectives discuss ways to market classes.
3. Develop and implement marketing strategies.
4. Organize and develop each of the four (4) classes – (could Co-teach with interested supervisor/staff).
5. Develop Evaluation Process and tools.
6. Evaluate in-services and make any necessary changes.
7. Present Project and Evaluation to Agency.
8. Present Project to peers and faculty.

#### Implications for Professional Development (a resume builder!)

Learn more about financial aspects; network with other professionals; plan, develop, implement and evaluate an identified solution (provide agency personnel needed in-service and materials for subsequent ones) that will enhance elders and their family’s lives and contribute to furthering the mission of an identified aging community organization.
<table>
<thead>
<tr>
<th>Objectives &amp; Tasks/Action Steps: (What Will Be Done to reduce barriers and complete Project)</th>
<th>Responsibilities (Who Will Do It?)</th>
<th>Resources (Funding, Time, People, Materials)</th>
<th>Timeline By When? (Day/Month)</th>
<th>Success Evidence (Progress Benchmarks)</th>
<th>Outcome Evaluation (Know goal was met)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Research current articles &amp; books on finance &amp; aging; could talk with experts in the field; review curriculum development resources</td>
<td>a. Conduct journal and book literature review. Student</td>
<td>2 afternoons on library web site and allow for 1 afternoon I library</td>
<td>Begin by 9/5/08 End by 9/28/08</td>
<td>Have articles</td>
<td>Background and Need written for Proposal Draft</td>
</tr>
<tr>
<td>b. Call and talk with financial class professor. Student</td>
<td>2 hours including time for return calls</td>
<td>Begin 9/5/08 End by 9/28/08</td>
<td>Interviews completed</td>
<td>Interview summarized &amp; tied to articles; discussed in Journal &amp; in Proposal</td>
<td></td>
</tr>
<tr>
<td>c. Discuss curriculum development process with Intern Faculty Advisor Student and Faculty</td>
<td>1-2 hour meeting</td>
<td>Get appt on calendar by 9/5/08 Meet by 9/10/08</td>
<td>Understanding of process components</td>
<td>Discussed in Journal and final product reflects process components</td>
<td></td>
</tr>
<tr>
<td>d. Based on lit review &amp; interviews, discuss ideas for each of the 4 classes with Supervisor &amp; Advisor (in Journal). Supervisor &amp; student do 2 objectives each for each class</td>
<td>2 days to read, organize thoughts, &amp; draft objectives</td>
<td>Get appt on calendar by 9/10/08 Meet by 9/20/08</td>
<td>Readings analyzed before meeting; objectives drafted by end of meeting</td>
<td>Give articles copies to Supervisor if she’d like; Each individual has draft objectives</td>
<td></td>
</tr>
<tr>
<td>2.) Have meetings with all stakeholders to discuss ideas for content inclusion; jointly develop course objectives; discuss ways to market classes.</td>
<td>a. Identify key stakeholders and a representative from each group to work with Supervisor Student</td>
<td>Numbers to contact Place to meet Contact stakeholders &amp; set date for 1st meeting</td>
<td>Get appt on calendar by 9/10/08; Meet by 10/5/08 Meet by 10/10/08</td>
<td>Meeting scheduled Meeting scheduled</td>
<td>Meetings completed &amp; discussed with Supervisor</td>
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<tr>
<td>b. Organize stakeholder meeting ETC&gt;&gt;&gt;&gt;</td>
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<tr>
<td>c. Develop some method to assess stakeholder’s needs, abilities &amp; expectations ETC&gt;&gt;&gt;&gt;</td>
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<tr>
<td>3.) Develop and implement</td>
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</table>
marketing strategies.

a. Assess usual methods at agency for marketing in-services.

4.) Organize & develop each of the four (4) classes – (could Co-teach with interested supervisor/staff).

a. Write draft outline of each class & discuss with Supervisor and Advisor

   Student, Supervisor, Faculty Advisor

   Minimum of 1 day/class

   Begin 9/20/08

   End 10/20/08

   Outline drafts completed and meeting held with Supervisor

b. Finalize class outlines

   ETC>>>>

Complete with all identified Objectives.

Complete projected budget – to be modified as project evolves. Be sure to check ahead about agency processes/timelines for getting reimbursed – Assume Nothing!! 😊

Budget

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Budgeted</th>
<th>Spent</th>
<th>Comments</th>
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<tbody>
<tr>
<td></td>
<td>Student</td>
<td>Agency</td>
<td></td>
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<tr>
<td>Copying handouts</td>
<td>15.00</td>
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<tr>
<td>Spiral binding</td>
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<td>Projector rental</td>
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<td>Receipts to be turned in 11/20</td>
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<tr>
<td>Video rental</td>
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<td>Receipts to be turned in 11/20</td>
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<tr>
<td>Meeting space</td>
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<td>NA</td>
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<tr>
<td>Refreshments</td>
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<td>15.00</td>
<td>Receipts to be turned in 11/20</td>
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<td><strong>TOTALS</strong></td>
<td>75.00</td>
<td>165.00</td>
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C. Osborne June 10
### Culminating Community Project Action Plan Template

<table>
<thead>
<tr>
<th>Identified Agency Need/Management Issue:</th>
<th>Challenges/Barriers:</th>
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### Project Title:

<table>
<thead>
<tr>
<th>Goal of Action:</th>
<th>Project Expected Outcome:</th>
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### How goal “fits” with Organization’s Mission, its Purpose:

<table>
<thead>
<tr>
<th>Key Stakeholders’ Strengths:</th>
<th>Key Stakeholders’ Challenges/Barriers</th>
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<tbody>
<tr>
<td>Student Intern:</td>
<td>Student Intern:</td>
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<tr>
<td>Agency Staff:</td>
<td>Agency Staff:</td>
</tr>
<tr>
<td>Management Team:</td>
<td>Management Team:</td>
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<tr>
<td>Elders/Families:</td>
<td>Elders/Families:</td>
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<tr>
<td>Gerontology Profession:</td>
<td>Gerontology Profession:</td>
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### Project Benefits to Stakeholders:

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<th>Student Intern:</th>
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<td>Elders/Families:</td>
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<tr>
<td>Gerontology Profession:</td>
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### Project Objectives (Chronological Order):

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<th>Implications for Professional Development:</th>
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### Objectives & Tasks/Action Steps:
(What Will Be Done?)

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<th>Responsibilities (Who Will Do It?):</th>
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<th>Resources (Funding, Time, People, Materials):</th>
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<th>Timeline By When? (Day/Month):</th>
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<th>Success Evidence (Progress Benchmarks):</th>
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<th>Outcome Evaluation (Know goal was met):</th>
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</table>
Complete with all identified Objectives.

Complete projected budget – to be modified as project evolves.

## Budget

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<th>Item Description</th>
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<th>Comments</th>
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**TOTALS**

C. Osborne June 10
### GERO 195B Culminating Project Presentation Grading Rubric

<table>
<thead>
<tr>
<th>Section</th>
<th>Exceeds Expectation</th>
<th>Meets Expectation</th>
<th>Approaches Expectation</th>
<th>Below Expectation</th>
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</thead>
<tbody>
<tr>
<td><strong>Abstract</strong> Highlights &amp; gives rational for choosing Project</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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Minors ~ (Gero 195B)  
Project Implementation, Evaluation & Presentation  

1.) Implementation Process  
   • Do it based on your Proposal!! If things change (and they probably will) then make additions to the written proposal, and give copies to both your supervisor and faculty advisor.  

2.) Evaluation Process  
   • Evaluate your Project development process and product based on your Proposal Outcomes  
   • Analyze the data from the above evaluation. Discuss them in your Experience Evaluation Summary (EES) and Presentation Outline.  

3.) Conclusions  
   • Draw overall conclusions about the process you used to complete the project and how well your end product met the projected Outcomes. Discuss them in your Experience Evaluation Summary (EES) and Presentation Outline.  
   • Make recommendations to students for future projects (remember to talk with your supervisors). Discuss them in your Experience Evaluation Summary (EES) and Presentation Outline.  

   (Don’t forget to keep your eye open for conferences where you can present this !!)  

Project Presentation (Gero 195B) ~ Minors  

1.) Plan how you will present what you did (don’t forget this takes time).  
   • Choose a Power Point, Overhead, Poster Presentation, or combination method.  
   • This is usually the same one you will use at your agency 😊  
   • Make an Outline of your presentation (see below and include main points - no more than 3 pages). Email Presentation Outline to your faculty advisor by the 3rd Seminar  
   • Email your Project Abstract to Dr. O (osbornec@csus.edu) by the 3rd Seminar also. This is required to be able to present your Project and complete the course !!  

2.) Presentation Components (CSUS – We recommend using same one for agency 😊)  
   Use the following Grading Rubric & the Rubric for Program Learning Outcome #8 found (in Miscellaneous Section of Workbook) when you are preparing your Presentation. Attach the Rubrics to a copy of your ppt or final outline and give to your faculty advisor before you begin your presentation.  
   * Clarity and visual effects are important in any professional presentation. It is important to tie what you did to theory so be sure to cite your references (verbally and in the ppt throughout, not just at the end). In developing your presentation, think about what would attract you to want to attend this presentation at a conference. Think about the types of methods you learn best from and how you can keep your audience actively involved.  
   * Use Grading Rubric to organize your presentation (should include (but not limited to) all the areas on the Rubric).  
   * Handouts - Bring any information you want the participant to take home with them! It always Helps (ie agency brochure, abstract of Project, outline of Presentation)!!  

   General Presentation Helpful Hints  
   * When preparing for your 20 minute “Highlight Summary” remember to briefly describe your agency/organization and internship, and introduce your Supervisor!  
   * Remember to cite your sources/references throughout! Tie Practice to Theory!!  
   * Be Professional! Remember to apply adult learning concepts when preparing for all aspects of your presentation (colorful and interesting power point slides and any handouts).  
   * Plan time for questions (5 minutes) – you did great work and people will be interested!! 😊  
   * Make & bring enough handout copies for all of the participants (usually ~ 25!)  

3.) Present your product to your agency before our Presentations if at all possible, so you can include how it went in your presentation! Remember you must give a copy of your Project to
your Supervisor (or give it to him/her at our Presentations).

4.) Remember to invite your Supervisor to the Presentations (early to get on their schedule and for me to get a parking permit for them) and remind them as it gets close to the day! (The day is always the Friday morning before Finals Week and I will know times before the last Seminar).

5.) Present to your classmates!! Present a copy of your product to the Gero Program so others can see it!!

6.) Celebrate your great success!!
GERO 195B Culminating Project Presentation Grading Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>4 Exceeds Expectation</th>
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Gero 195A & 195B

INTERNSHIP FORMS
RELEASE OF LIABILITY, WAIVER OF RIGHT TO SUE, ASSUMPTION OF RISK AND AGREEMENT TO PAY CLAIMS

Activity: ___Field Internship___________________________________________________
Activity Date(s) and Time(s): __________________________________________________
Activity Location/Facility: _____________________________________________________
Hazards to be aware of: _______________________________________________________
Hazard mitigation (how to prepare for a safe activity): __ Agency Orientation _____________

In consideration for being allowed to participate in this Activity, on behalf of myself and my next of kin, heirs and representatives, I release from all liability and promise not to sue the State of California, the Trustees of the California State University, California State University, Sacramento and their employees, officers, directors, volunteers and agents (collectively “University”) from any and all claims, including claims of the University’s negligence, resulting in any physical or psychological injury (including paralysis or death), illness, damages, or economic or emotional loss that I may suffer because of my participation in this Activity, including travel to, from and during the Activity.

I am voluntarily participating in this Activity. I am aware of the risks associated with traveling to/from and participating in this Activity, which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), economic or emotional loss, and/or death. I understand that these injuries or outcomes may arise from my own or other’s actions, inaction, or negligence; conditions related to travel; or the condition of the Activity locations(s). Nonetheless, I assume all related risks, both known or unknown to me, of my participation in this Activity, including travel to and from the Activity.

I agree to hold the University harmless from any and all claims, including attorney’s fees or damage to my personal property that may occur as a result of my participation in this Activity, including travel to, from and during the Activity. If the University incurs any of these types of expenses, I agree to reimburse the University. If I need medical treatment, I will be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I should carry my own health insurance.

I am 18 years or older. I understand the legal consequences of signing this document, including (a) releasing the University from all liability, (b) promising not to sue the University, and (c) assuming all risks of participating in this Activity, including travel to, from and during the Activity.

I understand that this document is written to be as broad and inclusive as legally permitted by the State of California. I agree that if any portion is held invalid or unenforceable, I will continue to be bound by the remaining terms.

I have read this document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Participant Name:____________________________________ Date: ________________
Signature: _______________________________________________________________
If Participant is under 18 years of age:
I am the parent or legal guardian of the Participant. I understand the legal consequences of signing this document, including (a) releasing the University from all liability on my and the Participant’s behalf, (b) promising not to sue on my and the Participant’s behalf, (c) and assuming all risks of the Participant’s participation in this Activity, including travel to, from and during the Activity. I allow Participant to participate in this Activity. I understand that I am responsible for the obligations and acts of Participant as described in this document. I agree to be bound by the terms of this document.
I have read this two-page document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

___________________________________________
Signature of Minor Participant’s Parent/Guardian

____________________________________________
Date

Minor Participant’s Name
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2011, Page 1 of 2
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___________________________________________
Signature of Minor Participant’s Parent/Guardian Date

____________________________________________
Minor Participant’s Name
GERO 195A ~ Student Community Engagement Learning Plan

The SSLP form is REQUIRED by the CSU system of all students who participate in a service course that provides direct service.

Before beginning your service learning activities you must:

- Complete the SSLP with your Site Supervisor
- Turn in the SSLP to your instructor

The student is responsible for returning the original to the instructor, making and providing a copy to their site supervisor and it is recommended that the student make a copy for his/her records.

STUDENT INFORMATION
Student Name: ______________________________________   Student ID #: _________________________
Address: _________________________________________________________________________________
_________________________________________________________________________________________
Phone: _______________________________________Email: _______________________________________

COURSE/INSTRUCTOR INFORMATION
Course Name/Number: _________________________________ Section #:___________________________
Semester/Year: _____________________________  Course Instructor: _______________________________
Phone: ____________________________________ Email: _______________________________________

COMMUNITY-BASED ORGANIZATION INFORMATION
Agency/Site: __________________________________ Phone: _____________________________________
Site Supervisor: _______________________________ Phone: _________________________________
Email: __________________________________________
Address: _________________________________________________________________________________
_________________________________________________________________________________________

Learning Objectives: What do you hope to learn from the service learning experience? The learning objectives should be based on the service needs of the agency and on the student’s learning needs of the course.

1. SEE ATTACHED GOAL AND OBJECTIVES
2. 
3. 

Service Objectives: Identify and describe the type of service activities in which you will be engaged. Be as specific as possible in describing your responsibilities and duties. You can often get this information from your course syllabus and with your initial meeting with your site supervisor.
1. SEE ATTACHED GOAL AND OBJECTIVES

2.

3.

**The Student:**

1. I agree to act in a responsible manner while representing California State University at the community learning placement site, and abide by all rules and regulations that govern the site in which I have been placed.
2. I understand the connection between the service learning course, and the service and learning objectives to be fulfilled at the service site.
3. I have participated in an orientation at my service site and understand my role as a service learning student in working with the community partner.
4. I agree to work according to the schedule below to fulfill my service assignment:

   Number of hours for semester: _____________________     Hours/Week: _____________________
   Beginning Date: _________________________________     Ending Date: _____________________

<table>
<thead>
<tr>
<th>Days of Service</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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5. I agree to complete any forms, evaluations or other paperwork required by either the course instructor or the site supervisor.

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**The Site Supervisor:**

1. I have reviewed the student’s community and learning objectives and have determined that they constitute an appropriate service learning.
2. I agree to provide an agency orientation prior to the student starting their internship.
3. I agree to provide adequate space for the student to perform their agreed upon duties.
4. I agree to guide this student’s work and to submit a brief midterm evaluation of his/her achievement to the course instructor at the agreed upon time, if requested.
5. I agree to complete Final Student Evaluation and contact the instructor immediately if necessary.
6. I agree to discuss any concerns about the service learner’s performance with him/her directly, and/or with the course instructor and, if necessary, the Program Director.

Site Supervisor Signature: ___________________________     Date: ________________

Site Supervisor Name: _______________________________     Date: ________________

Site Supervisor Title: _______________________________     Date: ________________
Instructor/Course Supervisor:

1. I have examined and approved the student’s service and learning objectives. They are appropriate to the learning goals of this community learning course.
2. I agree to provide assignments that will contribute to the student’s ability to fulfill this Community Learning Plan, and I agree to discuss concerns the site supervisor or service learner may have about this course.

Instructor/Course Supervisor: __________________________ Date: __________________
Signature

Instructor/Course Supervisor: __________________________ Date: __________________
Print First & Last Name

I have received and read the Course Syllabus and agree to all within.

Student’s Signature: ________________________________ Date________________

Please note that the Student Community Learning Plan by itself does not cover all requirements for Risk Management as mandated by the CSU Chancellor’s office.
GERO 195B ~ Student Community Engagement Learning

The SSLP form is REQUIRED by the CSU system of all students who participate in a service course that provides direct service.

Before beginning your service learning activities you must:
- Complete the SSLP with your Site Supervisor
- Turn in the SSLP to your instructor

The student is responsible for returning the original to the instructor, making and providing a copy to their site supervisor and it is recommended that the student make a copy for his/her records.

STUDENT INFORMATION
Student Name: ______________________________________   Student ID #: _________________________
Address: _________________________________________________________________________________
_________________________________________________________________________________________
Phone: _______________________________________Email: ______________________________________

COURSE/INSTRUCTOR INFORMATION
Course Name/Number: _________________________________ Section #:___________________________
Semester/Year: _____________________________  Course Instructor: _______________________________
Phone: ____________________________________ Email: _______________________________________

COMMUNITY-BASED ORGANIZATION INFORMATION
Agency/Site: __________________________________ Phone: _____________________________________
Site Supervisor: _______________________________ Phone: _____________________________________
Email: __________________________________________
Address: _________________________________________________________________________________
_________________________________________________________________________________________

Learning Objectives: What do you hope to learn from the service learning experience? The learning objectives should be based on the service needs of the agency and on the student’s learning needs of the course.

4. SEE ATTACHED GOAL AND OBJECTIVES
5.
6.

Service Objectives: Identify and describe the type of service activities in which you will be engaged. Be as specific as possible in describing your responsibilities and duties. You can often get this information from your course syllabus and with your initial meeting with your site supervisor.
4. SEE ATTACHED GOAL AND OBJECTIVES

5.

6.

The Student:

6. I agree to act in a responsible manner while representing California State University at the service learning placement site, and abide by all rules and regulations that govern the site in which I have been placed.
7. I understand the connection between the service learning course, and the service and learning objectives to be fulfilled at the service site.
8. I have participated in an orientation at my service site and understand my role as a service learning student in working with the community partner.
9. I agree to work according to the schedule below to fulfill my service assignment:

Number of hours for semester: _____________________   Hours/Week: ______________________

Beginning Date: _________________________________   Ending Date: ______________________

<table>
<thead>
<tr>
<th>Days of Service</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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<tbody>
<tr>
<td>Times of Service</td>
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10. I agree to complete any forms, evaluations or other paperwork required by either the course instructor or the site supervisor.

The Site Supervisor:

1. I have reviewed the student’s community and learning objectives and have determined that they constitute an appropriate service learning.
2. I agree to provide an agency orientation prior to the student starting their internship.
3. I agree to provide adequate space for the student to perform their agreed upon duties.
4. I agree to guide this student’s work and to submit a brief midterm evaluation of his/her achievement to the course instructor at the agreed upon time, if requested.
5. I agree to complete Final Student Evaluation and contact the instructor immediately if necessary.
6. I agree to discuss any concerns about the service learner's performance with him/her directly, and/or with the course instructor and, if necessary, the Program Director.

Site Supervisor Signature: ___________________________   Date: __________________

Site Supervisor Name: _______________________________   Date: __________________

Site Supervisor Title: _______________________________   Date: __________________

Instructor/Course Supervisor:
3. I have examined and approved the student’s service and learning objectives. They are appropriate to the learning goals of this service learning course.
4. I agree to provide assignments that will contribute to the student’s ability to fulfill this Service Learning Plan, and I agree to discuss concerns the site supervisor or service learner may have about this course.

Instructor/Course Supervisor: ___________________________ Date: ________________
Signature

Instructor/Course Supervisor: ___________________________ Date: ________________
Print First & Last Name

I have received and read the Course Syllabus and agree to all within.

Student’s Signature: ___________________________ Date: ________________

Please note that the Student Service Learning Plan by itself does not cover all requirements for Risk Management as mandated by the CSU Chancellor’s office. For additional information contact Sheila Macias at the Office of Community Engagement: 278-4610 or macias@csus.edu
SAMPLE GOAL/OBJECTIVES
(Attach to Learning Contract)

Goal:
To explore Adult Day Health Care services for older adults, focusing on organizational/agency structure as well as daily interactions with and among clients, families AND staff.

Objectives:
1. Explore the roles and responsibilities of professionals providing services in adult day health care (ADHC) programs.
   a. Read articles about ADCH staff role and responsibilities.
   b. Spend a minimum of one day with each of the service providers observing and participating whenever possible in their responsibilities.
   c. Assist providers throughout internship as assessed and directed.
   d. Visit a minimum of __X__ other ADHC/ADCs and compare and contrast services and organizational culture.

2. Understand state and agency licensing requirements and participate in the staffing process.
   a. Read and discuss state and agency licensing requirements.
   b. Learn about staffing process and assist when possible.

3. Explore ideas for activity planning and coordination.
   a. Research activities through reading and discussion with the activity coordinator.
   b. Spend a minimum of ___X___ days with the activity coordinator.
   c. Be responsible for planning, organizing and evaluating ___X___ activities.

4. Participate fully in the daily experiences at the ADHC.
   a. Learn and participate in the daily routine.
   b. Develop relationships with clients and staff.
   c. Describe organizational structure of agency.

5. Understand common physical and emotional needs of clients and families participating in ADHC.
   a. Read articles describing common physical and emotional needs of older adults participating in ADHCs.
   b. Discuss with staff and family members needs of clients and families.

6. Become familiar with the process of developing and managing an ADHC.
   a. Read and discuss processes with intern supervisor and/or designee.
   b. Attend any pertinent meetings.

7. Collaborate with Supervisor to determine Culminating Community Project and complete Proposal.
   a. Plan meeting early in the semester to begin talking about potential projects.
   b. Meet with any other agency persons.
   c. Decide on Project no later than the 2nd GERO 195A Seminar.
   d. Complete initial Project research no later than one week after determining topic.
   e. Complete Project Draft Proposal no later than the weekend before the 3rd Gero 195A Seminar.
   f. Read and add to Draft during this last week.
   g. Email Draft Proposal by due date and time to Dr. O.
   h. Make any additions to Draft Proposal and resubmit by the week before the last Seminar.
Community Learning Agreement

This course also has a Service Learning component. In accordance with CEC requirements I, ____________, agree to do the following:

- be punctual and conscientious in my attendance for the duration of my service learning placement. I will notify my supervisor in advance if I am unable to participate as scheduled;

- consider all information as confidential concerning other people, employees, and organizations;

- make my work the highest quality and accept supervision graciously;

- conduct myself with dignity, courtesy, consideration, and in a professional manner;

- notify by instructor, and CEC of any problems, emergencies, safety hazards, concerns, or suggestions regarding my activities (CEC: 278-4610), Service Learning Line: 278-4769);

- complete all assignments stated in course syllabus relating to my service learning requirement which would include my reflection and service activities;

- actively pursue meaningful learning experiences that relate to my course material while serving at my placement by asking questions and searching for answers through experiences gained by service-activities, conducting interview, participation in special activities of interest, etc.;

- notify my organization supervisor and professor of the termination of my service to the placement if I cannot fulfill my requirement because of circumstances which are beyond my control.

- Other

_________________________________________  ___________________________
Service Learner                          Date

_________________________________________  ___________________________
Professor                                Date

_________________________________________  ___________________________
Organization Supervisor                  Date
Community Learning Agreement

This course also has a Service Learning component. In accordance with CEC requirements I, ____________________________________________, agree to do the following:

• be punctual and conscientious in my attendance for the duration of my service learning placement. I will notify my supervisor in advance if I am unable to participate as scheduled;

• consider all information as confidential concerning other people, employees, and organizations;

• make my work the highest quality and accept supervision graciously;

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• notify my organization supervisor and professor of the termination of my service to the placement if I cannot fulfill my requirement because of circumstances which are beyond my control.

• Other

______________________________  ________________________________
Service Learner                                Date

______________________________  ________________________________
Professor                                  Date

______________________________  ________________________________
Organization Supervisor                    Date
RESUME GUIDELINES

*Please attach resume or complete the following:*

Name: 
Address: 
Phone Number: 
Fax: 
E-Mail:  

PROFESSIONAL GOAL: 
Include current goal. 

EDUCATIONAL EXPERIENCE: 
Include degrees, courses, certifications and continuing education which demonstrates your ability to serve as supervisor/professional role model in for students in this role/agency). 

CAREER EXPERIENCES: 
Include dates, agencies and responsibilities. 

PROJECTS: 
Include a brief description of any in-progress or completed projects/papers. 

PROFESSIONAL MEMBERSHIPS/ACTIVITIES: 
Include experiences such as committees, organizations, and presentations done. 

COMMUNITY SERVICE: 
List any areas of paid or volunteer service. 

REFERENCES: 
Available upon request.
SAMPLE RESUME #1
I. M. Almost Done
1234 Internship Semester Ave.
Sacramento, Ca. 95819
(916) 000-0000
almost@csus.edu

PROFESSIONAL OBJECTIVE  (MAKE IT SPECIFIC TO WHAT YOU WANT TO DO!) To use my GERONTOLOGY education and experience to provide professional practice to individuals in families and communities. Areas of greatest interest are hospice and home care.

PROFESSIONAL EXPERIENCES
January 1997 - present  University of California, Davis Medical Center. Functioned under job description as a social service aide.


October 1989 - October 1990  Shift manager for Taco Bell. Was responsible for managing all food service operations and supervised 4-6 workers on each shift.

EDUCATION
May 2006  California State University Sacramento BS to be conferred. Dean’s Honor List.

January 2000 - December 2002  Sacramento City College. Prerequisites for gerontology program completed.

Additional Education
May 1999  Seminar -- Preventive Health Care for the Poor
January 1999  Workshop -- Caring: The Hospice Imperative

PROFESSIONAL ORGANIZATIONS
2005  Sigma Phi Omega Honor Society
2004 - present  Gerontology Student Association; treasurer, 2005
2003  Golden Key Honor Society
RESEARCH AND PROJECTS

May 2006  Developed slide tape program for the Senior Respite Center to be used to increase community awareness of the need for respite care for seniors following abuse.

May 2006  Research design for investigating the effects of prophylactic antiemetics for control of nausea and vomiting in older adult cancer patients receiving chemotherapy.

CERTIFICATIONS/LICENSURE

September 2003  Certificate: Hospice Volunteer
               Certificate: Ombudsman Aide
August 2000 - present  BCLS - CPR: Expiration August 2006

REFERENCES  Available upon request.
Gerontology Practice Time Sheet (195A & B)

Student Name: ___________________  Supervisor Name: ____________________

(Supervisor must initial each entry for credit, may add sheets if necessary)

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Total Hours: ______

Signature of Student: ______________________________

Signature of Supervisor: ______________________________

Signature of Faculty Advisor: __________________________
Gerontology Practice Time Sheet (195A & B)

Student Name: ___________________  Supervisor Name: ___________________

(Supervisor must initial each entry for credit, may add sheets if necessary)

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Total Hours: ______

Signature of Student: ________________________________

Signature of Supervisor: ____________________________

Signature of Faculty Advisor: ________________________
Evaluation Forms
CALIFORNIA STATE UNIVERSITY, SACRAMENTO

GERO 195A ~ MID-SEMESTER EVALUATION

Student is to meet & complete with supervisor, attain signature, & submit to instructor
Student Name: ________________________________ Course & Section: ______________________

Please check if this student is meeting these responsibilities. Make any needed comment on the reverse side.

FULFILLMENT OF RESPONSIBILITIES: Please use the following numerical ratings.
Ratings 1 Consistently Professional 2 Most of the time 3 Needs Improvement to continue

___ Arrives promptly, prepared for the day
___ Attendance is regular, as per the agreed upon days and times.
___ In the event of illness calls to inform supervisor and advises of expected return.
___ Is aware of school or agency standards for dress and behavior and meets them.
___ Asks for further directions or instructions when needed.
___ Takes initiative, when appropriate.
___ Displays professional interactions with co-workers and others.

Interacts with clients (i.e. children or population) in an appropriate manner, suitable to the activity.

AREAS OF GREATEST STRENGTH: (In your opinion or after a discussion with the student)

AREAS FOR GROWTH, AS IDENTIFIED BY STUDENT: Areas I am interested in for growth, improvement and/or experience

Student Signature ________________________________ Date ______________________
Agency, School, or Program: ________________________________
Supervisor’s Name: ________________________________
Supervisor’s Signature: ________________________________ Date ______________________
Student is to meet & complete with supervisor, attain signature, & submit to instructor

Student Name: ___________________________  Course & Section: ________________

Please check if this student is meeting these responsibilities. Make any needed comment on the reverse side.

**FULFILLMENT OF RESPONSIBILITIES:** Please use the following numerical ratings.

**Ratings**
- **1** Consistently Professional
- **2** Most of the time
- **3** Needs Improvement to continue

- _____ Arrives promptly, prepared for the day
- _____ Attendance is regular, as per the agreed upon days and times.
- _____ In the event of illness calls to inform supervisor and advises of expected return.
- _____ Is aware of school or agency standards for dress and behavior and meets them.
- _____ Asks for further directions or instructions when needed.
- _____ Takes initiative, when appropriate.
- _____ Displays professional interactions with co-workers and others.
  Interacts with clients (i.e. children or population) in an appropriate manner, suitable to the activity.

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**AREAS FOR GROWTH, AS IDENTIFIED BY STUDENT:** Areas I am interested in for growth, improvement and/or experience

Student Signature ___________________________ Date __________

Agency, School, or Program: ___________________________

Supervisor’s Name: ____________________________

Supervisor’s Signature: ___________________________ Date __________
California State University Sacramento
Gerontology Program

**GERO 195A Student Self Evaluation Tool of Course Learning Outcomes & Rubric for Program Learning Outcome #6**

SEE MISCELLANEOUS SECTION

California State University Sacramento
Gerontology Program

**GERO 195B Student Self Evaluation Tool of Course Learning Outcomes & Rubric for Program Learning Outcome #6**

SEE MISCELLANEOUS SECTION
Gero 195A & B
Experience Evaluation Summary (EES) Directions

Purpose:
To review, facilitate a global view, and summarize your learning experiences at the end of the semester. This is a form of overall experience evaluation, and will be retained in both your Portfolio and evaluation summary (kept in your file).

Directions:
Review your Reflective Journals and base your summary on your Journal entries. Address the following areas:

1.) Modifications/changes in your thinking and behavior that you’ve noticed.
2.) Skills you have gained through this experience.
3.) Briefly evaluate your overall experience with relation to your individual learning objectives. Include how this agency & staff helped you to reach your goals.
4.) Include your evaluation, analysis, and conclusions drawn about the progress and process in completing your Culminating Community Proposal (195A) or Project (195B).
5.) Describe behaviors that would have made you a better learner (ones you’ll use in work as well as other learning experiences).
6.) Summarize how you will use information gained in your gerontological practice.
7.) Make two (2) copies (one for your Professional Portfolio and one that will be attached to your evaluations and retained in your file in the Program Department).
FIELD SUPERVISOR EVALUATION OF
STUDENT’S CORE COMPETENCIES
GERO 195 A/B

Supervisor Name ___________________________ Course ___________________
Agency ___________________________________ Semester/Date of Review _____

The abilities listed on this form have been identified as requisite for professional practice. Each field supervisor is asked to evaluate the professional preparation of the respective student. This evaluation is to be completed by the field supervisor and subsequently discussed with and signed by the student. It is to be given to the student and turned into the Gerontology Field Coordinator with the Course Portfolio at the end of the semester. This evaluation serves as one of the final evaluation tools. Ongoing evaluation and communication with student and faculty coordinator is expected, especially when the student is performing at less than beginning competency.

INSTRUCTIONS: Please complete the following evaluation for (each) student.
Code: (1) Poor (2) Fair (3) Good (4) Excellent (5) Exemplary

**Skill and Knowledge Competency Rating Scale:**
1. Student has difficulty grasping concepts.
2. Student grasps idea, but does not demonstrate competency.
3. Student demonstrates beginning competency.
4. Student demonstrates competency but not consistency.
5. Student demonstrates competency coherently and consistently as an integrated part of the student’s performance.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Scoring</th>
<th>Examples</th>
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<tr>
<td><strong>PROFESSIONAL ABILITIES</strong></td>
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<td>Ability to present self clearly</td>
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<td>Ability to make appropriate and focused responses</td>
<td>1 2 3 4 5</td>
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<td>Ability to conceptualize and to discern significance of</td>
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<td>interrelationships and to draw generalizations</td>
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<td>Ability to apply information from general to specific and from specific to general</td>
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<td>Ability to present ideas verbally and in writing</td>
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<tr>
<td>Ability for self direction and responsibility for own learning</td>
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<tr>
<td>Ability and willingness to evaluate one’s own professional goals</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Ability and willingness to evaluate one’s own strengths and limitations</td>
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<td>Ability to demonstrate respect for different cultures &amp; languages</td>
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<td>Ability to maintain ethical practice:</td>
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<td>Confidentiality</td>
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<td>Attendance</td>
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<td>Timely completion of projects</td>
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<td>Following through on obligations and contracts</td>
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<td>2</td>
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<tr>
<td>Giving and receiving critical feedback</td>
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<td>2</td>
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<tr>
<td>Following organizational protocol and lines of communication.</td>
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<td>2</td>
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Additional Remarks:

Areas of Strength:

Areas for Growth:
Comments on Student’s overall preparation or work in the field of Gerontology:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Field Supervisor’s Signature: ___________________ Date: ______
Student’s Signature: ___________________________ Date: ______
Faculty’s Signature: ___________________________ Date: ______

Agency: ____________________________________________

Please copy when complete:
Original Copy: Director/Faculty Coordinator               1 Copy: Student               1 Copy: Supervisor
FIELD SUPERVISOR EVALUATION OF
STUDENT'S CORE COMPETENCIES
GERO 195 A/B

Supervisor Name ___________________________ Course ___________________
Agency ___________________________________ Semester/Date of Review _____

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<td>interrelationships and to draw generalizations</td>
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<tr>
<td>Ability to apply information from general to specific and from specific to general</td>
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<tr>
<td>Ability to present ideas verbally and in writing</td>
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<tr>
<td>Ability for self direction and responsibility for own learning</td>
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<tr>
<td>Ability and willingness to evaluate one's own professional goals</td>
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<tr>
<td>Ability and willingness to evaluate one's own strengths and limitations</td>
<td></td>
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<tr>
<td>Ability to demonstrate respect for different cultures &amp; languages</td>
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<tr>
<td><strong>Ability to maintain ethical practice:</strong></td>
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<tr>
<td>Confidentiality</td>
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<tr>
<td>Respect</td>
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<tr>
<td>Honest communication</td>
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<tr>
<td>Attendance</td>
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<tr>
<td>Timely completion of projects</td>
<td></td>
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<tr>
<td>Following through on obligations and contracts</td>
<td></td>
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<tr>
<td>Giving and receiving critical feedback</td>
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<tr>
<td>Following organizational protocol and lines of communication.</td>
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</tbody>
</table>

**Additional Remarks:**

**Areas of Strength:**

**Areas for Growth:**
Comments on Student’s overall preparation or work in the field of Gerontology:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Field Supervisor’s Signature: ______________________________  Date: ______
Student’s Signature: ______________________________  Date: ______
Faculty’s Signature: ______________________________  Date: ______

Agency: ____________________________________________________________

Please copy when complete:
Original Copy: Director/Faculty Coordinator  1 Copy: Student  1 Copy: Supervisor
### Student Evaluation of Internship Supervisor

**GERO 195A/B**

**Supervisor Name ___________________________ Course ___________________**

**Agency ___________________________________ Semester/Date of Review _____**

**INSTRUCTIONS:** Please complete the following evaluation for (each) supervisor.

Code: (1) Poor  (2) Fair   (3) Good   (4) Excellent  (5) Exemplary

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Scoring</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serves as expert and role model in direct supervision of students</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Meets with student initially and throughout experience</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Assists student in planning and arranging assignments, projects &amp;/or activities to meet learning objectives</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>Encourages student to be self-directed.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Provides field experiences &amp; observational opportunities to assist student in meeting objectives</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Gives feedback to student on an ongoing basis.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Participates in the on-site visits with student and CSUS Professor</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Communicates effectively with staff, clients, student &amp; faculty member.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Evaluates student in a effective, positive and constructive manner. Discussed Evaluation with Student.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Remarks:**

**Areas of Strength:**
Areas for Growth:

*** The above evaluation reflects input from student, supervisor, and faculty.

Student __________________________________________  Date: ___________
Supervisor ________________________________________ Date: ___________
Faculty ___________________________________________ Date: ___________
STUDENT EVALUATION OF INTERNSHIP SUPERVISOR
GERO 195 A/B

Supervisor Name ___________________________ Course ___________________
Agency ___________________________________ Semester/Date of Review _____

INSTRUCTIONS: Please complete the following evaluation for (each) supervisor.
Code: (1) Poor  (2) Fair   (3) Good   (4) Excellent  (5) Exemplary

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<td></td>
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Additional Remarks:

Areas of Strength:
Areas for Growth:

*** The above evaluation reflects input from student, supervisor, and faculty.

Student __________________________________________  Date: ___________
Supervisor ________________________________________ Date: ___________
Faculty ___________________________________________ Date: ___________
STUDENT EVALUATION OF AGENCY PLACEMENT

1) The Student Evaluation is to be completed when you have fulfilled community service learning commitment. 2) The Student Evaluation is to be turned into your instructor.

The purpose of this evaluation is to assess, from your perspective, the value of the agency placement from your most recent service learning course. The goal of this evaluation is to use the information collected (by cec) to improve the service learning placement for future students and agencies that participate.

We appreciate your taking time to complete this evaluation. The information you provide is very valuable and will remain anonymous. We will respect your confidentiality.

Year & Semester: Year____ Fall____ Spring____ Summer____

Class Status: Freshman____ Sophomore____ Junior____ Senior____ Graduate____

Have you taken a service learning course before? Yes___ No___

Have you volunteered in the community before taking this course? Yes____ No____

Approximately, how many hours per week did you spend in service activities for this class? _______

Total number of hours spent in service and related learning activities this semester: ______________

Name and number of your service learning course: ________________________________

Name of instructor: ___________________________________________________________

Name of agency: ______________________________________________________________

Name of agency supervisor: _____________________________________________________

Provide a brief list of the type of service learning activities you participated in:

1. 
2. 
3. 

Are you currently employed? Yes____ No____

If yes, approximately how many hours do you work a week? _______
GENERAL EVALUATION OF PLACEMENT

Scale: (1) Strongly Agree (2) Agree (3) Neutral (4) Disagree (5) Strongly Disagree

Using the scale above please rate your placement:

Placement:

A. The placement process was well organized 1 2 3 4 5
B. The orientation was appropriate to my placement 1 2 3 4 5
C. My service learning contributions were valued 1 2 3 4 5
D. The overall staff of the agency was supportive 1 2 3 4 5

Supervision:

The agency supervisor was available to answer my questions 1 2 3 4 5
The supervisor had a clear understanding of the purpose of my placement and service learning 1 2 3 4 5
The service learning activities were relevant to my course 1 2 3 4 5
The overall supervision by agency staff met my needs 1 2 3 4 5

Overall Rating:
The agency is an appropriate placement for future service learning student 1 2 3 4 5

Please provide comment on your overall rating:____________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Strengths of placement:

1. 

2. 

3. 
Recommendations for change to either faculty and/or agency (if any):

1.

2.

3.

Comments:
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
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___________________________________________________________________________________________

THANK YOU FOR YOUR CONTRIBUTIONS TO THE AGENCY YOU SERVED AND PARTICIPATING IN COMMUNITY SERVICE LEARNING
STUDENT EVALUATION OF AGENCY PLACEMENT

1) The Student Evaluation is to be completed when you have fulfilled community service learning commitment. 2) The Student Evaluation is to be turned into your instructor.

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Year & Semester: Year____ Fall____ Spring____ Summer____

Class Status:  Freshman____ Sophomore____ Junior____ Senior____ Graduate____

Have you taken a service learning course before? Yes____ No____

Have you volunteered in the community before taking this course? Yes____ No____

Approximately, how many hours per week did you spend in service activities for this class? _______

Total number of hours spent in service and related learning activities this semester: _______________

Name and number of your service learning course: ________________________________________________

Name of instructor: ______________________________________________________________________

Name of agency: _______________________________________________________________________

Name of agency supervisor: _________________________________________________________________

Provide a brief list of the type of service learning activities you participated in:

1. 

2. 

3. 

Are you currently employed? Yes____ No____

If yes, approximately how many hours do you work a week? _______
GENERAL EVALUATION OF PLACEMENT

Scale: (1) Strongly Agree (2) Agree (3) Neutral (4) Disagree (5) Strongly Disagree

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The agency is an appropriate placement for future service learning student 1 2 3 4 5

Please provide comment on your overall rating:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Strengths of placement:

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2.

3.
Recommendations for change to either faculty and/or agency (if any):

1.

2.

3.

Comments:
___________________________________________________________________________________________
___________________________________________________________________________________________
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THANK YOU FOR YOUR CONTRIBUTIONS TO THE AGENCY YOU SERVED AND PARTICIPATING IN COMMUNITY SERVICE LEARNING
Gero 195 A/Gero 195B

STUDENT COURSE EVALUATION

Date __________

INSTRUCTIONS:
Please rate the following items for effectiveness in helping you to learn and to achieve your learning objectives. Indicate your rating on this Sheet by scoring items on a scale of 1-5 as defined below:

1 -- Very ineffective
2 -- Minimally ineffective
3 -- Moderately effective
4 -- Very effective
5 -- Outstanding, highly effective

NOTE: You are evaluating the course, not the instructor. Please answer accordingly. Please add any additional comments that might help us to improve the course.

Course Syllabus
Comments: Score: _____

Readings Score: _____

Course Assignments
1. Reflective Journal entries Score: _____
   (How they helped you to reflect on and evaluate your experience/practice):
   Comments:

2. Article Summaries (Five (5) articles related to chosen agency, role, population served) Score: _____
   Comments:

3. Seminar Organizing Framework Score: _____
   Comments:

4. Timeline Score: _____
   Comments
5. Classified Ad
   Comments: Score: ____

6. Experience Evaluation Summary (EES)
   Comments: Score: ____

7. Professional Portfolio
   Comments: Score: ____

8. Senior Community Project:
   Score: ____

9. Please describe the strengths of the Seminar and the Internship
   Experience Discussion Seminar:

   Internship:

10. Suggestions for improving the course?
    Experience Discussion Seminar:

    Internship:

   Thanks for your input!!
   It helps us to continually insure Gero courses are responsive to student, academic, and agency needs.
Gero 195 A/Gero 195B
STUDENT COURSE EVALUATION

Date__________

INSTRUCTIONS:
Please rate the following items for effectiveness in helping you to learn and to achieve your learning objectives. Indicate your rating on this Sheet by scoring items on a scale of 1-5 as defined below:

1 -- Very ineffective
2 -- Minimally ineffective
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NOTE: You are evaluating the course, not the instructor. Please answer accordingly. Please add any additional comments that might help us to improve the course.

Course Syllabus
Comments: Score: ____

Readings Score: ____

Course Assignments
1. Reflective Journal entries Score: ____
   (How they helped you to reflect on and evaluate your experience/practice):
   Comments:

3. Article Summaries (Five (5) articles related to chosen agency, role, population served)
   Comments: Score: ____

3. Seminar Organizing Framework Score: ____
   Comments:

4. Timeline Score: ____
   Comments
5. Classified Ad
   Comments: Score: ____

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   Comments: Score: ____

7. Professional Portfolio
   Comments: Score: ____

8. Senior Community Project:
   Score: ____

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    Internship:

Thanks for your input!!
It helps us to continually insure Gero courses are responsive to student, academic, and agency needs.
MISCELLANEOUS
CSUS Advisory Standards for Writing in the Undergraduate Major

EXCELLENT - a paper in this category:
• Addresses the assignment thoughtfully and analytically, setting a challenging task.
• Displays awareness of and a sense of purpose in communication to an audience.
• Establishes a clearly focused controlling idea.
• Demonstrates coherent and rhetorically sophisticated organization; makes effective connection between ideas.
• Provides clear generalizations with specific detail, compelling support and cogent analysis.
• Cites relevant sources and evaluates their validity, effectively integrating them into text when appropriate.
• Displays superior, consistent control of syntax, sentence variety, word choice, and conventions of Standard English.

STRONG - a paper in this category:
• Addresses the assignment clearly and analytically, setting a meaningful task.
• Addresses audience needs and expectations.
• Establishes a clearly focused controlling idea.
• Demonstrates clear and coherent organization.
• Provides clear generalizations and effective support and analysis.
• Cites relevant sources, effectively integrating them into text when appropriate.
• Displays consistent control of syntax, sentence variety, word choice, and conventions of Standard English.

ADEQUATE - a paper in this category:
• Addresses the assignment with some analysis.
• Addresses most audience needs and expectations.
• Establishes a controlling idea.
• Demonstrates adequate organization.
• Provides support for and some analysis of generalizations.
• Cites appropriate sources, adequately integrating them into text.
• Displays adequate control of syntax, sentence variety, word choice, and conventions of Standard English.

SERIOUSLY FLAWED - a paper in this category:
• Addresses the assignment inadequately.
• Shows insufficient audience awareness.
• Strays from the controlling idea or the idea is unclear.
• Displays formulaic, random, or confusing organization.
• Lacks generalizations, or provides generalizations with inadequate support or analysis.
• Fails to cite sources or cites and/or integrates them inappropriately.
• Shows deficient control of syntax, word choice, and conventions of Standard English.

FUNDAMENTALLY DEFICIENT - a paper in this category:
• Fails to address assignment
• Demonstrates a lack of audience awareness.
• Lacks a controlling idea.
• Lacks organization or organizes illogically.
• Fails to use outside sources or misuses the texts of others.
• Shows inadequate control of syntax, word choice, and conventions of Standard English.
Letter to Legislator SAMPLE

The Honorable Daniel E. Lungren
2448 Rayburn
Washington, D.C. 20515

Date:
RE: Transportation needs of older adults living in the greater Sacramento, CA area

Dear Assemblyman Lungren:

As a student of Gerontology I am working with the very successful Roseville Literacy Program, which is sponsored by the Retired Senior Volunteer Program and the Foster Grandparent Program. Volunteers from these groups go into Roseville elementary schools to tutor children in reading and other subjects. After personal visits to the schools it was very apparent how successful and needed this program is. On the part of the tutors, they find life satisfaction and purpose. One woman relayed, “These children are my life.” For the teachers, the tutors are lifesavers in a time of budget cuts that has eliminated their aides. Every teacher explained that dealing with the increasing education requirements without an aide is essentially impossible. School administrators see having the older volunteers as a two-fold benefit, as they not only provide academic support but also excellent role models in a complex world where children do not necessarily have many people to look up to. As for the students, their words speak for themselves when they enthusiastically blurted, “I love Grandma.” One teacher explained that she is like the parent in the room that provides the structure, while the volunteer plays the grandparent role and provides the comfort and security that all children seek. As is plain to see, this is a highly effective program that needs to continue, but there is one main issue creating a barrier to the growing program, the need for more volunteers. The need is great, but accessing people is a different story, which is where the issue of transportation comes in.

Transportation is a key factor for older adults. The American Association for Retired Persons (AARP) did a survey in 2002 (AARP, 2005), that determined that over three quarters of people are aging in either suburban or rural areas where public transportation is limited. Many of these people are dramatically impacted by cessation of driving and are only able to leave their houses on an occasional basis. With greater access to public transportation more isolated and immobile elders could engage in volunteer programs, such as the one described above. Not only is, “mobility a critical element of overall life satisfaction and strongly linked to feelings of independence” (AARP, 2005), but the same benefits for elders can be attributed to interactions with children (Newman, 1997).

Transportation for elders needs to be addressed now as our population is continually aging. This is an issue that will not go away until we face it head on. Therefore, I encourage you to bring these matters to the forefront for the greater Sacramento, California area, as well as the nation. Supporting the work of AARP in its fight to reauthorize TEA-21 (The transportation Equity Act of the 21st Century), as a way to
“improve and expand transportation services for older Americans” (AARP, 2005), is the first step to take. I also encourage your fight and support for AARP’s other endeavors which include:

- Increase funding for public transportation programs, particularly those serving the elderly and persons with disabilities
- Allow operating assistance as an eligible expense in the Section 5310 program for the elderly and persons with disabilities, and not just funding for the purchase of vehicles
- Strengthen coordination among human services transportation programs
- Preserve the Transportation Enhancement Program that helps make communities more walkable and bicycle friendly
- Support funding for improvements that make roads safer for drivers and pedestrians,

As stated on the AARP website, www. AARP.org.

I sincerely appreciate your time and consideration in these matters.

Cordially,

YOUR NAME
Student Intern
Retired Senior Volunteer Program

References


<table>
<thead>
<tr>
<th>Program Learning Outcomes (related to Sac State Baccalaureate Learning Goals, 2009) Upon the completion of the gerontology program of study the student will:</th>
<th>AGHE Competencies</th>
<th>Some Sample Learning Outcomes Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent gerontological practice. (1, 2, 5)</td>
<td>20, 25, 26, 28, 29, 30, 31, 41, 42, 43, 45, 46, 47, 48, 49</td>
<td>Demonstrate current basic interdisciplinary knowledge when completing exams, assignments, &amp; projects at 74% or higher.</td>
</tr>
<tr>
<td>2.) demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences, and humanities. (1, 2, 3, 5)</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 16, 24,</td>
<td>Assess, plan, implement, &amp; evaluate aging issues from all holistic perspectives in assignments and internships at 74% or higher.</td>
</tr>
<tr>
<td>3.) synthesize and apply learned interdisciplinary theories and research in applied settings. (1, 2, 3, 5)</td>
<td>12, 13, 14, 15, 16, 17, 18, 19,</td>
<td>Successful completion of SL, Internship evaluation criteria, and research course at 74% or higher.</td>
</tr>
<tr>
<td>4.) demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others. (2, 3, 4, 5)</td>
<td>23, 27, 38, 39, 40,</td>
<td>In exams, seminars, assignments, internships &amp; face to face encounters with others.</td>
</tr>
<tr>
<td>5.) exhibit personal and social responsibility, and ethical and professional behavior in all settings. (4, 5)</td>
<td>21, 34, 35, 36, 37, 44, 50, 51, 52</td>
<td>Adhere to university, course, &amp; agency policies &amp; standards. Successful completion of Internship evaluation criteria at 74% or higher.</td>
</tr>
<tr>
<td>6.) exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society. (3 &amp; 4)</td>
<td>Competency 11, 32, 33, 34, 35, 36, 37, 44, 50, 51, 52</td>
<td>Complete all the following at 74% or higher: Write using correct grammar, style, spelling etc Communicate appropriately when using PPT, SacCT &amp; other electronic media. Organize thoughts in a logical manner. Speak clearly &amp; persuasively in an organized manner. Use appropriate evidence-based &amp; relevant information in all interactions.</td>
</tr>
</tbody>
</table>
T.B. Testing on Campus – General Information

Tuberculosis testing, more commonly known as T.B., testing is required for many students participating in service learning programs. If you are involved in a service learning project that requires testing the Main Health Center on campus offers the test free of charge.

Again you must be currently enrolled in a class where the test is required in order to avoid the $3.00 charge for the test. Students that attempt to be tested in advance during summer session, however, and have not yet signed up for the class participating in the service learning program will be charged a $7.00 summer charge by the health center.

The T.B. test only takes about a minute to do. A small shot is given called the “placement” that results in a small bubble like mark on your arm. Then two to three days later you must return to have a “read”, which consists of checking to make sure the small bubble has gone down in size, most of the time the bubble is gone completely by the time of the read.

T.B. Testing: Days and Hours.

A placement can only be done on M, T, W, and F.
Summer Session Hours: Between the hours of 7:30 – 11:30 and 1:30-3:30
Hours have not yet been set for Fall semester, however, the days are the same as above.

TB test will not be given on Thursdays due to the inability to read the test within 72 hours

For more information on T.B. testing contact the Student Health Center at (916)278-6461
California State University, Sacramento

EMERGENCY FORM for COMMUNITY SERVICE LEARNING STUDENT

Every student must have an Emergency Form on file with the agency.
This form is NOT returned to the instructor!!!

Name of Service Learner: _______________________________________________________

Address: ________________________________ City: ________________________________
Phone Number: __________________________ E-mail: _______________________________
Faculty Name: __________________________ Course: ______________________________
Faculty Phone Number: ___________________ E-mail: _______________________________

Medical Information
Name of Insurance: ____________________________________________________________
Name of Subscriber: ___________________________________________________________
Policy Number: _______________________________________________________________
Are you currently taking any prescribed medications?    [] Yes    [] No
If yes, please indicate: __________________________________________________________
Do you have any medical problems?      [] Yes      [] No
If yes, please explain: __________________________________________________________
Are you allergic to any medications?                      [] Yes  [] No
If yes, please indicate: __________________________________________________________

Emergency Information
Please provide a primary contact in case of an emergency. A friend or family member who should
be notified in case of an emergency:
1. Name: __________________________________________
2. Relation: ________________________________________
3. Address: ________________________________________
4. City: ___________________________________________
5. Home Phone: (     )_____________________ Work: (     )_______________________

Please provide an alternative in case the primary contact is unable to be reached.
1. Name: ______________________________
2. Relation: ____________________________
3. Address: _____________________________
4. City: __________________________________
5. Home Phone: (     )_____________________ Work: (     )_______________________

To the best of my knowledge, the information provided on this form is true, complete, and accurate.

Signature: ______________________________       Date: _________________________

Most agencies keep Emergency Form information confidential. If you have a concern whether this is standard
procedure please check with the agency.
Student Self Evaluation  
GERO 195A Course Learning Outcomes

Complete the following self evaluation matrix by scoring the degree of your learning, change, and growth (Most are expected to be 1s & 2s). Give a couple of brief examples for each of the objectives that demonstrate how your experiences and Portfolio work exhibits accomplishment of each of the Course Learning Outcomes. Indicate “does not address” when appropriate & explain. Total your scores at the end of the evaluation form. Complete your Strengths and Areas for Growth and discuss with your Supervisor and Faculty Advisor.

Key:
(3) = Highly Competent = graded exemplars demonstrate **advanced** understanding, completion of outcome  
(2) = Mostly Competent = graded exemplars demonstrate **strong** understanding or completion of outcome  
(1) = Needs Improvement = graded exemplars demonstrate **basic** understanding or completion of outcome  
(0) = No Evidence = objective not completed during internship

<table>
<thead>
<tr>
<th>Gerontology Program Learning Outcomes &amp; Course Objectives</th>
<th>Self Assessment of learning, change, &amp; growth</th>
<th>Specific Practice Examples of How Objectives &amp; Outcomes were Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly Comp</td>
<td>Mostly Comp</td>
</tr>
<tr>
<td>1. Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1.1 Discuss implications of changing demographics related to Internship population in Seminar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Discuss gerontologists’ roles &amp; responsibilities with students, faculty, intern supervisor, &amp; agency staff in Internship &amp; in Seminar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Give examples that clarify what gerontologists do for elders &amp; their families in Journal, Classified Ad &amp; Seminar.</td>
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<tr>
<td>1.4 Discuss keys for successful aging with supervisor, staff, clients, students, and faculty and summarize findings in Journal.</td>
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</table>
1.5 Assess how interrelationships among holistic variables affect elders & their families & discuss in Journal & Seminar.

1.6 Use theories & concepts drawn from core & interdisciplinary courses to promote the health & well being of aging individuals, families, & aggregate groups & discuss in Journal & Seminar.

1.7 Discuss with Supervisor & in Journal & Seminar how gerontological concepts, Nat’l Gero competencies, and theories relate to practice in this Internship setting.

2. Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences and humanities.

2.1 Use knowledge gained from required core, & elective gerontology courses when delivering service to designated population: discuss in Journal/ Seminar.

2.2 Complete Journal according to guidelines, demonstrating analysis of Internship situations.

2.3 Complete Critical Thinking SL Questions in Journal demonstrating evidence-based analysis while applying it to own practice.

2.4 Complete Project Proposal according to Syllabus guidelines.

2.5 Discuss identified client & project needs with supervisor & respond in a knowledgeable, ethical, & professional manner.

2.6 Use the decision making process (assessment, planning, implementation & evaluation) in a professional manner to formulate alternative solutions to concerns & problems when working with older adults, caregivers, families, & professional staff.

2.7 Present counter viewpoints and alternative hypotheses on various issues related to aging in Journal & Seminar.

2.8 Use agency policy, procedures, & structure to implement decisions/solutions for clients & families.

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<td>Objective</td>
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<td>2.9 Use EB research data when making decisions.</td>
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<td>3.3 Choose EB articles germane to specific area of internship and analyze and use in Journals &amp; Project Proposal at a beginner level.</td>
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<td>3.4 Gather necessary data to thoroughly complete Service Learning Questions.</td>
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<td>3.6 Identify topics with Supervisor to research that are helpful to the agency &amp; discuss in Seminar/Project Proposal.</td>
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<td>3.7 Discuss ways research is used in your agency in your Journal &amp; Seminar.</td>
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<td>3.11 Apply general concepts &amp; theories from all major courses to specific Internship situations, focusing on holistic aspects of aging &amp; discuss in Journal/Seminar.</td>
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<td>Observe how older adults are treated and talked about in the agency &amp; discuss in Journal &amp; Seminar.</td>
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<td>Assess how clients’ various backgrounds impact those around them and summarize findings in Journal.</td>
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<td>4.5</td>
<td>Discuss with Supervisor how this agency (specifically) facilitates (or not) access for older adults &amp; discuss in Journal.</td>
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<td>Discuss how this agency addresses the impact of race, class, gender and age on society in Journal.</td>
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<td>Discuss how you use commonly generalized information across groups, specifically the older adult population.</td>
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<td>5.1</td>
<td>Assess &amp; discuss own values &amp; beliefs about aging, health promotion &amp; Nat’l Gero competencies &amp; their impact on others in Journal, TimeLine &amp; Seminar.</td>
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<td>5.2</td>
<td>Discuss in Journal how &amp; postulate why, aging clients’ &amp; co-workers’ viewpoints differ from own.</td>
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<td>5.3</td>
<td>Demonstrate respect for all individuals &amp; relationships while enacting internship &amp; student roles &amp; Project Proposal.</td>
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<td>5.4</td>
<td>Formulate methods for working with others having differing values and beliefs &amp; discuss in Seminar.</td>
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<td>5.5</td>
<td>Identify and discuss ethical concerns seen during internship experiences with Supervisor &amp; in Journal &amp; Seminar.</td>
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<td>5.6</td>
<td>List ways to work within an individual or family’s belief system when addressing ethical concerns in Journal.</td>
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<td>5.7</td>
<td>Explore pertinent social policies related to elders and area of practice &amp; discuss in Seminar.</td>
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<td>5.8</td>
<td>Identify any need for change in social policy with regards to Internship population &amp; discuss in Seminar &amp; Project Proposal.</td>
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<td>5.9</td>
<td>Determine need for advocacy during Internship experience and discuss in Seminar.</td>
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5. Exhibit personal and social responsibility and ethical and professional behavior in all settings.

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<td>5.10</td>
<td>Differentiate between personal and professional relationships &amp; explain in Journal &amp; Seminar.</td>
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<td>5.11</td>
<td>Assess own impact on others in professional relationships &amp; document in Journal.</td>
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<td>5.12</td>
<td>Demonstrate safe professional practice at all times by using Nat'l Geo competencies and Health promotion concepts when formulating and implementing strategies to assist elders/families in Internship; discuss with Supervisor &amp; in Journal &amp; Seminar.</td>
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<td>5.13</td>
<td>Research &amp; review any skills before implementing in Internship.</td>
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<td>5.14</td>
<td>Adhere &amp; follow through on obligations &amp; agency policies &amp; contracts with all parties in the Internship practice setting.</td>
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<td>5.15</td>
<td>Evaluate own professional goals in Journal.</td>
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<td>5.16</td>
<td>Share knowledge &amp; experiences with co-workers, other students, faculty, and Internship Supervisor.</td>
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<td>5.17</td>
<td>Take responsibility for and is self directed with regards to own learning in own specific area of internship.</td>
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<td>5.18</td>
<td>Describe how you can take responsibility for own life long learning.</td>
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<td>5.19</td>
<td>Identify &amp; evaluate own strengths &amp; areas for improvement in an ongoing manner &amp; communicate these to supervisor and faculty and summarize findings in Journal &amp; evaluation.</td>
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<td>6.1</td>
<td>Demonstrate ability to listen &amp; follow instruction.</td>
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<td>6.2</td>
<td>Present ideas clearly both verbally and in writing (using APA format).</td>
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<td>6.3</td>
<td>Compete all required projects &amp; assignments (agency &amp; course) at agreed upon time.</td>
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<td>6.4</td>
<td>Use appropriate etiquette when communicating with others through electronic formats.</td>
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<td>6.5</td>
<td>Correctly cite information sources when communicating information.</td>
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<td>6.6</td>
<td>Communicate honestly in all relationships.</td>
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<td>6.7</td>
<td>Give &amp; receive positive &amp; critical feedback in all relationships.</td>
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<td>6.8</td>
<td>Use appropriate, EB web sources when completing literature searches.</td>
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<td>6.9</td>
<td>Maintain confidentiality at all times.</td>
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<td>6.10</td>
<td>Learn, correctly use, &amp; communicate findings of various assessment tools in the practice setting.</td>
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<td>6.11</td>
<td>Evaluate, modify, &amp; explain practice decisions to Supervisor &amp; in Seminar based on thorough data gathering techniques &amp; EB research findings.</td>
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<td>6.12</td>
<td>Give appropriate &amp; complete descriptions &amp; reports to staff regarding interventions performed.</td>
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<td>6.13</td>
<td>Discuss observations of how older adults communicate between &amp; among individuals of various ages with Supervisor &amp; in Journal &amp; Seminar.</td>
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<td>6.14</td>
<td>Discuss strengths, &amp; limitations relating to intervention skills with Supervisor &amp; write in Journal.</td>
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<td>6.15</td>
<td>Always use appropriate lines of communication in the Internship practice setting &amp; describe in Journal &amp; Seminar.</td>
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<td>6.16</td>
<td>Correctly follow agency protocols &amp; procedures for interventions at all times.</td>
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<td>6.17</td>
<td>Collaborate with all key players (including faculty) necessary for the Project change to occur; discuss process in Journal &amp; Project Proposal.</td>
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<td>6.18</td>
<td>Describe interventions/solutions directed toward identified change in Journal &amp; Project Proposal.</td>
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<td>6.19</td>
<td>Demonstrate timeliness when collaborating with others to deliver services in Internship agency.</td>
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<td>6.20</td>
<td>Use appropriate referral systems when referring clients &amp; families for other services.</td>
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<tr>
<td>6.21</td>
<td>Use appropriate communication lines when making referrals to other services.</td>
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<td>6.22</td>
<td>Write a weekly evaluation of progress &amp; completion of Learning objectives in weekly Journals.</td>
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<tr>
<th>Total each column; add together to get total Points</th>
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<tr>
<td>Totals</td>
<td>228</td>
<td>152</td>
<td>76</td>
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Tally:

- # of 3s: _____
- # of 2s: _____
- # of 1s: _____ (comment on how to address below)

**Overall Total Evaluation points:** _____ /228  (**168 needed to pass at 74%) Majority must be 2s & 3s to pass at 74%

Student Completes the following & both student & Supervisor sign. Put in Portfolio along with all other evaluations for Faculty review and signature

<table>
<thead>
<tr>
<th>Student’s Identified Strengths:</th>
<th>Student’s Identified Areas for Growth in Gero 195B next semester:</th>
</tr>
</thead>
</table>

Student: _________________________________ Date: _________ Supervisor: _______________________________ Date: _________

Faculty__________________________________ Date: _________
Student Self Evaluation
GERO 195B Course Learning Outcomes

Complete the following self evaluation matrix by scoring the degree of your learning, change, and growth (Most are expected to be 1s & 2s). Give a couple of brief examples for each of the objectives that demonstrate how your experiences and Portfolio work exhibits accomplishment of each of the Course Learning Outcomes. Indicate “does not address” when appropriate & explain. Total your scores at the end of the evaluation form. Complete your Strengths and Areas for Growth and discuss with your Supervisor and Faculty Advisor.

Key:
(3) = Highly Competent = graded exemplars demonstrate advanced understanding, completion of outcome
(2) = Mostly Competent = graded exemplars demonstrate strong understanding or completion of outcome
(1) = Needs Improvement = graded exemplars demonstrate basic understanding or completion of outcome
(0) = No Evidence = objective not completed during internship

<table>
<thead>
<tr>
<th>Gerontology Program Learning Outcomes &amp; Course Objectives</th>
<th>Self Assessment of learning, change, &amp; growth</th>
<th>Specific Practice Examples of How Objectives &amp; Outcomes were Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates understanding of fundamental interdisciplinary evidence-based knowledge.</td>
<td>Highly Comp Mostly Comp Needs Improve No Evid</td>
<td>Reflective journals, seminar SOF presentations; research analysis critique, Community Proposal &amp; Presentation; self, supervisor &amp; faculty evaluations; comparisons of papers/exams from various courses</td>
</tr>
<tr>
<td>1.1 Use knowledge of changing demographics while completing internship duties, Project Implementation &amp; Presentation.</td>
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<td>1.2 Demonstrate understanding of gerontologists' roles &amp; responsibilities through completion of updated Classified Ad and discussions with students, faculty, intern supervisor, &amp; agency staff in Internship.</td>
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<td>1.3 Illustrate in Journal and Seminar how gerontologists in various roles affect &amp; are affected by society myths, norms, &amp; expectations.</td>
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California State University Sacramento
Gerontology Program

Student: __________________________
Agency: __________________________
1.4 Take a proactive role in communicating with others in the community about gerontology & its role as a service discipline & discuss in Journal & Seminar.

1.5 Use knowledge of how interrelationships among holistic variables affect older adults their families & discuss in Journal & Seminar.

1.6 Use theories & concepts drawn from core & interdisciplinary courses to promote the health & well being of aging individuals, families, & aggregate groups in Project implementation & discuss in Journal & Seminar.

1.7 Discuss how gerontological concepts, Nat’l Gero competencies, and theories relate to practice in this Internship setting with Supervisor & in Journal & Seminar.

2. Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences and humanities.

2.1 Use knowledge gained from required core, & elective gerontology courses when delivering service to designated population & discuss in Journal/ Seminar.

2.2 Complete Journal according to guidelines, demonstrating analysis of Internship situations.

2.3 Complete Critical Thinking SL Questions in Journal demonstrating EB analysis while applying it to own practice.

2.4 Complete Project implementation & presentation according to Syllabus guidelines.

2.5 Discuss identified client & project needs with supervisor & respond in a knowledgeable, ethical, & professional manner.

2.6 Use the decision making process (assessment, planning, implementation & evaluation) in a professional manner to formulate alternative solutions to concerns & problems when working with older adults, caregivers, families, & professional staff.

2.7 Present counter viewpoints/ alternative hypotheses on various issues in Journal/ Seminar.
2.8 Implement decisions/solutions for clients & families within agency policy, procedures, & structure.

2.9 Use EB research data when making decisions.

2.10 Take responsibility for own decisions in a professional manner.

3. Synthesize and apply current interdisciplinary theory and evidence-based (EB) research in applied settings.

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<td>Bring sample EB research that could be helpful to the agency &amp; discuss with Supervisor &amp; in Seminar.</td>
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<td>4.4 Discuss with your supervisor and develop a plan how you can assist this agency in facilitating access for elders; include in Seminar discussions.</td>
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<td>4.5 Discuss how this agency addresses the impact of race, class, gender and age on society in Journal.</td>
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<td>4.6 Discuss how you can approach others who demonstrate ageism or use commonly generalized information across groups, specifically the older adult population.</td>
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<tr>
<td>5. Exhibit personal and social responsibility and ethical and professional behavior in all settings.</td>
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<td>2</td>
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<tr>
<td>5.2 Analyze similarities &amp; differences of others’ viewpoints (aging clients/families &amp; co-workers to your own &amp; how they impact services rendered &amp; describe in Journal/Seminar.</td>
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<tr>
<td>5.3 Demonstrate respect for all individuals &amp; relationships while enacting internship &amp; student roles and in Project implementation &amp; presentation.</td>
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<tr>
<td>5.4 Relate successful methods for working with others having differing values/ beliefs &amp; discuss in Seminar.</td>
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<tr>
<td>5.5 Formulate solutions for ethical concerns seen during internship experiences &amp; discuss with Supervisor &amp; in Journal &amp; Seminar.</td>
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<tr>
<td>5.6</td>
<td>Use holistic understanding of an individual or family’s belief system when addressing ethical concerns in internship and discuss in Journal/Seminar.</td>
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<tr>
<td>5.7</td>
<td>Research at least one federal or state social bill related to own practice area, write your legislator regarding issue and discuss in Seminar.</td>
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<tr>
<td>5.8</td>
<td>Continue to identify need for change in agency policies with regards to specific internship population.</td>
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<tr>
<td>5.9</td>
<td>Describe in Journal &amp; Seminar ways you advocated for elders/families during Internship experience.</td>
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<tr>
<td>5.10</td>
<td>Demonstrate knowledge of differences between personal and professional relationships &amp; explains in Journal &amp; Seminar.</td>
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<tr>
<td>5.11</td>
<td>Relate examples of own impact on others in professional relationships &amp; document in Journal.</td>
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<tr>
<td>5.12</td>
<td>Demonstrate safe professional practice at all times by using Nat’l Geo competencies and Health promotion concepts when formulating and implementing strategies to assist elders/families in Internship; discuss with Supervisor &amp; in Journal &amp; Seminar.</td>
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<td>5.13</td>
<td>Research &amp; review all skills before implementing in Internship.</td>
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<td>5.14</td>
<td>Adhere &amp; follow through on obligations &amp; agency policies &amp; contracts with all parties in the Internship practice setting.</td>
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<tr>
<td>5.15</td>
<td>Evaluate own professional goals in Journal.</td>
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<tr>
<td>5.16</td>
<td>Share knowledge &amp; experiences with co-workers, other students, faculty, and Internship Supervisor.</td>
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<td>5.17</td>
<td>Describe strategies reflecting own self direction related to own learning in specific area of internship.</td>
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<td>5.18</td>
<td>Describe in Journal/Seminar, formal plans for planning for own life long learning.</td>
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<td>5.19</td>
<td>Identify &amp; evaluate own strengths &amp; areas for improvement in an ongoing manner &amp; communicate these to supervisor and faculty and summarize findings in Journal &amp; evaluation.</td>
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<tr>
<td>6. Exhibit effective use of basic communication (written, oral, &amp; interpersonal skills and information technology needed in a global information society.)</td>
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<tr>
<td>6.1 Demonstrate ability to listen &amp; follow instruction.</td>
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<tr>
<td>6.2 Present ideas clearly both verbally and in writing (using APA format).</td>
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<td>6.3 Compete all required projects &amp; assignments (agency, course) at agreed upon time.</td>
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<td>6.4 Use appropriate etiquette when communicating with others through electronic formats.</td>
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<td>6.5 Correctly cite information sources when communicating information.</td>
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<td>6.6 Communicate honestly in all relationships.</td>
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<td>6.7 Give &amp; receive positive &amp; critical feedback in all relationships.</td>
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<td>6.8 Use appropriate EB web sources when completing literature searches.</td>
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<td>6.9 Maintain confidentiality at all times.</td>
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<tr>
<td>6.10 Learn, correctly use, &amp; communicate findings of various assessment tools in the practice setting.</td>
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<td>6.11 Evaluate, modify, &amp; explain practice decisions to Supervisor &amp; in Seminar based on thorough data gathering techniques &amp; EB research findings.</td>
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<td>6.12 Give appropriate &amp; complete descriptions &amp; reports to staff regarding interventions performed.</td>
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<td>6.13 Discuss observations of how older adults communicate between &amp; among individuals of various ages with Supervisor &amp; in Journal &amp; Seminar.</td>
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<td>6.14 Discuss strengths &amp; limitations relating to intervention skills with Supervisor &amp; in Journal.</td>
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<td>6.15 Always use appropriate lines of communication in the Internship practice setting &amp; describe in Journal &amp; Seminar.</td>
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<td>6.16 Correctly follow agency protocols &amp; procedures for interventions at all times.</td>
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<td>6.17 Collaborate with all key players (includes faculty) for the Project change to occur; discuss process in Journal &amp; Project implementation &amp; presentation.</td>
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<td>6.18 Describe own intervention/solutions directed toward identified change in Journal &amp; Project implementation &amp; presentation.</td>
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<td>6.19 Demonstrate timeliness when collaborating with others to deliver services in Internship agency.</td>
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<td>6.20 Use appropriate referral systems when referring clients &amp; families.</td>
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<td>6.21 Use appropriate communication lines when making referrals.</td>
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<td>6.22 Write weekly evaluation of progress &amp; completion of Learning objectives weekly Journals.</td>
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<tr>
<td>6.23 Write an evaluation of own strengths &amp; limitations in Journal.</td>
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</tbody>
</table>

**Total each column; add together to get total Points**

| Totals | 228 | 152 | 76 |

**Tally:**
- # of 3s: _____
- # of 2s: _____
- # of 1s: _____ (comment on how to address below)

**Overall Total Evaluation points:** _____/228  (**3 168 needed to pass at 74%) Majority must be 2s & 3s to pass at 74%**

Student Completes the following & both student & Supervisor sign. Put in Portfolio along with all other evaluations for Faculty review and signature.

<table>
<thead>
<tr>
<th>Student’s Identified Strengths:</th>
<th>Student’s Identified Areas for Growth:</th>
</tr>
</thead>
</table>

Student: ___________________________ Date: _________ Supervisor: ___________________________ Date: _________

Faculty: ___________________________ Date: _________
Gerontology Program Presentation Rubric

Oral Communication is the development and expression of ideas through presentation for a particular audience and purpose. Gerontology students should be able to communicate effectively orally about social phenomena from a social science perspective.

<table>
<thead>
<tr>
<th>4 = Exceed Expectation</th>
<th>3 = Meet Expectation</th>
<th>2 = Approach Expectation</th>
<th>1 = Below Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Purpose and Development</strong></td>
<td>A strong sense of purpose controls the development of the presentation. The presentation is extremely focused even though it studies complex ideas. The student demonstrates mastery of the subject.</td>
<td>A clear purpose guides the development of the presentation. The presentation studies increasingly complex ideas and is adequately focused. Student demonstrates an adequate understanding of the subject.</td>
<td>The student generally stays on a fairly broad topic, but has not developed a clear theme. The presenter demonstrates some understanding of the subject, but has not yet focused the topic past the obvious.</td>
</tr>
<tr>
<td><strong>2. Overall Organization</strong></td>
<td>The organization enhances and showcases the central theme. The order, structure or presentation of information is compelling and smoothly moves the reader through the text.</td>
<td>The organizational structures are strong enough to display a central theme and adequately move the reader through the text.</td>
<td>The organizational structures are not strong enough to display a central theme; therefore the reader is confused sometimes when listening to the presentation.</td>
</tr>
<tr>
<td><strong>3. Audience Engagement</strong></td>
<td>The student meets the needs and captivates the interest of the audience throughout the presentation.</td>
<td>The student meets the needs and captivates the interest of the audience throughout most of the presentation.</td>
<td>Sometimes, the student holds the attention of the audience, but does not sustain it throughout.</td>
</tr>
<tr>
<td><strong>4. Control of Syntax and Mechanics</strong></td>
<td>The student demonstrates mastery of standard writing &amp; presentation conventions (e.g. spelling, punctuation, capitalization, grammar, paragraphing, speech clarity) &amp; uses these conventions to enhance present-ability.</td>
<td>The student demonstrates an adequate grasp of standard writing &amp; presentation conventions (e.g. spelling, punctuation, capitalization, grammar, paragraphing, speech clarity) despite a few errors.</td>
<td>The student shows a reasonable control over limited range of standard writing &amp; presentation conventions. Conventions are sometimes handled well; at other times, errors distract readability.</td>
</tr>
<tr>
<td><strong>5. Summary: Clarity and Revision</strong></td>
<td>The whole presentation is extremely clear and easy to understand. It needs little or no revision.</td>
<td>The presentation is clear and easy to understand, but needs some revision.</td>
<td>Some parts of the presentation are clear, but others are hard to follow. The presentation needs a fair amount of revision.</td>
</tr>
<tr>
<td><strong>6. Citation of Sources</strong> (if applicable)</td>
<td>The student consistently cites all of the sources</td>
<td>The student consistently cites the majority of the sources</td>
<td>The student consistently cites some of the sources</td>
</tr>
<tr>
<td><strong>7. Graphic Presentation</strong> (if applicable)</td>
<td>The student demonstrates an innovative use of graphic presentations to communicate a meaningful message</td>
<td>The student demonstrates an appropriate use of graphic presentations to communicate a meaningful message</td>
<td>The student used some graphic presentations to communicate a message</td>
</tr>
</tbody>
</table>
### Gerontology Program
### Presentation Communication Rubric

Faculty Evaluator: ____________________  Student: __________________________

Course #: ______                  Semester/Year: F/S ______                 # of Students in course: ____              Type of Paper: _______________

# of References (if applicable):___ Total Points Possible: ____    Paper Score: ______

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>4 Exceeds Expectation</th>
<th>3 Meets Expectation</th>
<th>2 Approaches Expectation</th>
<th>1 Below Expectation</th>
<th>0 Not Applicable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Purpose &amp; Development; subject mastery</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2. Overall Organization; follows directions</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
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<tr>
<td>3. Audience Engagement; completes on time</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
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<tr>
<td>4. Control of Syntax &amp; Mechanics</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
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<tr>
<td>5. Summary: Clarity &amp; Revision</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
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<tr>
<td>6. Discusses &amp; Cites Sources (if applicable)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
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<tr>
<td>7. Graphic Presentation (if applicable)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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