Gerontology 130
Practicum
Syllabus & Workbook

Fall 2013 - Spring 2014

Professor Barbara Grigg, MSN, RN
Dr. Cheryl Osborne EdD, MSN, RN, FAGHE
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GERONTOLOGY PROGRAM INFORMATION
Program Objectives (P.O.). Evidence of successful the P.O. 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 Practicum courses (GERO 130 & 131).

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, students may expect the Program’s interdisciplinary course work to provide the following:

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.
Gerontology 130
Practicum
California State University Sacramento
GERO 130
PRACTICUM

COURSE NUMBER: GERO 130

COURSE TITLE: Practicum

COURSE DESCRIPTION
Supervised Practicum experience in a community agency planning for or delivering professional services to older adults. This Practicum 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 PRACTICUM area. Note: This is a service learning course. Prerequisite: 24 Major units including GERO 101, GERO 102, GERO 103, GERO 121, & GERO 122 and instructor permission. Graded: Credit/No Credit. Units: 3.0.

OVERVIEW
The purpose of this Practicum is to facilitate application of learned facts and concepts in a progressively more complex and evolving role. The course goals provide field experiences to assist in the transition from senior baccalaureate gerontology student to entry level professional practitioner. GERO 130 is the first of two (2) Practicum courses taken at the conclusion of almost all other course work in the gerontology major. GERO 130 provides the framework for GERO 131 the culminating Practicum field.

The Practicum consists of intensive field study in a specific gerontological area under the guidance of a Practicum supervisor and a gerontology faculty member. In addition to the acquisition of new knowledge, the focus of the field Practicum is that of application of previously learned concepts used in delivery of services to the older population. The conceptual basis of this course 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.

The Practicum includes a monthly 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.

GERO 130 also includes 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 its 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 130 includes a Senior Project Proposal. Students negotiate the topic based on agency need and student interest with faculty and agency supervisors and plan for their GERO 131 Culminating Senior Project. 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 130 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 Practicum 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 131)

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.

Location: Lassen Hall Room 1008 / Phone: (916) 278-6955 / (916) 278-7239 TTY

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/ori/iknow/email.html](http://imet.csus.edu/imet3/ori/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 130; Portfolio; Service Learning Reflective Questions).

**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 assignments need to be completed in both courses. It is expected that GERO 131 assignments will reflect greater depth and breadth of understanding and application.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Entry</th>
</tr>
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<tbody>
<tr>
<td>Field Practicum hours satisfactorily completed</td>
<td>supervisor, self &amp; faculty eval</td>
</tr>
<tr>
<td>Reflective Learner's Journal completed &amp; turned in weekly</td>
<td>53 points/entry</td>
</tr>
<tr>
<td>Research Article Analyses (x5)</td>
<td>63 points/Critique</td>
</tr>
<tr>
<td>SOF SacCT Postings</td>
<td>56 points/entry</td>
</tr>
<tr>
<td>Personal Career TimeLine</td>
<td>56 points</td>
</tr>
<tr>
<td>Professional Classified Advertisement</td>
<td>46 points</td>
</tr>
<tr>
<td>Sr. Project Proposal (GERO 130 majors/GERO 131 minors)</td>
<td>112 points</td>
</tr>
<tr>
<td>Professional Portfolio</td>
<td>Check List &amp; Grading Rubric</td>
</tr>
<tr>
<td>Participation in all Seminars/Presentations</td>
<td>No points – mandatory</td>
</tr>
</tbody>
</table>

** 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.
** Practicum 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 Practicum for this semester and receiving NC.
** Failure to notify Practicum Supervisor and Faculty Advisor if not going to intern site will result in termination of the Practicum for this semester and receiving NC.
** Failure to attend all Seminars will result in termination of the Practicum for this semester and receiving NC.
GERO 130 & GERO 131
PRACTICUM Guidelines

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

Before Beginning your PRACTICUM Journey (the semester before you plan to do the PRACTICUM):
- Meet with Dr. O to discuss/formalize ideas by early November/April – needs to be finalized Mid 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 130. 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 PRACTICUM)

FIRST think about where your passion for elders lies ~~ this takes 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 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 PRACTICUM ~~ 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 Practicum 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 Practicum (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/workbook, and set dates so everyone has dates to plan our initial meeting so you can begin your PRACTICUM!

* Bring a DRAFT of your goal and objectives (if you haven’t emailed them to Dr. O already).

**SET UP Meeting:**

* Fill-in PRACTICUM forms from Syllabus. 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 Community Engagement Learning Plan/Agreement Signing pages - attach your goals & objectives (sample is in Workbook Forms Section)
  * Your Resume (sample is in Workbook Forms Section)
  * Student Self Evaluation of Course Learning Outcomes (In Workbook Forms Section)
  * Mid-Semester Student Evaluation (Practicum Supervisor completes; in (In Workbook Forms Section)
  * Field Supervisor’s Evaluation of Student: Core Competencies (Practicum Supervisor completes at the end of your experience - (In Workbook Forms Section)
  * Student Evaluation of PRACTICUM Supervisor (in Workbook Forms Section)
  * Student Evaluation of Agency (in Workbook Forms Section)

* Ask for your PRACTICUM 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!**

* Practicum 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 Practicum faculty member’s email address. If you go to your PRACTICUM 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 Practicum 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 PRACTICUM faculty during Finals’ week for final Evaluation (set up appointment last Seminar).

Enjoy vacation & Graduation time !!

Celebrate!
PRACTICUM CODE OF CONDUCT

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

- The University covenant(contract) applies toward the Practicum 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 Practicum Coordinator
- If you feel victimized by a work-related incident, you should contact your Practicum Coordinator immediately
- You may not withdraw from an Practicum, 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 co-workers
- 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 Practicum Code of Conduct and will make every effort to abide by it.

Signature _______________________________________________ Date ______________
The Beginning of a Journey

GERO 130
Learning Outcomes & Course Objectives
GERO 130 Student Learning Outcomes

(Student Completes Form in Forms 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 Practicum population in Seminar.
1.2 Discuss gerontologists' roles & responsibilities with students, faculty, intern supervisor, & agency staff in Practicum & 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 Practicum 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 Practicum 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 Practicum 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 Practicum 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 Practicum & in Project Proposal.
3.9 Help others in your specific Practicum 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 Practicum situations, focusing on holistic aspects of aging & discuss in Journal/Seminar.

4. 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 Practicum & 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 Practicum 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 Practicum population & discuss in Seminar & Project Proposal.
5.9 Determine need for advocacy during Practicum 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 Practicum; discuss with Supervisor & in Journal & Seminar.
5.13 Research & review any skills before implementing in Practicum.
5.14 Adhere & follow through on obligations & agency policies & contracts with all parties in the Practicum practice setting.
5.15 Evaluate own professional goals in Journal.
5.16 Share knowledge & experiences with co-workers, other students, faculty, and Practicum Supervisor.
5.17 Take responsibility for and is self-directed with regards to own learning in own specific area of Practicum.
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 Practicum 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 PRACTICUM 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.
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 130

ASSIGNMENTS
Reflective Learner’s Journal

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 PRACTICUM 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 GERO 130. 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 Practicum or Community 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 Practicum but to really analyze your experiences and learn from them. The Reflective Journal is also a communication tool between you and your faculty advisor so you have a consistent opportunity to get assistance from us 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 Practicum practice area. Your thoughts and feelings will not be judged though we 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 us 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 Practicum 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.) Use the following Reflective Journal Format SAMPLE 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
   - Conclusions & 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 Practicum. 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 - combine it in the next Journal Entry (noting extra date & hours etc).

3.) The weekly Reflective Journal includes your analysis answers of Community Engagement Leadership Learning Questions (there are different ones for GERO 130 & GERO 131). Find the questions on the Community Engagement Leadership Learning Questions list (p.28-30). 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 as the final page of your entry** (copy in SacCt so you can copy & past to the end of your entry!).

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 Practicum!!

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 Practicum and receive a NC.

8.) Keep all Journal entries in chronological order as they are returned (read the comments of course and respond/make additions 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 Practicum Evaluation Conference.

9.) Grading: CR/NC – each Journal may receive up to 53 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 😊

### Reflective Journal ~ Grading Rubric

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<thead>
<tr>
<th>NOTE: Include EB citations when appropriate</th>
<th>4</th>
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<tr>
<td><strong>Journal Components</strong></td>
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<td>Goal for the Day</td>
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<td>Objectives (from SCERP &amp; Course)</td>
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<td>Brief Description of Day’s Experiences</td>
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<tr>
<td>Critical Thinking Analysis of Experience - Analyzes experience</td>
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<td>Connects experience analysis to text and research articles</td>
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<td>What Did Not Go as Planned or, on Reflection, Other Ways to Handle Situations</td>
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<td>What Worked for You and You Will Do Again, Why</td>
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<td>Conclusions &amp; Evaluation of Achievement of Goal &amp; Objectives</td>
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<td>Answers to Leadership Questions</td>
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<td><strong>Professional Presentation</strong></td>
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<td>Analysis was clear and logically developed</td>
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<td>Assignment directions followed (ie: components addressed, rubric, etc)</td>
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<td>Any Citations correctly written (APA)</td>
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<td>Any Citations correctly referenced (APA)</td>
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<td><strong>Comments:</strong></td>
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**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 Written/Presentation Rubric; #s 1-5 on Integrative Learning Rubric).
Reflective Learner Journal
SAMPLE

Name: Gerry Gerontologist
Agency: Agency on Aging
Date: Sept 22, 2013
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 PRACTICUM 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 PRACTICUM 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 Gero130 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 GERO 121 & 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!!

Conclusions & 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 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 the question you are answering here and then answer the question. Attach any documents you gather in helping you answer the question.
Reflective Journal Community Engagement Leadership Learning Questions

The purpose of these questions is to incorporate the student's knowledge and expertise from gerontology coursework concepts/theories and apply it to “real-life” experience(s) within the framework of the chosen Practicum agency. You are expected to seek out the answers and discuss them with others at your Practicum. Include the question and your answer (in this weekly sequence) at the end of your journal entry. You may find that you can answer them in another order – this is ok but we will discuss these in the Seminars so be sure to answer them by the noted Seminar date (you may want to include a note in your SOF).

Weeks 1-5 Due by Seminar #2

**Week 1**

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

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

**Week 2**

130: 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.

131: 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**

130: Briefly describe how the agency addresses the psychosocial needs of the older adult population they serve.

131: 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**

130: 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.

131: 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**

130: Describe ethnicity of population served, and how the agency addresses specific cultural norms and mores of this elder population.

131: 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 (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**

**130:** 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?

**131:** In collaboration with your agency supervisor, identify how fiscal decisions are made. Are grants or private sponsors used to support programming?

**Week 7**

**130:** Identify and discuss ethical questions/issues the agency must address while serving the aging population.

**131:** Is there an established ethics committee within the agency? If so, describe a common agenda. If there is not a committee, why?

**Week 8**

**130:** 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.

**131:** 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**

**130:** Specify at least two areas of social policy that affect the agency's organizational protocol and illustrate possible strategies for advocacy.

**131:** 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**

**130:** 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?

**131:** 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**

**130:** 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?

**131:** 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**

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

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

**Week 13**

130: 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.

131: 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**

130: 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.

131: 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**

130: 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.

131: Describe how your views of serving the elder population have evolved throughout your second PRACTICUM 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 Practicum.
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.) Provide EB research you may use for your Reflective Journals and Community Project Proposal.
4.) To provide you with the opportunity to practice your writing skills in a short paper.
5.) To provide you with the opportunity to receive feedback on your writing and critiquing skills.

Directions ~ Process/Guidelines:

There are many topics of interest to you, your clients and staff related to your Practicum and possible Community Project. 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 Practicum, seminars, other coursework and your Project. Remember to talk about the articles in your journals as you use the information in your practice!

1.) Choose articles related to your field of study.
   • You will do five (5) of these Summaries throughout the semester: one (1) turned in the second Seminar meeting, two (2) the third Seminar meeting, and two (2) 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 Practicum. 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 – 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 ~ check APA for examples).

6.) Include Reference page and Grading rubric at the end of your Analysis.

7.) Remember to discuss your article(s) along with what you are learning in Seminar.

Evaluation/Grading Criteria: (CR/NC - ≥74%) (must be turned in on time and complete 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).

Student Name: ______________________
Research Analysis: # _____
Date: __________

<table>
<thead>
<tr>
<th>Research Analysis ~ Grading Rubric</th>
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<tbody>
<tr>
<td><strong>NOTE:</strong> ALL sections must include EB citations</td>
</tr>
<tr>
<td><strong>4</strong> Exceeds Expectation</td>
</tr>
<tr>
<td>Includes comprehensive abstract of article</td>
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<tr>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td>Introduces topic/concept and then ties to specific research article. <em>(Summary directed toward readers who have not read the article.)</em></td>
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<tr>
<td><strong>Analysis</strong></td>
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<tr>
<td>Succinctly summarizes article’s main points.</td>
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<tr>
<td>Identifies &amp; describes differing viewpoints &amp; opinions about this topic (author/self) validates &amp; supports thoughts!</td>
</tr>
<tr>
<td>Comprehensibly comments on your appraisal of the article - its construction, content, and validity as compared with other information you are aware of from your studies – cite other works here.</td>
</tr>
<tr>
<td>Critically discusses relationship the topic has/does not have to gerontological practice.</td>
</tr>
<tr>
<td>Discusses how you plan to use the information in your gerontological practice; if not - why</td>
</tr>
<tr>
<td><strong>Demonstrates</strong> creativity, insight and <strong>in-depth analysis of topic</strong> (goes beyond the obvious)</td>
</tr>
<tr>
<td><strong>Conclusions</strong></td>
</tr>
<tr>
<td>Summarizes Lessons Learned &amp; Take Home message(s)</td>
</tr>
<tr>
<td>States how this article may change future interactions you will have with others</td>
</tr>
<tr>
<td><strong>Professional Presentation</strong></td>
</tr>
<tr>
<td>Correct Grammar &amp; Spelling</td>
</tr>
<tr>
<td>Analysis was clear and logically developed</td>
</tr>
<tr>
<td>Analysis engaged the audience</td>
</tr>
<tr>
<td>Assignment directions followed (ie: article, rubric, etc)</td>
</tr>
<tr>
<td>Citations correctly written (APA)</td>
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<tr>
<td>Citations correctly referenced (APA)</td>
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<tr>
<td>Assignment turned in, on time</td>
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<tr>
<td>Actively participated in Seminar Discussion</td>
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<td><strong>Sub Totals</strong></td>
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<td><strong>Overall Total</strong></td>
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<td><strong>Comments:</strong></td>
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</table>

**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 Written/Presentation Rubric; #s 1-5 on Integrative Learning Rubric).
Research Article Critique and Book Analysis Presentations

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 PRACTICUM experiences.
2.) To use an organizing framework to analyze PRACTICUM 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 PRACTICUM 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 (1-2 pages) of key thoughts using the following four (4) areas. Incorporate what you learned from your Community Engagement Leadership Learning Questions, Assignments (TimeLine, Ad etc) 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 Practicum 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. ATTACH THE GRADING RUBRIC

5.) Plan to present a ten-twelve (10-12) minute summary using your SOF and how your text/articles did/did not support your PRACTICUM 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**

53 points possible; Need 39 points to pass at 74%

**NOTE:** Include EB citations when appropriate

<table>
<thead>
<tr>
<th>Category</th>
<th>4 Exceeds Expectation</th>
<th>3 Meets Expectation</th>
<th>2 Approaches Expectation</th>
<th>1 Below Expectation</th>
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<tr>
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<td><strong>SOF Components</strong></td>
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<tr>
<td>Identify issues, challenges, and positive aspects in your Practicum includes Project Update</td>
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<td>3</td>
<td>2</td>
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<tr>
<td>Connects issues and challenges to text and research articles</td>
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<td>3</td>
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<tr>
<td>Answers gained regarding Leadership Questions</td>
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<tr>
<td>Addresses Assignments (TimeLine, Classified Ad, Legislator Letter &amp; Project Update)</td>
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<td>3</td>
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<tr>
<td><strong>Conclusions</strong></td>
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<td>2</td>
<td>1</td>
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<tr>
<td>States how experiences this month may change future interactions you will have with others</td>
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<td>3</td>
<td>2</td>
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<tr>
<td><strong>Professional Presentation</strong></td>
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**Comments:**

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Personal and Career-TimeLine

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. (Check Rubric for more direction).
6.) Summarize Lessons Learned & Take Home message(s).
7.) State how this experience may change future goals you may have
8.) GERO 130 – Put your Career-Line & Analysis Summary in Turn In folder & include in SOF discussion.
### Personal & Career TimeLine Grading Rubric

52 points possible; Need 38 points to pass at 74%

**NOTE:** Include EB citations when appropriate

<table>
<thead>
<tr>
<th>Timeline Components</th>
<th>4 Exceeds Expectation</th>
<th>3 Meets Expectation</th>
<th>2 Approaches Expectation</th>
<th>1 Below Expectation</th>
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<tbody>
<tr>
<td>Time Line includes situation descriptor /name</td>
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<td>1</td>
<td></td>
</tr>
<tr>
<td>Date &amp; year are beneath situation descriptor/name</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Describe your Perfect Career based on your TimeLine</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Summarize in 1-2 paragraphs the conclusions drawn from analyzing your Career TimeLine.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Describe your vision for elders and how you will help to achieve this</td>
<td>4</td>
<td>3</td>
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</tbody>
</table>

**Conclusions**

| Summarize Lessons Learned & Take Home message(s)                        | 4                     | 3                   | 2                        | 1                   |

**State** how this experience may change future goals you may have

***Professional Presentation***

<table>
<thead>
<tr>
<th>Correct Grammar &amp; Spelling</th>
<th>3</th>
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<tbody>
<tr>
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<tr>
<td>Analysis engaged the audience</td>
<td>4</td>
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<td>2</td>
</tr>
<tr>
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<td>3</td>
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<tr>
<td>Any Citations correctly written (APA)</td>
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<tr>
<td>Assignment turned in, on time</td>
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<tr>
<td>Actively participated in Seminar Discussion</td>
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**Sub Totals**

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<th>/28</th>
<th>/45</th>
<th>/30</th>
<th>/15</th>
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</table>

**Overall Total** 752

Comments:

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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.
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 gerontology career you are interested in. ** Note how the Ads are written – what is included, what else need to be included. ATTACH at least ONE of these ads TO YOUR FINISHED assignment along with Grading Rubric.
4.) Being a Gerontologist, you know the skills and attributes people in this organization (the one from your chosen ad) need to possess to help the agency meet its mission.
   1.) Describe your dream career in one reflection paragraph (you can 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.
   4.) Summarize Lessons Learned & Take Home message(s).
   5.) State how this experience may change future goals you may have.
<table>
<thead>
<tr>
<th>Professional Classified Ad Grading Rubric ~~ GER 130</th>
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<tbody>
<tr>
<td>46 points possible; Need 34 points to pass at 74%</td>
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**NOTE:** Include EB citations when appropriate

<table>
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<tr>
<th>Classified Components</th>
<th>4 Exceeds Expectation</th>
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<th>2 Approaches Expectation</th>
<th>1 Below Expectation</th>
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</thead>
<tbody>
<tr>
<td>Reflection paragraph succinctly describes own dream career</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>List attributes, skills, and talents <strong>you</strong> need to learn more about to do this career</td>
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<tr>
<td>Write an Ad that you could post on Craig’s List or Linked-In or in a newspaper to recruit the person you desire</td>
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</table>

| Conclusions                                                                                   | 4                      | 3                     | 2                        | 1                      |
| Summarize Lessons Learned & Take Home message(s)                                             |                       |                     |                          |                     |
| **State** how this experience may change future goals you may have                           |                       |                     |                          |                     |

| Professional Presentation                                                                       |                       |                     |                          |                     |
| Correct Grammar & Spelling                                                                     |                       |                     |                          |                     |
| Analysis was clear and logically developed                                                       |                       |                     |                          |                     |
| Analysis engaged the audience                                                                  |                       |                     |                          |                     |
| Assignment directions followed (ie: components addressed, rubric, etc)                          |                       |                     |                          |                     |
| Any Citations correctly written (APA)                                                           |                       |                     |                          |                     |
| Any Citations correctly referenced (APA)                                                        |                       |                     |                          |                     |
| Assignment turned in, on time                                                                  |                       |                     |                          |                     |
| Actively participated in Seminar Discussion                                                     |                       |                     |                          |                     |

| Sub Totals                                                                                     | /28                   | /39                  | /26                      | /13                   |
| Overall Total                                                                                 | /46                   |                      |                          |                      |

**Comments:**

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GERO 130/131 Culminating Senior Community Project

112 points possible; 83 points to pass at 74%

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 130 that documents your program/project plans. You will use this proposal to guide the planning, implementation, evaluation, and presentation of your project in GERO 131. (Minor students will participate in a smaller project and do both Proposal and Project in GERO 131.

Students are expected to work progressively on the Senior Community Project throughout the semester while completing their Practicum 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 GERO 130. Then you are ready to begin your project at the start of GERO 131!! ☺ If you do not complete the Proposal, an Incomplete will be recorded for your grade. Remember --- Incompletes must be cleared before beginning GERO 131 Practicum hours.

GERO MINORS:
See directions for you in the GERO 131 Minor 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 130 & 131 Total Project Process Components:
Proposal (GERO 130 – GERO 131 if minor)
Implementation (GERO 131)
Evaluation (GERO 131)
Poster Presentation (GERO 131)

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 130 students, GERO 131/minor students by the 2nd Seminar).
2.) The Proposal must be completed and accepted no later than the last Seminar GERO 130 students). Incompletes must be cleared before beginning GERO 131 PRACTICUM hours. GERO 131 Minor students must complete both Proposal and Project by the last Seminar or an Incomplete will be awarded
3.) Discuss your progress with faculty advisor & agency supervisor & complete the Project & Evaluation (GERO 131).
3.) Attend the Project Proposal workshop (date will be announced in Seminar.
4.) Plan for presentation (GERO 130 students attend, GERO 131 students present).
5.) Leave copy of Project with the Agency and the Gerontology Department.

Proposal (GERO 130)

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 Section of the Proposal DRAFT should be approximately 4-6 pages (with EB-research citations that support your case for the Project).
   b. The Categorizing Community Action Plan will vary in pages, depending on the number of Objectives and Action Steps you have to complete your Project. You can down load the Action Plan from the GERO 130 SacCT website. I would start with completing the Action Plan and then work on writing the narrative portion
   c. Your Evaluation/Conclusion Section is Narrative and includes Expected Outcomes of the Project and how you will Evaluate the Project (survey the participants, use a post-test etc.), and the Conclusions about this portion of the Project Process (130). Project Conclusions and Recommendations for future projects is included in your Project Presentation in GERO 131.
   d. Include the Grading Rubric and Contract Sheet (p. 50 in Syllabus/Workbook) in the Appendix. (When your Proposal is no longer a DRAFT, we will all sign the Contract Sheet).

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:
   a. Title Page (Include possible Project title)
   b. Project Abstract
   c. (Narrative) Background Need & Relevance of the Project and discussion of Theory supporting the Project. Remember, all areas must be backed by EB research. Use the articles you are reading for Seminar if you can. Some of this will repeat in formal format what you say in your Action Plan.
      1. Introduce the overall goal/focus of your Project (adult ed class, training manual, brochure,
1. Describe the Theory you chose to use and how it supports the all portions of the Project.
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 approval (student and agency supervisor, and any other agency stakeholders you needed to work with to get approvals to this point).
8. Discuss who you will market this Project to and how you plan to do this.
9. Describe how the agency plans to use your project after you are gone.

d. **(Action Plan Table) Methodology**
   Complete the Culminating Community Project Action Plan (Sample follows these instructions). Use the Template available on SacCt – fill it in and place it in your Proposal document.

e. **(Narrative) Anticipated Outcomes and Project Evaluation Process – how you will measure success**
   Conclude the Proposal with a discussion of how you plan to evaluate your project and the anticipated Project Outcomes. Be sure to include replication/sustainability of project at this agency, any opportunities of dissemination you might use to tell the world about your project & the next steps needed to move the Project forward. Conclude with your thoughts on this portion of the Project process.

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

Proposal Title: _____________________________________________________________
Implementation Date: ________________

Student: _______________________________________________________________
Email ___________________________ Phone # (___)__________________

Community Agency Partner: _____________________________________________
Address: _______________________________________________________________

Community Member Practicum Supervisor: _________________________________
Phone: (___)___________ Fax: (___)___________ email: _________________

Faculty Advisor: _______________________________________________________
Phone: (___)___________ Fax: (916) 278-3855 email: _________________

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

Signatures: Date:
Student ____________________________________ ________________
Community Supervisor ________________________________ ________________
Faculty Member ____________________________________ ________________

Make copies (including approved Proposal) for all after obtaining signatures.
Proposal Organizing Order:

Title page

Project Abstract (on separate page)

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

(Template) Project Action Plan

(Narrative) Evaluation & Conclusion

Grading Rubric

Completed Contract Page (minus signatures)
### Culminating Community Project Action Plan Template (Sample)

<table>
<thead>
<tr>
<th>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.</th>
<th>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.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Goal of Project: Develop and teach four (4) 1/2 hour in-service workshops for agency staff members.</th>
<th>Project Expected Outcome: Staff members will show increased financial knowledge as measured by pre-post test in each class.</th>
</tr>
</thead>
</table>

### 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 assuring 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 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: (What Will Be Done to reduce barriers and complete Project)</th>
<th>Responsibilities</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>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>a. Conduct journal and book literature review.</td>
<td>Student</td>
<td>Two 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>
</tr>
<tr>
<td>b. Call and talk with financial class professor.</td>
<td>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>
</tr>
<tr>
<td>c. Discuss curriculum development process with Intern Faculty Advisor</td>
<td>Supervisor &amp; student</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>
</tr>
<tr>
<td>d. Based on lit review &amp; interviews, discuss ideas for each of the 4 classes with Supervisor &amp; Advisor (in Journal).</td>
<td>Supervisor</td>
<td></td>
<td></td>
<td></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>Supervisor</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</td>
<td>Meetings completed &amp; discussed with Supervisor</td>
</tr>
<tr>
<td>a. Identify key stakeholders and a representative from each group to work with</td>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Organize stakeholder meeting</td>
<td>ETC&gt;&gt;&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Develop some method to assess stakeholder’s needs, abilities &amp; expectations</td>
<td>ETC&gt;&gt;&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.) Develop and implement</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
marketing strategies.

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

ETC>>>>>

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

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

<table>
<thead>
<tr>
<th>a. Write draft outline of each class &amp; discuss with Supervisor and Advisor</th>
<th>Student, Supervisor, Faculty Advisor</th>
<th>Minimum of 1 day/class</th>
<th>Begin 9/20/08 End 10/20/08</th>
<th>Outline drafts completed and meeting held with Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Finalize class outlines</td>
<td>ETC&gt;&gt;&gt;&gt;&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Evaluate class</td>
<td>Student, Supervisor</td>
<td>Evaluation form</td>
<td>End of class</td>
<td>Participants answer evaluation</td>
</tr>
</tbody>
</table>

Continue to complete with all your objectives

Continue to complete with all your objectives

Complete with all identified Objectives.

Complete projected budget – negotiate with your Supervisor – it will be modified as the Project evolves. Be sure to check ahead about agency processes/timelines for getting reimbursed – Assume Nothing!! 😊

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Budgeted</th>
<th>Spent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copying handouts</td>
<td>15.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spiral binding</td>
<td>10.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projector rental</td>
<td>100.00</td>
<td></td>
<td>Receipts to be turned in 11/20</td>
</tr>
<tr>
<td>Video rental</td>
<td>50.00</td>
<td>50.00</td>
<td>Receipts to be turned in 11/20</td>
</tr>
<tr>
<td>Meeting space</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refreshments</td>
<td>15.00</td>
<td></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>
<td></td>
</tr>
</tbody>
</table>

Osborne (June 13)
# 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>
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</tr>
</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>
</tr>
</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>

<table>
<thead>
<tr>
<th>Project Benefits to Stakeholders:</th>
</tr>
</thead>
<tbody>
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</tr>
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<tr>
<td>Gerontology Profession:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Objectives (Chronological Order):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Implications for Professional Development:

<table>
<thead>
<tr>
<th>Objectives &amp; Tasks/Action Steps: (What Will Be Done?)</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>
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<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>
Complete with all identified Objectives.

Complete projected budget – Complete *projected* budget – negotiate with your Supervisor – it will be modified as the Project evolves.

### 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>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Osborne (June 2013)
# GERO 130 Culminating Project Proposal Grading Rubric

## Abstract

<table>
<thead>
<tr>
<th>Exceeds Expectation</th>
<th>Meets Expectation</th>
<th>Approaches Expectation</th>
<th>Below Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Background Need & Relevance & Theory Overview**

**NARRATIVE** – (*all sections must be supported/cited*)

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectation</th>
<th>Meets Expectation</th>
<th>Approaches Expectation</th>
<th>Below Expectation</th>
</tr>
</thead>
<tbody>
<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 Theory used to support all Project Processes.</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 stake holders 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>
</tbody>
</table>

## Methodology ~ thoroughly completes all parts of PROJECT ACTION PLAN

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectation</th>
<th>Meets Expectation</th>
<th>Approaches Expectation</th>
<th>Below Expectation</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

## Conclusions ~ Summarizes Lessons Learned

**NARRATIVE**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectation</th>
<th>Meets Expectation</th>
<th>Approaches Expectation</th>
<th>Below Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizes Evaluation methods (including anticipated outcomes)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Includes replication/sustainability of project at this agency; any dissemination possibilities</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</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>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 sensitivity to holistic diversity throughout Proposal</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>
</tbody>
</table>

## Professional Presentation

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectation</th>
<th>Meets Expectation</th>
<th>Approaches Expectation</th>
<th>Below Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct Grammar &amp; Spelling</td>
<td>4</td>
<td>3</td>
<td>2</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>Project directions followed (materials in order, rubric etc.)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Citations correctly written throughout Proposal (APA)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Citations correctly Referenced (APA)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Completes Proposal by due date</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Sub Totals: 88 / 90 / 60 / 30

Overall Total: 12

**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 Written/Presentation Rubric; #s 1-5 on Integrative Learning 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 Practicum. 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 130 Professional Portfolio Check List & Grading Rubric ~~~**

*Use this to Organize your Portfolio & to Create your Portfolio Table of Contents*

Check off components in **left √ box** before you turn it in; place **List** in front pocket of Portfolio

<table>
<thead>
<tr>
<th>√ Intern Experience</th>
<th>CR</th>
<th>NC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Service Learning Plan (including goal and objectives attached) (SCelp)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Resume Update</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 Practicum 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 130 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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum Projects</th>
<th>CR</th>
<th>NC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved Community Service Learning Proposal; Abstract of Project</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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum Seminar Experiences</th>
<th>CR</th>
<th>NC</th>
</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 attach grading rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified Ad for a Gerontologist attach grading rubric</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum Evaluations (include two (2) copies of each if you want to keep a copy)</th>
<th>CR</th>
<th>NC</th>
</tr>
</thead>
<tbody>
<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>Practicum Supervisor Evaluation of Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Evaluation of Practicum Supervisor</td>
<td></td>
<td></td>
</tr>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core &amp; Multidisciplinary Core &amp; Elective Course Exemplars</th>
<th>CR</th>
<th>NC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include at least one (1) project, presentation, paper, <em>(with grading rubrics)</em> or test from each of the following Gerontology Major courses: Gero 101, 102, and 103.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include a <em>minimum of two</em> (2) Multidisciplinary Core and one (1) elective course examples</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All Check List Components are present
Professionally Presented
Submitted on Agreed upon time
GERO 130

PRACTICUM

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

Activity: ___Field PRACTICUM___________________________________________________
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
GERO 130 ~ Student Community Engagement Learning Plan

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

**Before beginning your community learning activities you must:**
- Complete the SCELP with your instructor & Site Supervisor
- Turn in the SCELP to your instructor (student and supervisor have one also)

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: ______________________

   Days of Service
   Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday
   Times of Service

5. 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 PRACTICUM.
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.
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 ADHC 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 PRACTICUM 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 130 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 130 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.
CALIFORNIA STATE UNIVERSITY SACRAMENTO  
Community Engagement Learning Agreement

This course also has a Community Service Learning component. In accordance with CSU 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, of any problems, emergencies, safety hazards, concerns, or suggestions regarding my activities;

• complete all assignments stated in course syllabus relating to my community 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
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 PRACTICUM 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 2013 California State University Sacramento BS to be conferred. Dean’s Honor List.

January 2010 - December 2012 Sacramento City College. Prerequisites for gerontology program completed.

Additional Education
May 2011 Seminar -- Preventive Health Care for the Poor
January 2009 Workshop -- Caring: The Hospice Imperative

PROFESSIONAL ORGANIZATIONS
2012 Sigma Phi Omega Honor Society
2012 Golden Key Honor Society
2011 - present Gerontology Student Association; treasurer, 2012
RESEARCH AND PROJECTS
May 2012
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 2011
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 2011
Certificate: Hospice Volunteer
Certificate: Ombudsman Aide

August 2000 - present
BCLS - CPR: Expiration August 2014

REFERENCES
Available upon request.
Gerontology Practicum Time Sheet (GERO 130)

Student Name: ___________________  Supervisor Name: ____________________

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

Date: ________ In: ________ Out: ________ Hours: ________ Initial: _____
Date: ________ In: ________ Out: ________ Hours: ________ Initial: _____
Date: ________ In: ________ Out: ________ Hours: ________ Initial: _____
Date: ________ In: ________ Out: ________ Hours: ________ Initial: _____
Date: ________ In: ________ Out: ________ Hours: ________ Initial: _____
Date: ________ In: ________ Out: ________ Hours: ________ Initial: _____
Date: ________ In: ________ Out: ________ Hours: ________ Initial: _____
Date: ________ In: ________ Out: ________ Hours: ________ Initial: _____
Date: ________ In: ________ Out: ________ Hours: ________ Initial: _____
Date: ________ In: ________ Out: ________ Hours: ________ Initial: _____

Total Hours: ______

Signature of Student: ______________________________
Signature of Supervisor: ______________________________
Signature of Faculty Advisor: ______________________________
Evaluation Forms
# GERO 130 ~ 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.

<table>
<thead>
<tr>
<th>FULFILLMENT OF RESPONSIBILITIES:</th>
<th>Please use the following numerical ratings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratings</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Consistently Professional</td>
</tr>
<tr>
<td>2</td>
<td>Most of the time</td>
</tr>
<tr>
<td>3</td>
<td>Needs Improvement to continue</td>
</tr>
<tr>
<td>____</td>
<td>Arrives promptly, prepared for the day</td>
</tr>
<tr>
<td>____</td>
<td>Attendance is regular, as per the agreed upon days and times.</td>
</tr>
<tr>
<td>____</td>
<td>In the event of illness calls to inform supervisor and advises of expected return.</td>
</tr>
<tr>
<td>____</td>
<td>Is aware of school or agency standards for dress and behavior and meets them.</td>
</tr>
<tr>
<td>____</td>
<td>Asks for further directions or instructions when needed.</td>
</tr>
<tr>
<td>____</td>
<td>Takes initiative, when appropriate.</td>
</tr>
<tr>
<td>____</td>
<td>Displays professional interactions with co-workers and others.</td>
</tr>
<tr>
<td></td>
<td>Interacts with clients (i.e. children or population) in an appropriate manner, suitable to the activity.</td>
</tr>
</tbody>
</table>

## 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: ____________________________ Please Print

Supervisor’s Signature: ____________________________ Date: ________________
GERO 130 – FALL 2013-SPRING 2014

California State University Sacramento
Gerontology Program

GERO 130 Student Self Evaluation Tool of Course Learning Outcomes

&
Rubric for Program Learning Outcome #6 (Communication) & #1-6 (Integrative Learning)

SEE MISCELLANEOUS SECTION
GERO 130
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 (130) or Project (131).
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 130

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>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL ABILITIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to present self clearly</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Ability to make appropriate and focused responses</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Ability to differentiate personal and professional relationships</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Ability to form and sustain collaborative relationships</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Ability to assess one’s own impact on others</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Ability to take responsibility for one’s own decisions</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Ability to hear and consider viewpoints different from one’s own</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>Ability to evaluate, modify, and explain practice decisions</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>Ability to conceptualize and to discern significance of interrelationships and to draw generalizations</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Ability to apply information from general to specific and from specific to general</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ability to present ideas verbally and in writing</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ability for self direction and responsibility for own learning</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ability and willingness to evaluate one’s own professional goals</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ability and willingness to evaluate one’s own strengths and limitations</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ability to demonstrate respect for different cultures &amp; languages</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Ability to maintain ethical practice:**
- Confidentiality | 1 | 2 | 3 | 4 | 5 |
- Respect | 1 | 2 | 3 | 4 | 5 |
- Honest communication | 1 | 2 | 3 | 4 | 5 |
- Attendance | 1 | 2 | 3 | 4 | 5 |
- Timely completion of projects | 1 | 2 | 3 | 4 | 5 |
- Following through on obligations and contracts | 1 | 2 | 3 | 4 | 5 |
- Giving and receiving critical feedback | 1 | 2 | 3 | 4 | 5 |
- Following organizational protocol and lines of communication. | 1 | 2 | 3 | 4 | 5 |

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 PRACTICUM SUPERVISOR

**GERO 130**

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>
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</thead>
<tbody>
<tr>
<td>Serves as expert and role model in direct supervision of students</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Meets with student initially and throughout experience</td>
<td>1 2 3 4 5</td>
<td></td>
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<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>
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<tr>
<td>Encourages student to be self-directed.</td>
<td>1 2 3 4 5</td>
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</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>
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</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>
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</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>
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</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 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:

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

THANK YOU FOR YOUR CONTRIBUTIONS TO THE AGENCY YOU SERVED AND PARTICIPATING IN COMMUNITY SERVICE LEARNING
GERO130
STUDENT COURSE EVALUATION

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)
      Comments: Score: ____

   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 PRACTICUM
   Experience Discussion Seminar:

Practicum:

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

Practicum:

Thanks for your input!!
It helps us to continually insure GERO courses are responsive to student, Program, and agency needs.
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.
# Gerontology Program Outcomes Aligned with AGHE Competencies

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>AGHE Competencies</th>
<th>Some Sample Learning Outcomes Measures</th>
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</thead>
<tbody>
<tr>
<td><strong>Upon the completion of the gerontology program of study the student will:</strong></td>
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</tr>
<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 PRACTICUMs 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, PRACTICUM 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, PRACTICUMs &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 PRACTICUM 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</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>
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</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.
Gerontology Program Learning Outcomes & Course Objectives | Self-Assessment of learning, change, & growth | Specific Practice Examples of How Objectives & Outcomes were Met
---|---|---
1. Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge. | Highly Comp | Mostly Comp | Needs Improve | No Evid |
1.1 Discuss implications of changing demographics related to Practicum population in Seminar. | 3 | 2 | 1 | 0 |
1.2 Discuss gerontologists’ roles & responsibilities with students, faculty, intern supervisor, & agency staff in Practicum & 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 Practicum 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.

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<tbody>
<tr>
<td>2.1 Use knowledge gained from required core, &amp; elective gerontology courses when delivering service to designated population; discuss in Journal/ Seminar.</td>
<td>3</td>
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<td>2.2 Complete Journal according to guidelines, demonstrating analysis of Practicum situations.</td>
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<tr>
<td>2.3 Complete Critical Thinking SL Questions in Journal demonstrating evidence-based analysis while applying it to own practice.</td>
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<td>2.4 Complete Project Proposal according to Syllabus guidelines.</td>
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<td>2.5 Discuss identified client &amp; project needs with supervisor &amp; respond in a knowledgeable, ethical, &amp; professional manner.</td>
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<td>2.6 Use the decision making process (assessment, planning, implementation &amp; evaluation) in a professional manner to formulate alternative solutions to concerns &amp; problems when working with older adults, caregivers, families, &amp; professional staff.</td>
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<td>2.7 Present counter viewpoints and alternative hypotheses on various issues related to aging in Journal &amp; Seminar.</td>
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<tr>
<td>2.8 Use agency policy, procedures, &amp; structure to implement decisions/solutions for clients &amp; families.</td>
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<td>2.9</td>
<td>Use EB research data when making decisions.</td>
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<tr>
<td>2.10</td>
<td>Take responsibility for own decisions in a professional manner.</td>
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<td>3. Synthesize and apply current interdisciplinary theory and evidence-based (EB) research in applied settings.</td>
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<td>3.1</td>
<td>Incorporate current EB research relating to Practicum practice area into Journal entries, Seminar discussions, &amp; Project Proposal.</td>
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<td>3.2</td>
<td>Complete Research Analysis Critiques at a beginner level of analysis &amp; according to guidelines.</td>
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<td>3.3</td>
<td>Choose EB articles germane to specific area of Practicum and analyze and use in Journals &amp; Project Proposal at a beginner level.</td>
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<tr>
<td>3.4</td>
<td>Gather necessary data to thoroughly complete Service Learning Questions.</td>
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<tr>
<td>3.5</td>
<td>Identify various disciplines’ theories used in the agency to promote meeting the mission of the agency; discuss in Journal &amp; Seminar.</td>
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<tr>
<td>3.6</td>
<td>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</td>
<td>Discuss ways research is used in your agency in your Journal &amp; Seminar.</td>
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<td>3.8</td>
<td>Use correct methodologies when implementing projects during Practicum &amp; in Project Proposal.</td>
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<tr>
<td>3.9</td>
<td>Help others in your specific Practicum setting &amp; Seminar to understand how important EB research is.</td>
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<td>3.10</td>
<td>Become a proficient consumer of EB research, applying findings to practice areas &amp; describing in Journal, Seminar.</td>
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<td>3.11</td>
<td>Apply general concepts &amp; theories from all major courses to specific Practicum situations, focusing on holistic aspects of aging &amp; discuss in Journal/Seminar.</td>
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<tr>
<td>4. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others.</td>
<td>3 2 1 0</td>
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<td>4.1</td>
<td>Explore own beliefs about diversity &amp; aging and discuss in Journal &amp; Seminar.</td>
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<td>4.2</td>
<td>Discuss significance of psychosocial, cultural and ethnic similarities &amp; differences in the older population in Journal &amp; Seminar.</td>
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<td>4.3</td>
<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>4.4</td>
<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>4.6</td>
<td>Discuss how this agency addresses the impact of race, class, gender and age on society in Journal.</td>
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<td>4.7</td>
<td>Discuss how you use commonly generalized information across groups, specifically the older adult population.</td>
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</table>

| 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 Practicum & 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 Practicum 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 Practicum population & discuss in Seminar & Project Proposal. |
| 5.9 | Determine need for advocacy during Practicum experience and discuss in Seminar. |

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

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<td>3</td>
<td>2</td>
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<tr>
<td>5.10</td>
<td>Differentiate between personal and professional relationships &amp; explain in Journal &amp; Seminar.</td>
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<tr>
<td>5.11</td>
<td>Assess 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 GeRo competencies and Health promotion concepts when formulating and implementing strategies to assist elders/families in Practicum; discuss with Supervisor &amp; in Journal &amp; Seminar.</td>
<td></td>
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<tr>
<td>5.13</td>
<td>Research &amp; review any skills before implementing in Practicum.</td>
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</tr>
<tr>
<td>5.14</td>
<td>Adhere &amp; follow through on obligations &amp; agency policies &amp; contracts with all parties in the Practicum practice setting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.15</td>
<td>Evaluate own professional goals in Journal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.16</td>
<td>Share knowledge &amp; experiences with co-workers, other students, faculty, and Practicum Supervisor.</td>
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</tr>
<tr>
<td>5.17</td>
<td>Take responsibility for and is self directed with regards to own learning in own specific area of Practicum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.18</td>
<td>Describe how you can take responsibility for own life long learning.</td>
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<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

| 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 Practicum 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 Practicum 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. |

<table>
<thead>
<tr>
<th>Total each column; add together to get total Points</th>
<th></th>
<th></th>
<th></th>
<th>Tally:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>228</td>
<td>152</td>
<td>76</td>
<td># of 3s:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td># of 2s:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td># of 1s:</td>
</tr>
</tbody>
</table>

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 GER0 131 next semester:</th>
</tr>
</thead>
</table>

Student: ____________________________ Date: _______ Supervisor: ____________________________ Date: _______

Faculty: ____________________________ Date: _______


### Gerontology Program WRITING Rubric

**Written:** Communication is the development and expression of ideas through writing for a particular audience and purpose. Gerontology students should be able to communicate effectively through writing, 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 (if applicable)</strong></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 (if applicable)</strong></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 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 (if applicable)</strong></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 (if applicable)</strong></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>
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<tr>
<td></td>
<td></td>
<td></td>
<td>The student does not use graphic presentations where necessary</td>
</tr>
</tbody>
</table>
**Gerontology Program INTEGRATIVE LEARNING Rubric**

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. Gerontology students should be able to effectively transfer learned theory and social phenomena from a social science perspective in a variety of practice settings.

<table>
<thead>
<tr>
<th>Connections to Experience</th>
<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>Connects relevant experience and academic knowledge</td>
<td>Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.</td>
<td>Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.</td>
<td>Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.</td>
<td>Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections to Discipline</th>
<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>Sees (makes) connections across disciplines, perspectives</td>
<td>Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</td>
<td>Independently connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>When prompted, connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>When prompted, presents examples, facts, or theories from more than one field of study or perspective.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer</th>
<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>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</td>
<td>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</td>
<td>Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.</td>
<td>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrated Communication</th>
<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>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.</td>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.</td>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).</td>
<td>Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.</td>
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<tr>
<th>Reflection and Self-Assessment</th>
<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>Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).</td>
<td>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</td>
<td>Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).</td>
<td>Describes own performances with general descriptors of success and failure.</td>
<td></td>
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</tbody>
</table>