Program: Gerontology Bachelors of Science

Number of students enrolled in the program in Fall, 2011: CMS data show 69 students enrolled (as of December 15, 2011- up from 39 Fall 2010).

Faculty member completing template: Cheryl Osborne       Date: 2.3.12

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

Since the inception of the Gerontology Interdisciplinary Major in 1990, the Program’s organizational culture has always embraced using learning outcomes to measure student learning. Throughout this time, but especially during the past five years, faculty members have increasingly used both direct and indirect methods to assess, redefine, modify, and align terminal Learning Outcomes (LO). Specific elements of these Program LO are explicated further in course and class learning outcomes for all major core courses and most of the interdisciplinary core courses (alignment for all courses was reviewed and appropriate changes made along with identified High Impact Learning Practices as noted in the 2010 Program Review, p.18). Assessment of the Communication LO - both written and/or presentation - represented here as LO#4 – (Appendix A) is completed yearly in major core courses, and with the assistance of interdisciplinary faculty members, is beginning to be included in required interdisciplinary core courses. Additionally, overall Program LO assessment and evaluation continues to be measured each semester in the Internship Capstone course by faculty, intern supervisor, and student. The current Assessment Plan calls for review of Program LO #2 beginning Spring 2012. It is also planned that random Capstone Course Portfolio reviews will include more specific documentation of the University Learning Goals within evaluation of LO #2.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

In Summary, the broad “takeaways” are 1.) current evidence-based research knowledge, 2.) applied critical thinking, 3.) awareness and appreciation of others and community (beyond themselves) that is professionally demonstrated in all human interactions, and 4.) effective oral, written, and interpersonal communication.
The following 4 outcomes combine the 6 realigned Gerontology Program Learning Outcomes adopted in Spring 2010 as a result of the Program Review process (Appendix B). As they all inter-relate, they were not prioritized.

a.) Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, theories, skills, values, and current trends as a basis for competent gerontological practice. Students must be able to transfer and apply what they learn into practice in order to implement the necessary interventions they will use when they encounter the complex issues/challenges faced by elders/their families in a variety of situations/settings.

b.) 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. Working with elders/their families is multidimensional, complex, and ever changing therefore current knowledge-based critical thinking is fundamental when assessing and intervening in the myriad of interdisciplinary situations faced by gerontologists in their professional roles.

c.) Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others along with exhibiting personal and social responsibility, and ethical and professional behavior in all settings. These attributes, in part, define an educated, engaged, and contributing individual as well as underpin all successful human interactions. Additionally, employers require these attributes in their employees.

d.) Exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society. Gerontologists must have all three communication skill sets in order to successfully complete their professional career tasks and remain employed.

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

The 2010 Program Review, documented alignment of the Interdisciplinary Gerontology Program Learning Outcomes (LO) with the University’s Baccalaureate LO (based on the Association of American Colleges and Universities (AACU) Essential Learning Outcomes). Both Program and University LO are further defined in gerontology courses by course/class objectives and measured by success on exams, multiple written assignments, and individual and group presentations. The most inclusive measure of success is completed in the Internship capstone courses through the use of a Portfolio. This requires students to present their negotiated individual learning contract, resume, all course assignments, and all written evaluations (self, field supervisor, and agency); documenting the level of accomplishment of the course and Program LO (Appendix C). Current and previous major core course assignments are also included for comparison. Course faculty evaluate Portfolios and a faculty evaluations are written, shared with the student, and placed in the student’s file. Random samples of Portfolios are analyzed for Program Assessment once per year.

Alignment of the (combined) Program Learning Outcomes and the University LO are for depicted below. Overall outcome headings are used to describe outcome alignment as noted on

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>University Baccalaureate LO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.) Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge,</td>
<td>Competence in the Disciplines Knowledge of Human Cultures &amp; the Physical &amp; Natural World</td>
</tr>
<tr>
<td>theories, skills, values, and current trends as a basis for competent gerontological</td>
<td>Integrative Learning (Interdisciplinary, Service Learning, Capstone course)</td>
</tr>
<tr>
<td>practice.</td>
<td></td>
</tr>
<tr>
<td>b.) Demonstrate critical thinking when analyzing diverse and complex aging issues and</td>
<td>Competence in the Disciplines Knowledge of Human Cultures &amp; the Physical &amp; Natural World</td>
</tr>
<tr>
<td>outcomes for elders, families, and society from an interdisciplinary perspective that is</td>
<td>Intellectual &amp; Practical Skills</td>
</tr>
<tr>
<td>grounded in the sciences, social sciences, and humanities.</td>
<td>Integrative Learning (Interdisciplinary, Service Learning, Capstone course)</td>
</tr>
<tr>
<td>c.) Demonstrate social and cultural awareness, sensitivity, respect, and support of</td>
<td>Competence in the Disciplines Knowledge of Human Cultures &amp; the Physical &amp; Natural World</td>
</tr>
<tr>
<td>multiple perspectives when interacting with others along with exhibiting personal and</td>
<td>Intellectual &amp; Practical Skills</td>
</tr>
<tr>
<td>social responsibility, and ethical and professional behavior in all settings.</td>
<td>Personal &amp; Social Awareness</td>
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<tr>
<td></td>
<td>Integrative Learning (Interdisciplinary, Service Learning, Capstone course)</td>
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<tr>
<td>d.) Exhibit effective use of basic communication (written, oral and interpersonal) skills</td>
<td></td>
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<tr>
<td>and information technology needed in a global information society.</td>
<td>Intellectual &amp; Practical Skills</td>
</tr>
<tr>
<td></td>
<td>Personal &amp; Social Awareness</td>
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<td></td>
<td>Integrative Learning (Interdisciplinary, Service Learning, Capstone course)</td>
</tr>
</tbody>
</table>

4. For each desired outcome indicated in item 2 above, please (describe the following):
   a. Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b. Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c. Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d. Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, theories, skills, values, and current trends as a basis for competent gerontological practice.

a.) Method(s) by which the ongoing pursuit is monitored and measured.
Ongoing monitoring and measurement of this Learning Outcome is accomplished by evaluating the Course objectives (derived from the Program’s LO); using Grading rubrics for
Research papers, Reflective Papers, Critical Thinking Assignments and Service Learning Journals; faculty evaluation of all required aspects of the Capstone Portfolio; LO focused questions on Graduating Senior and Alumni Surveys.

b.) Sample
All students’ assignments from each Major core course are analyzed related to the specific Program LOs at the end of the semester the course is offered (once/year). All student, supervisor, and faculty evaluations along with student paper comparisons from various courses presented in the Capstone Portfolio are randomly analyzed each Spring for all LO. Data analysis from Learning Outcomes (#12, 13, 16, & 23) from the Graduating Senior and Alumni Surveys, are completed once/year.

c.) Describe and append a sample (or samples) of the “instrument”
Appended instruments used to measure this LO include: individual (sample) course grading rubrics (Appendix D) the Capstone Portfolio Student Self Evaluation form (Appendix C); the Portfolio Checklist (Appendix E); the “Purpose and Organization” portion of the Written/Presentation Communication Rubric (Appendix F); the Alumni Survey (Appendix G). Others used but not included in this report are Supervisor and Faculty evaluations of Internship student’s experiences.

d.) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.
Course faculty members analyze course data related to Program LO once/year when courses are offered and make recommendations (Appendix A). Data are discussed during faculty meetings and any identified changes are agreed on and implemented when the course is offered the next year. Also included and discussed yearly are data from the Graduating Senior and Alumni Surveys.

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.

a) Method(s) by which the ongoing pursuit is monitored and measured.
Ongoing monitoring and measurement of this Outcome is accomplished by evaluating the Course objectives (derived from the Program’s LO); using Grading rubrics for Research papers, Reflective Papers, Critical Thinking Assignments and Service Learning Journals; faculty evaluation of all required aspects of the Capstone Portfolio; LO focused questions on Graduating Senior and Alumni Surveys. More specific Program LO measurement of this objective will be completed Spring 2012.

b) Sample
All students’ assignments from each Major core course are analyzed related to the specific Program LOs at the end of the semester the course is offered (once/year). Data collection on this LO will be added Fall 2012. All student, supervisor, and faculty evaluations along with student paper comparisons from various courses presented in the Capstone Portfolio are randomly analyzed each Spring for all LO. Data analysis from Learning Outcomes (#17, 18, 19 & 25) from the Graduating Senior and Alumni Surveys, are completed once/year.
c) **Describe and append a sample (or samples) of the “instrument”**

Appended instruments used to currently measure this LO include: individual (sample) course grading rubrics (Appendix D) the Capstone Portfolio comparison of a variety of earlier course papers (no rubric yet); the Portfolio Checklist (Appendix E); the “Purpose and Organization” portion of the Written/Presentation Communication Rubric (Appendix F); the Alumni Survey (Appendix G). Supervisor evaluations of Internship student’s experiences are also used but not included in this report.

d.) **Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.**

Course faculty members analyze course data related to Program LO once/year when courses are offered and make recommendations (Appendix A). Data are discussed during faculty meetings and any identified changes are agreed on and implemented when the course is offered the next year. Also included and discussed yearly are data from the Graduating Senior and Alumni Surveys. To more systematically measure this LO, Program faculty will adopt a Program Critical Thinking Rubric in Spring 2012 and begin its use in selected courses in Fall 2012.

**Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others along with exhibiting personal and social responsibility, and ethical and professional behavior in all settings.**

a) **Method(s) by which its ongoing pursuit is monitored and measured.**

Ongoing monitoring and measurement of this Outcome, is accomplished by evaluating the Course objectives (derived from the Program’s LO); using Grading rubrics for Research papers, Reflective Papers, Critical Thinking Assignments and Service Learning Journals; faculty evaluation of all required aspects of the Capstone Portfolio; LO focused questions on Graduating Senior and Alumni Surveys.

b) **Sample**

All students’ assignments from each Major core course are analyzed related to the specific Program LOs at the end of the semester the course is offered (once/year). All student, supervisor, and faculty evaluations along with student paper comparisons from various courses presented in the Capstone Portfolio are randomly analyzed each Spring for all LO. Data analysis from Learning Outcomes (#20, 21, & 22) from the Graduating Senior and Alumni Surveys, are completed once/year.

c) **Describe and append a sample (or samples) of the “instrument”**

Appended instruments used to currently measure this LO include: individual (sample) course grading rubrics (Appendix D) the Capstone Portfolio comparison of a variety of earlier course papers (no rubric yet); the Portfolio Checklist (Appendix E); the “Purpose and Organization” portion of the Written/Presentation Communication Rubric (Appendix F); the Alumni Survey (Appendix G). Supervisor evaluations of Internship student’s experiences are also used but not included in this report.

d.) **Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.**
Course faculty members analyze course data related to Program LO once/year when courses are offered and make recommendations (Appendix A). Data are discussed during faculty meetings and any identified changes are agreed on and implemented when the course is offered the next year. Also included and discussed yearly are data from the Graduating Senior and Alumni Surveys. To more systematically measure this LO, Program faculty are exploring standardized methods to measure this LO outcome for future assessment.

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

a) **Method(s) by which its ongoing pursuit is monitored and measured.**
   Ongoing monitoring and measurement of this Outcome, is accomplished by using the following: Program approved Written/Presentation Communication Rubric in all Major Core courses; evaluating the Course objectives (derived from the Program’s LO); using Grading rubrics for Research papers, Reflective Papers, Critical Thinking Assignments and Service Learning Journals; faculty evaluation of all required aspects of the Capstone Portfolio; LO focused questions on Graduating Senior and Alumni Surveys.

b.) **Sample**
   All students’ assignments from each Major core course are analyzed related to the specific Program LOs at the end of the semester the course is offered (once/year) using the Program approved Written/Presentation Communication Rubric. All student, supervisor, and faculty evaluations along with student paper comparisons from various courses presented in the Capstone Portfolio are randomly analyzed each Spring for all LO. Data analysis from Learning Outcomes (#14, 15, & 24) from the Graduating Senior and Alumni Surveys, are completed once/year.

c.) **Describe and append a sample (or samples) of the “instrument”**
   The majority of assessment data for measuring this Learning Outcome are drawn from the Written/Presentation Communication Rubric (Appendix F) and the Alumni Survey (Appendix G). As with all other LO, other measures are used and include: individual (sample) course grading rubrics (Appendix D) the Capstone Portfolio comparison of a variety of earlier course papers (no rubric yet); the Portfolio Checklist (Appendix E); and Internship Supervisor evaluations of Internship student’s abilities are also used but not included in this report.

d.) **Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.**
   As for all Program Outcomes, course faculty members analyze course data related to Program LO once/year when courses are offered and make recommendations (Appendix A). Data are discussed during faculty meetings and any identified changes are agreed on and implemented when the course is offered the next year. Also included and discussed yearly are data from the Graduating Senior and Alumni Surveys.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the
program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

Although Assessment and modification are ongoing, the 2012 Gerontology Program Review provided added opportunity to assess, evaluate, discuss, modify and affirm the Program’s strengths, areas for growth, future direction, and to plan for future demographic, student and faculty/staff, and university needs. As noted earlier the previous Learning Outcomes were condensed to six based on assessment data from students, faculty and SSIS administrator, Community Advisory Council input, and current curricular trends at the state and national levels. This analysis afforded realignment of Program LO with University, LEAP, and National AGHE Core competencies. This has positioned us to deliver a current, easy to understand curriculum that meets current/future academic standards and produces an extremely marketable individual for today’s aging society. Changes are evident in course syllabi, and in the Program Review document.

a.) Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, theories, skills, values, and current trends as a basis for competent gerontological practice.
   Changed some textbooks to ones that more clearly reflect current trends in elder health, illness and societal changes; incorporated even more exposure to a variety of interdisciplinary theories/skills throughout class content, assignments and internships; modified assignments to keep pace with changing evidence-based (EB) research such as increasing content on changing housing opportunities and elder health and transportation needs using regional data (Area 4 Agency on Aging) and national research (AOA, NCOA, etc).

b.) 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.
   Modified assignments include more critical thinking/problem solving components; used more case studies; required more focus on EB application in Service Learning and Internship practice and Journals. Program Rubric will be formulated Spring 2012.

c.) Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others along with exhibiting personal and social responsibility, and ethical and professional behavior in all settings.
   Included specific course objectives to assure components of this LO were addressed. Added topic related discussion in all classes to connect these personal and professional components; added even more variety in practice sites; and included objectives in courses to better measure these attributes.

d.) Exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society.
   Rubrics were formulated, tested, and used for all Major core course written and presentation assignments and have been used for the past two years (Appendix F). This has helped students to understand the assignment components as well as give direction for grading within the course, and has facilitated more consistent Program data gathering, analysis, and change related to communication.
6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

One of the activities completed for the Program’s 2010 Program Review (p. 16) was to review and update the Alumni and Graduating Senior Surveys and collect data from both groups to analyze the effectiveness of Program Outcome efforts to date and to guide in future decisions. The Alumni Survey was reviewed and updated (Appendix G). Data from the undergraduate Alumni Survey (n=16) reflected very positive responses to all questions except from one alumna (Appendix K in 2010 Review document). Alumni students’ responses showed they were either satisfied or very satisfied (81-94%) regarding the overall program. Answers to specific questions regarding how well the curriculum provided opportunities to develop skills that were reflective of Program Learning Outcomes were also examples of Program success: 82-95% of students responded to these questions as adequately to exceptionally well! Faculty members were generally encouraged by these results, determining that these responses acknowledged the continued work done to provide students with a well-rounded, evidence-based applied curriculum that they used as they advanced their professional skills in the workforce. These data were incorporated into faculty/curriculum and Community Advisory Council meeting discussions in Spring 2010 and Fall 2011. More written assignments, community practice experiences, and direct and indirect evaluation during internships were incorporated into Major core courses. To assist students and faculty, Grading Rubrics continued to be refined and used for assessment and analysis of these assignments and Program Evaluation. The Graduating Senior Surveys were collected Spring 10 (n=4) and Fall 11(n=3) and will be analyzed Summer 2012.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

The national discipline-related professional organization governing Gerontology is the Association of Gerontology in Higher Education (AGHE). Their published curricular guidelines were used in the original development of all the Gerontology programs/degrees. Since then, these standards, and more recently the nationally revised professional Gerontology Core Competencies (Appendix H), have been incorporated into all major core class course objectives (included in all course Syllabi) and used to redesign, implement, and evaluate the currency and applicability of Program LO. This is vital to our Program as it provides national curricular standardization to assure ongoing currency, student/graduate and program comparability and provides employers with “minimal” knowledge and skill standards for those working with elders and their families. It is also requisite for national recognition as a quality program. Additionally, this involvement positions the Gerontology Program to participate in AGHE’s nationally recognized Program of Merit in the future when the budget allows. Furthermore, continued involvement in this organization and use of the newly updated Gerontology Core Competencies assures curricular compatibility as the national accreditation movement moves forward. Alignment of AGHE Core
Competencies with Program LO will be completed by the end of Spring 2012 and included in Gerontology Program’s assessment of LO #2.

Some of the Program Outcomes exceed the basic standards identified by AHGE in that we have implemented specific high impact learning applied assignments, activities, and experiences in all Major core courses to advance the applied science of the discipline. All courses include “writing intensive” level assignments and collaborative assignments, and direct application projects. Five courses use service learning and the internships are closely supervised academic experiences (2010 Program document, p. 18; course syllabus on the Gerontology website). These high impact learning experiences include specific direct application and evaluation of knowledge, skills, and services so students can demonstrate how they take and integrate learning into their practice.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

Learning occurs with support from all aspects of an academic community. The following are strengths that help students achieve the expected Gerontology LO (2012 Program Review):

**Students**
- An active, involved, growing student body who communicate and support each other in their learning experiences: FSMP/Ambassador program, National Honor Society, Gerontology Club.
- Passionate students who are committed/willing to learn and apply learning - not just get a degree.

**Faculty & Staff**
- Highly qualified/dedicated long-term part time faculty members who “live and work” in the areas they teach and willingly go above and beyond expectations to enhance student learning and participate in programmatic development and implementation.
- Highly qualified/committed full time interdisciplinary faculty who actively participate in the maintenance and growth of the curriculum in addition to working in their own departments.
- Direct faculty involvement in all community-based programming that insures currency as well as achievement of LO.
- Skilled/dedicated/student-focused staff member.
- Creative/supportive College administration.

**Community**
- Interested/active community members serving on the Gerontology Program/Longevity Center Advisory Council who evaluate Program LO relation in to knowledge/ desired for employment.
- Agency supervisors who devote time/knowledge to student learning and evaluate progress toward LO accomplishment (provide formal and informal data) as well as provide feedback on employability of students with whom they are working.
Appendix A

Gerontology Program
Summary Sheet for Communication (Written or Presentation) Rubric
Analysis

Faculty Evaluator: ___________ _____

Course #: ____           Semester/Year: F/S ____          # of Students in course: ____

Type of Paper (or Presentation): _______________# of References (if applicable):

Total Points Possible: _____   Average Paper Score: ______

Tally your students’ performance on each of the 7 evaluation criteria. Determine the average for each criteria. Analyze and summarize the data. Identify any areas for change and describe the modifications you will make for this assignment next time the course is offered. Attach the assignment directions/grading rubric to this summary sheet. Remember to retain a copy of at least 10% of the papers.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Number of Students Performing in Each Category (N=___)</th>
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<tbody>
<tr>
<td></td>
<td>4 Exceeds Expectation</td>
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<td></td>
<td>#</td>
</tr>
<tr>
<td>1. Purpose &amp; Development; subject mastery</td>
<td></td>
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<tr>
<td>2. Overall Organization; follows directions</td>
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<tr>
<td>3. Audience Engagement; completes on time</td>
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<tr>
<td>4. Control of Syntax &amp; Mechanics</td>
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<tr>
<td>5. Summary: Clarity &amp; Revision</td>
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<td>6. Discusses &amp; Cites Sources (if applicable)</td>
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<tr>
<td>7. Graphic Presentation (if applicable)</td>
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Comments/Area for Change: Assignment Modifications:
Appendix B

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, 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)
Student Self Evaluation  
GERO 195B Course Learning Outcomes

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

**Key:**

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

<table>
<thead>
<tr>
<th>Gerontology Program Learning Outcomes &amp; Course Objectives</th>
<th>Self Assessment of learning, change, &amp; growth</th>
<th>Specific Practice Examples of How Objectives &amp; Outcomes were Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly Comp  Mostl Comp  Needs Improv  No Evid</td>
<td>From (can reference exemplars’ date/page): Reflective journals, seminar SOF presentations; research analysis critique, Community Proposal &amp; Presentation; self, supervisor &amp; faculty evaluations; comparisons of papers/exams from various courses</td>
</tr>
<tr>
<td>1. Demonstrates understanding of fundamental interdisciplinary evidence-based knowledge.</td>
<td>3  2  1  0</td>
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</tr>
<tr>
<td>1.1 Use knowledge of changing demographics while completing internship duties, Project Implementation &amp; Presentation.</td>
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<tr>
<td>1.2 Demonstrate understanding of gerontologists’ roles &amp; responsibilities through completion of updated Classified Ad and discussions with students, faculty, intern supervisor, &amp; agency staff in Internship.</td>
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<td>1.3 Illustrate in Journal and Seminar how gerontologists in various roles affect &amp; are affected by society myths, norms, &amp; expectations.</td>
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<td>1.4 Take a proactive role in communicating with others in the community about gerontology &amp; its role as a service discipline &amp; discuss in Journal &amp; Seminar.</td>
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<td></td>
<td><strong>1.5  Use knowledge of how interrelationships among holistic variables affect older adults their families &amp; discuss in Journal &amp; Seminar.</strong></td>
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<td><strong>1.6  Use theories &amp; concepts drawn from core &amp; interdisciplinary courses to promote the health &amp; well being of aging individuals, families, &amp; aggregate groups in Project implementation &amp; discuss in Journal &amp; Seminar.</strong></td>
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<td><strong>1.7  Discuss how gerontological concepts, Nat’l Gero competencies, and theories relate to practice in this Internship setting with Supervisor &amp; in Journal &amp; Seminar.</strong></td>
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<td>2.0</td>
<td><strong>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.</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2.1  Use knowledge gained from required core, &amp; elective gerontology courses when delivering service to designated population &amp; discuss in Journal/Seminar.</td>
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<td></td>
<td>2.2  Complete Journal according to guidelines, demonstrating analysis of Internship situations.</td>
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<td>2.3  Complete Critical Thinking SL Questions in Journal demonstrating EB analysis while applying it to own practice.</td>
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<td></td>
<td>2.4  Complete Project implementation &amp; presentation according to Syllabus guidelines.</td>
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<td></td>
<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></td>
<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></td>
<td>2.7  Present counter viewpoints/ alternative hypotheses on various issues in Journal/Seminar.</td>
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<td></td>
<td>2.8  Implement decisions/solutions for clients &amp; families within agency policy, procedures, &amp; structure.</td>
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<td></td>
<td>2.9  Use EB research data when making decisions.</td>
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<td></td>
<td>2.10 Take responsibility for own decisions in a professional manner.</td>
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</tbody>
</table>
### 3. Synthesize and apply current interdisciplinary theory and evidence-based (EB) research in applied settings.

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<th>2</th>
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</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Apply general concepts &amp; theories from all major courses to specific Internship situations, focusing on holistic aspects of aging &amp; discuss in Journal/Seminar.</td>
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<tr>
<td>3.2</td>
<td>Incorporate current EB research related to Internship practice area into Journal entries, Seminar discussions, &amp; Project implementation &amp; presentation.</td>
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<tr>
<td>3.3</td>
<td>Complete Research Analysis Critiques at an advanced beginner level of analysis &amp; according to guidelines.</td>
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<tr>
<td>3.4</td>
<td>Use current EB research for Project implementation and presentation at an advanced beginner level.</td>
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<tr>
<td>3.5</td>
<td>Analyze how various disciplines’ theories work together in the agency to promote meeting the mission of the agency in Journal &amp; Seminar.</td>
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<tr>
<td>3.6</td>
<td>Gather necessary data to thoroughly complete Service Learning Questions.</td>
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<tr>
<td>3.7</td>
<td>Bring sample EB research that could be helpful to the agency &amp; discuss with Supervisor &amp; in Seminar.</td>
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<tr>
<td>3.8</td>
<td>Discuss ways you use research in your agency in your Journal &amp; Seminar.</td>
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<tr>
<td>3.9</td>
<td>Use methodologies correctly when implementing projects during Internship &amp; in Project implementation &amp; presentation.</td>
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<tr>
<td>3.10</td>
<td>Help others in your specific Internship setting &amp; Seminar to understand how important EB research is in that setting.</td>
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<tr>
<td>3.11</td>
<td>Become a proficient consumer of EB research, applying findings to practice area &amp; describing in Journal, &amp; Seminar.</td>
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</table>

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

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<tbody>
<tr>
<td>4.1</td>
<td>Use understanding of own beliefs about diversity &amp; aging when delivering service to elders and discuss in Journal &amp; Seminar.</td>
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</tbody>
</table>
| 4.2 | Use understanding of psychosocial, cultural and
ethnic similarities & differences in the older population when working with elders and describe in Journal & Seminar.

4.3 Analyze how elders are treated and talked about in the agency and describe in Journal/Seminar.

4.4 Discuss with your supervisor and develop a plan how you can assist this agency in facilitating access for elders; include in Seminar discussions.

4.5 Discuss how this agency addresses the impact of race, class, gender and age on society in Journal.

4.6 Discuss how you can approach others who demonstrate ageism or use commonly generalized information across groups, specifically the older adult population.

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

<p>| | | | |</p>
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<thead>
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<tbody>
<tr>
<td>5.1</td>
<td>Describe in Journal, TimeLine &amp; Seminar how own practice behaviors reflect values &amp; beliefs about aging, health promotion &amp; Nat'1 Gero competencies.</td>
<td></td>
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<tr>
<td>5.2</td>
<td>Analyze similarities &amp; differences of others’ viewpoints (aging clients/families &amp; co-workers to your own &amp; how they impact services rendered &amp; describe in Journal/Seminar.</td>
<td></td>
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<tr>
<td>5.3</td>
<td>Demonstrate respect for all individuals &amp; relationships while enacting internship &amp; student roles and in Project implementation &amp; presentation.</td>
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<tr>
<td>5.4</td>
<td>Relate successful methods for working with others having differing values/beliefs &amp; discuss in Seminar.</td>
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<tr>
<td>5.5</td>
<td>Formulate solutions for ethical concerns seen during internship experiences &amp; discuss with Supervisor &amp; in Journal &amp; Seminar.</td>
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<tr>
<td>5.6</td>
<td>Use holistic understanding of an individual or family’s belief system when addressing ethical concerns in internship and discuss in Journal/Seminar.</td>
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<tr>
<td>5.7</td>
<td>Research at least one federal or state social bill related to own practice area, write your legislator regarding issue and discuss in Seminar.</td>
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<td>5.8</td>
<td>Continue to identify need for change in agency policies with regards to specific internship population.</td>
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<td>5.9</td>
<td>Describe in Journal &amp; Seminar ways you advocated for elders/families during Internship experience.</td>
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<tr>
<td>5.10 Demonstrate knowledge of differences between personal and professional relationships &amp; explains in Journal &amp; Seminar.</td>
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<tr>
<td>5.11 Relate examples of own impact on others in professional relationships &amp; document in Journal.</td>
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<tr>
<td>5.12 Demonstrate safe professional practice at all times by using Natl Geo competencies and Health promotion concepts when formulating and implementing strategies to assist elders/families in Internship; discuss with Supervisor &amp; in Journal &amp; Seminar.</td>
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<tr>
<td>5.13 Research &amp; review all skills before implementing in Internship.</td>
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<tr>
<td>5.14 Adhere &amp; follow through on obligations &amp; agency policies &amp; contracts with all parties in the Internship practice setting.</td>
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<tr>
<td>5.15 Evaluate own professional goals in Journal.</td>
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<tr>
<td>5.16 Share knowledge &amp; experiences with co-workers, other students, faculty, and Internship Supervisor.</td>
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<tr>
<td>5.17 Describe strategies reflecting own self direction related to own learning in specific area of internship.</td>
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<tr>
<td>5.18 Describe in Journal/Seminar, formal plans for planning for own life long learning.</td>
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<tr>
<td>5.19 Identify &amp; evaluate own strengths &amp; areas for improvement in an ongoing manner &amp; communicate these to supervisor and faculty and summarize findings in Journal &amp; evaluation.</td>
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<tr>
<td>6. Exhibit effective use of basic communication (written, oral, &amp; interpersonal skills and information technology needed in a global information society.</td>
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<tr>
<td>6.1 Demonstrate ability to listen &amp; follow instruction.</td>
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<tr>
<td>6.2 Present ideas clearly both verbally and in writing (using APA format).</td>
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<td>6.3 Compete all required projects &amp; assignments (agency, course) at agreed upon time.</td>
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<tr>
<td>6.4 Use appropriate etiquette when communicating with others through electronic formats.</td>
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<tr>
<td><strong>6.5</strong></td>
<td>Correctly cite information sources when communicating information.</td>
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<tr>
<td><strong>6.6</strong></td>
<td>Communicate honestly in all relationships.</td>
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<tr>
<td><strong>6.7</strong></td>
<td>Give &amp; receive positive &amp; critical feedback in all relationships.</td>
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<tr>
<td><strong>6.8</strong></td>
<td>Use appropriate EB web sources when completing literature searches.</td>
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<td><strong>6.9</strong></td>
<td>Maintain confidentiality at all times.</td>
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<tr>
<td><strong>6.10</strong></td>
<td>Learn, correctly use, &amp; communicate findings of various assessment tools in the practice setting.</td>
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<tr>
<td><strong>6.11</strong></td>
<td>Evaluate, modify, &amp; explain practice decisions to Supervisor &amp; in Seminar based on thorough data gathering techniques &amp; EB research findings.</td>
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<tr>
<td><strong>6.12</strong></td>
<td>Give appropriate &amp; complete descriptions &amp; reports to staff regarding interventions performed.</td>
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<td><strong>6.13</strong></td>
<td>Discuss observations of how older adults communicate between &amp; among individuals of various ages with Supervisor &amp; in Journal &amp; Seminar.</td>
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<tr>
<td><strong>6.14</strong></td>
<td>Discuss strengths &amp; limitations relating to intervention skills with Supervisor &amp; in Journal.</td>
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<tr>
<td><strong>6.15</strong></td>
<td>Always use appropriate lines of communication in the Internship practice setting &amp; describe in Journal &amp; Seminar.</td>
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<tr>
<td><strong>6.16</strong></td>
<td>Correctly follow agency protocols &amp; procedures for interventions at all times.</td>
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<td><strong>6.17</strong></td>
<td>Collaborate with all key players (includes faculty) for the Project change to occur; discuss process in Journal &amp; Project implementation &amp; presentation.</td>
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<tr>
<td><strong>6.18</strong></td>
<td>Describe own intervention/solutions directed toward identified change in Journal &amp; Project implementation &amp; presentation.</td>
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<tr>
<td><strong>6.19</strong></td>
<td>Demonstrate timeliness when collaborating with others to deliver services in Internship agency.</td>
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<td><strong>6.20</strong></td>
<td>Use appropriate referral systems when referring clients &amp; families.</td>
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<tr>
<td><strong>6.21</strong></td>
<td>Use appropriate communication lines when making referrals.</td>
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<tr>
<td><strong>6.22</strong></td>
<td>Write weekly evaluation of progress &amp; completion of Learning objectives weekly Journals.</td>
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<tr>
<td><strong>6.23</strong></td>
<td>Write an evaluation of own strengths &amp; limitations in Journal.</td>
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<td>Tally:</td>
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<td># of 2s: _____</td>
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<tr>
<td># of 1s: _____ (comment on how to address below)</td>
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**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:</th>
</tr>
</thead>
</table>

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

Faculty__________________________________ Date: _________
Appendix D

Apply It!! ~ An Analysis Activity
(60 points/submission 25%)

Purpose:
1.) To help students prepare for the Readings Discussion at the beginning of each class.
2.) To explore current research on topics discussed in readings and class in order to support or refute current empirical data.
3.) To incorporate elder mentor’s thoughts about topics studied into student’s critical analysis.

Objectives:
1.) Facilitate analysis and summary of readings and evidence-based research articles.
2.) To gain skills in writing abstracts.
3.) Provide other learners with multiple abstracts of current research articles relating to older adult successful aging topics.

Directions:
Using the topic for the week the Apply-It is due, (see Assignments-at-a-Glance Outline) you will find and read evidenced-based research articles related to that topic. GER 121 = read one evidence-based article per week on the current topic; GER 221 = read two evidence-based articles per week based on the current topic. Choose one article from the articles read each week to complete your Apply-It. Email your Apply It to Dr. O in SacCt by 5 pm on the required due date. Attach the Grading Rubric at the end of the “Apply It”.

Each “Apply It” must include the following sections related to what you read.

<table>
<thead>
<tr>
<th>(Page 1) Title Page: (Topic/concept to be addressed)</th>
<th>(Page 4) Reference Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Page 2) Evidence-based Article Abstract for the research article.</td>
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</table>

<table>
<thead>
<tr>
<th>(Page 3)</th>
<th>(Page 4)</th>
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<tbody>
<tr>
<td>POTENTIAL ISSUES</td>
<td>POTENTIAL OPPORTUNITIES (can be for elder, family or gerontologist/health care provider; match these three (or more) with the identified opportunities).</td>
</tr>
<tr>
<td>POTENTIAL SOLUTIONS / INTERVENTIONS (choose from above issues/ opportunities and suggest one reasonable solution based on your opinion supported by research you have read; includes ideas for how you would implement this)</td>
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1. 1. 1.
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3. 3. 3.

ELDER’S THOUGHTS ON ISSUE(S): ELDER’S SOLUTIONS:

SUMMARIZE HOW YOU ARE DOING ON YOUR LONGEVITY PRESCRIPTIONS SO FAR:

2 WAYS YOU WILL USE WHAT YOU LEARNED IN YOUR PRACTICE/LIFE:
1.
2.

END WITH ONE QUESTION THAT CAME TO MIND AS YOU READ THE ARTICLE I.E., THIS IS ABSOLUTELY IMPORTANT BUT HOW DO WE PAY FOR IT? (WE WILL USE THESE FOR IN-CLASS DISCUSSIONS)
Credit:
See the following Grading Rubric for point distribution. Points will be given for each “Apply It” if submitted in class, on time.

**Apply It Rubric**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Points</th>
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<tbody>
<tr>
<td>Identifies Topic (Title Page)</td>
<td>1</td>
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<tr>
<td>Abstract: Includes article’s key points/conclusions of author (~150-250 words)</td>
<td>16</td>
</tr>
<tr>
<td>Identifies at least 3 Potential Issues regarding topic</td>
<td>3</td>
</tr>
<tr>
<td>Describes at least 1 Potential Opportunity for each issue</td>
<td>3</td>
</tr>
<tr>
<td>Identifies at least 1 Reasonable Solution for each issue including a way to implement solution</td>
<td>12</td>
</tr>
<tr>
<td>Summarizes elder’s thoughts and solutions</td>
<td>4</td>
</tr>
<tr>
<td>Summarizes how you are doing on longevity prescriptions</td>
<td>2</td>
</tr>
<tr>
<td>Applies to own Practice / Life</td>
<td>2</td>
</tr>
<tr>
<td>Poses (at least 1, thought-provoking) Question raised from article</td>
<td>3</td>
</tr>
<tr>
<td>Connects thoughts to article throughout (cites author, year)</td>
<td>5</td>
</tr>
<tr>
<td>Reference Page included</td>
<td>2</td>
</tr>
<tr>
<td>Grammar/Format (APA style)</td>
<td>5</td>
</tr>
<tr>
<td>Participates in Class Discussion</td>
<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td>60</td>
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</table>

**Readings & “Apply It” Discussions ~ Group Activity**

(2 points added to Apply It grade %)

During each class, there will be an opportunity for students to participate in a focused discussion on either the readings for that week or the “Apply It” assignment. Bring your “Apply It” (see Week at a Glance for dates) or some notes on the readings you did that week to refer to during the discussion. Your active participation in the “Apply It” discussions is worth 2 points and will be included in your “Apply It” scores (see grading above).
Appendix E
Professional Portfolio

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

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

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

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

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

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

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

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

2.) Professional presentation of Professional Portfolio.

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

Use to Organize your Portfolio & Create your Portfolio Index
Use left check off box before you turn it all in (leave in front pocket)!!

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

<table>
<thead>
<tr>
<th>All Check list Components are present</th>
<th>CR</th>
<th>NC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionally Presented</td>
<td></td>
<td></td>
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<tr>
<td>Submitted on Agreed upon time</td>
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</table>
### Appendix F

**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>&lt;br&gt;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 pass the obvious.</td>
<td>The presentation has no clear sense of purpose or central theme. The student has not yet decided the main idea of the paper or is still in search of a topic, thus demonstrated little understanding of the subject.</td>
</tr>
<tr>
<td><strong>2. Overall Organization</strong>&lt;br&gt;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>
<td>The presentation lacks a clear sense of direction and identifiable internal structures, which makes it hard for the reader to get a grip on the theme or the main idea.</td>
</tr>
<tr>
<td><strong>3. Audience Engagement</strong>&lt;br&gt;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>
<td>The student neither meets the needs nor captures the interest of the audience.</td>
</tr>
<tr>
<td><strong>4. Control of Syntax and Mechanics</strong>&lt;br&gt;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>
<td>The student demonstrates little control of grammar, syntax, and presentation mechanics. The errors distract the reader and make the text hard to read.</td>
</tr>
<tr>
<td><strong>5. Summary: Clarity and Revision</strong>&lt;br&gt;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>
<td>The presentation is not clear, therefore difficult to follow. The presentation needs significant revision.</td>
</tr>
<tr>
<td><strong>6. Citation of Sources</strong>&lt;br&gt;(if applicable)&lt;br&gt;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>
<td>Errors occur everywhere when citing the sources</td>
</tr>
<tr>
<td><strong>7. Graphic Presentation</strong>&lt;br&gt;(if applicable)&lt;br&gt;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>
<td>The student does not use graphic presentations where necessary</td>
</tr>
</tbody>
</table>
Please circle your response to the following questions.

1. What was the principal reason you chose Gerontology as a major? (Choose one option)
   A. It was recommended to you by a friend.
   B. It was recommended to you by an advisor.
   C. You enjoyed a Gerontology course (or courses) you took.
   D. You had an interest in the subject matter.
   E. You thought it would help you get a job after graduation.
   F. Other

Please rate your level of satisfaction with aspects of the Gerontology program addressed in the following questions.

2. The overall quality of instruction provided by the Gerontology faculty.
   A. Very satisfied
   B. Satisfied
   C. Neutral
   D. Dissatisfied
   E. Very dissatisfied
   F. Not applicable

3. Your access to Gerontology faculty while studying at Sac State.
   A. Very satisfied
   B. Satisfied
   C. Neutral
   D. Dissatisfied
   E. Very dissatisfied
   F. Not applicable

4. The intellectual challenge and inspiration you received in the field of Gerontology.
   A. Very satisfied
   B. Satisfied
   C. Neutral
   D. Dissatisfied
   E. Very dissatisfied
   F. Not applicable

5. The ability of the Gerontology Department to schedule classes that would allow you to graduate within a reasonable period of time.
   A. Very satisfied
   B. Satisfied
   C. Neutral
   D. Dissatisfied
   E. Very dissatisfied
   F. Not applicable

6. The quality of advising when accessed
   A. Very satisfied
   B. Satisfied
   C. Neutral
   D. Dissatisfied
   E. Very dissatisfied
   F. Not applicable

7. Opportunities for fieldwork.
   A. Very satisfied
   B. Satisfied
   C. Neutral
   D. Dissatisfied
   E. Very dissatisfied
   F. Not applicable

Please rate your level of agreement with the following statements.

8. Coursework in the Gerontology Department prepared me well for graduate school.
   A. Strongly agree
   B. Agree
   C. Neutral
   D. Disagree
   E. Strongly disagree
   F. Not applicable

9. Majoring in Gerontology has changed the way I look at the world (the things I notice, care about, think about).
   A. Strongly agree
   B. Agree
   C. Neutral
   D. Disagree
   E. Strongly disagree
   F. No opinion

10. A variety of teaching methods were used by professors (lecture, small group, projects, etc.)
    A. Strongly agree
    B. Agree
    C. Neutral
    D. Disagree
    E. Strongly disagree
    F. Not applicable
11. There was free exchange of ideas and points of view between professors and students in my classes.
   A. Strongly agree
   B. Agree
   C. Neutral
   D. Disagree
   E. Strongly disagree
   F. Not applicable

12. How well did the Gerontology Program prepare you to demonstrate effective gerontological practice?
   A. Exceptionally well
   B. More than adequately
   C. Adequately
   D. Less than adequately
   E. Very poorly
   F. Not at all
   G. Don’t know/Not applicable

13. How well did the Gerontology Program prepare you to demonstrate a broad knowledge of the discipline of gerontology and its role in society?
   A. Exceptionally well
   B. More than adequately
   C. Adequately
   D. Less than adequately
   E. Very poorly
   F. Not at all
   G. Don’t know/Not applicable

14. How well did the Gerontology curriculum prepare you to function effectively in a global society using various information sources?
   A. Exceptionally well
   B. More than adequately
   C. Adequately
   D. Less than adequately
   E. Very poorly
   F. Not at all
   G. Don’t know/Not applicable

15. How well did the Gerontology curriculum provide you with the written, oral, and interpersonal communication skills necessary to succeed in the profession?
   A. Exceptionally well
   B. More than adequately
   C. Adequately
   D. Less than adequately
   E. Very poorly
   F. Not at all
   G. Don’t know/Not applicable

16. How well did the Gerontology curriculum prepare you to apply current theory and evidence based research in gerontology?
   A. Exceptionally well
   B. More than adequately
   C. Adequately
   D. Less than adequately
   E. Very poorly
   F. Not at all
   G. Don’t know/Not applicable

17. How well did the Gerontology Program supply you with the problem solving skills necessary to confront a broad range of situations in applied settings, internships, or field work?
   A. Exceptionally well
   B. More than adequately
   C. Adequately
   D. Less than adequately
   E. Very poorly
   F. Not at all
   G. Don’t know/Not applicable

18. How well did the Gerontology curriculum prepare you to demonstrate critical thinking as a foundation for decision making?
   A. Exceptionally well
   B. More than adequately
   C. Adequately
   D. Less than adequately
   E. Very poorly
   F. Not at all
   G. Don’t know/Not applicable

19. How well did the Gerontology curriculum enhance your ability to think critically about your gerontology practice?
   A. Exceptionally well
   B. More than adequately
   C. Adequately
   D. Less than adequately
   E. Very poorly
   F. Not at all
   G. Don’t know/Not applicable

20. How well did the Gerontology Program prepare you to demonstrate socially conscious behavior with regard to the elder population?
   A. Exceptionally well
   B. More than adequately
   C. Adequately
   D. Less than adequately
   E. Very poorly
   F. Not at all
   G. Don’t know/Not applicable
21. How well did the Gerontology curriculum aid you in recognizing the impact of diversity when working with older adults and their families?
A. Exceptionally well
B. More than adequately
C. Adequately
D. Less than adequately
E. Very poorly
F. Not at all
G. Don’t know/Not applicable

22. How well did Gerontology coursework prepare you to advocate and demonstrate socially conscious behavior in relation to older individuals and groups?
A. Exceptionally well
B. More than adequately
C. Adequately
D. Less than adequately
E. Very poorly
F. Not at all
G. Don’t know/Not applicable

23. How well did the Gerontology curriculum aid you in acquiring the evidence based knowledge necessary for competent gerontology practice?
A. Exceptionally well
B. More than adequately
C. Adequately
D. Less than adequately
E. Very poorly
F. Not at all
G. Don’t know/Not applicable

24. How well did the Gerontology curriculum aid you in understanding the reciprocal relationships among older adults, their families, and society in applied settings?
A. Exceptionally well
B. More than adequately
C. Adequately
D. Less than adequately
E. Very poorly
F. Not at all
G. Don’t know/Not applicable

25. How well did the curriculum in Gerontology provide you with understanding of the methods and practices of the profession?
A. Exceptionally well
B. More than adequately
C. Adequately
D. Less than adequately
E. Very poorly
F. Not at all
G. Don’t know/Not applicable

26. Which of the following best describes your career path since graduation? (Please choose all that apply)
A. Work in private sector
B. Work in not-for-profit sector
C. Work in public sector – local, state, or federal government
D. Graduate school in health related profession
E. Graduate school in other area
F. None of the above

27. If you are currently employed, how important to your current employer is your degree in Gerontology?
A. Very important
B. Somewhat important
C. Slightly important
D. Not important at all

28. What was your overall GPA at the time you graduated from Sac State?
A. 4.00-3.75
B. 3.74-3.50
C. 3.49-3.25
D. 3.24-3.00
E. 2.99-2.75
F. 2.74-2.50
G. 2.49 or below

29. How many hours per week did you work while you were a major in the Gerontology Department?
A. 0-10
B. 11-15
C. 16-20
D. 21-25
E. 26-30
F. over 30

30. What is your age?
A. 18-24
B. 25-29
C. 30-34
D. 35-39
E. over 40

31. What is your racial/ethnic identity?
A. African American
B. Native American
C. Caucasian
D. Mexican/other Hispanic
E. Asian/Pacific Islander
F. Other
G. Prefer not to respond
The following questions seek your comments. Please respond to them in your own words in the space provided. Additional pages can be used if necessary.

32. Can you recommend ways that we can improve the Gerontology major at Sac State?
___________________________________________________________________________________
___________________________________________________________________________________

33. In retrospect, what parts of the major did you find most interesting or useful?
___________________________________________________________________________________
___________________________________________________________________________________

34. What are the most important things you learned about Gerontology in your studies at Sac State?
___________________________________________________________________________________
___________________________________________________________________________________

35. How do you feel that your study of Gerontology at Sac State has affected your ideas and beliefs?
___________________________________________________________________________________
___________________________________________________________________________________

36. Do you think that the Gerontology major has prepared you for your career? If so, why? If not, why not?
___________________________________________________________________________________
___________________________________________________________________________________

37. Since graduation, which courses have proved to be the most useful in providing the tools necessary to succeed in the work you are doing today?
___________________________________________________________________________________
___________________________________________________________________________________

38. Were there any teaching methods that you found particularly useful or helpful?
___________________________________________________________________________________
___________________________________________________________________________________

39. What would you consider to be your best or most positive experience with the Gerontology Department program, courses, instruction, or staff?
___________________________________________________________________________________
___________________________________________________________________________________

Thank You for Your Participation!
Appendix H

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.