# Department of Gerontology Information

School of Social Sciences and Interdisciplinary Studies

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**GERO 130 Practicum Information**

## Faculty

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## Course Description and Overview

**COURSE NUMBER:** GERO 130

**COURSE TITLE:** Gerontology Practicum

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, and GERO 122 and instructor permission. Graded: Credit/No Credit. Units: 3.0.

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 an Agency Supervisor and a gerontology faculty member (Faculty Advisor). 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, and 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 Community Service Learning components within the framework and context of the assignments. Service Learning is clearly an extension of the Gerontology Department’s mission and is reflected in its Department 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, which consists of three targeted assignments (Problem Tree, Change Model & Action Plan/Timeline). 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, and coordination, 3.) implementation, 4.) evaluation and 5.) presentation of work done to the agency and the seminar class. Students are expected to work closely with their agency supervisor and faculty advisor to implement the components of the project.

Gerontology 130 course objectives derive from Department of Gerontology Objectives and Student Outcomes. These objectives drive the course content and experiences, and are the measures for student evaluation by the student, faculty and their Agency Supervisor. Course Objective numbers correspond to numbering of Department 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 Department faculty.

## Teaching Strategies

Discussion, reflective writing assignments, community project.

## Texts (Required)

*APA publication manual* (7th ed) (2019). Washington DC: American Psychological Association.

**Readings**

Brown, L. H. & Roodin, P. A. (2001). Service-learning in gerontology: An out-of-classroom experience. *Educational Gerontolog*y*, 27*(1), 89-103. (Your first article analysis will be written on this article)

Other evidence-based research journals articles - find and use ones pertinent to your field placement and/or project proposal.

## Seminar and Presentation Attendance

There are seminar meetings on **Fridays 9-11am – dates listed below**. Locations will vary depending on your section. The **seminar dates for Fall 2021 are:**

* **September 3 & 17th**
* **October 1 & 15**
* **November 5 & 19**
* **December 3**

**GERO 131 students will present their projects on (GERO 130 students must attend):**

* **December 10 9:00am – 12:30pm**

**Attendance at all seminars and presentations is mandatory.** If a student must miss part or all of a seminar meeting or presentation day for compelling reasons, the following must be done/planned for **and approved** ahead of time:

* Discuss the compelling reason(s) with faculty advisor
* Provide documentation verifying the compelling reason (e.g., physician’s memo on letterhead, death certificate, or other documentation as requested by faculty member related to reason)
* Be responsible for getting missed information and turning in assignments that are due at the missed seminar
* Make up missed hours at your practicum agency (you must complete 2 hours in your placement to make up for EACH HOUR of missed seminar) and complete a separate journal for the hours (noting specifically that they are make-up hours). This will only be an option if you notify your instructor BEFORE the missed seminar.

**Campus Support:**

* [**Services to Students with Disabilities (SSWD)**](https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/) Sacramento State and the Gerontology Department are committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class, please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided
  + 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 Faculty Advisors 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 / <http://www.csus.edu/sswd/>
* [**Student Health and Counseling Services**](https://www.csus.edu/student-life/health-counseling/) Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer-led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.
* [**Basic Needs Support – CARES Program**](https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/)If you are experiencing challenges with food, housing, financial or other unique circumstance that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student. Check out the [CARES website](https://bit.ly/3fhQ1kY).
* Further resources and information: [Martin Luther King Center](https://www.csus.edu/student-affairs/centers-programs/mlk-scholars/), [Multicultural Center](https://www.csus.edu/student-affairs/centers-programs/diversity-inclusion/multicultural-center.html), [Dreamer Resource Center](https://www.csus.edu/student-affairs/centers-programs/dreamer-resource-center/), [Student Success Center](https://www.csus.edu/college/health-human-services/student-success/), [Academic Advising](https://www.csus.edu/student-life/academic-advising/), [PARC](https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/), [Reading & Writing Center](https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html), [Grading Policy](https://www.csus.edu/umanual/acad/umg05150.htm), [Academic Calendar](https://catalog.csus.edu/academic-calendar/), [Hornet Honor Code](https://www.csus.edu/student-affairs/_internal/_documents/hornet-honor-code.pdf), [Student Rights and Responsibilities](https://www.csus.edu/umanual/student/stu-0119.htm)

## Herky Flex

## Due to the ongoing nature of the pandemic, this course is offered in Herky flex, meaning there will be both on-campus, in-person and online options to attend seminars. Connect with your section professor to learn more about process and expectations.

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## Zoom Etiquette

If you will be attending your course via Zoom there are a few things to be aware of. While it is not mandatory to have your camera on, it creates a better environment for learning (we miss seeing you and this is one of our only times to see you)! Think of your Zoom seminars as you would any other class. Wear appropriate clothing (this includes pants!) Make sure the space that is visible in your camera is something appropriate for all of us to see. Don’t consume alcohol/drugs before (or during) seminar. Think: “would I do this if is was our face-to-face course?” If the answer is no, just don’t do it. Some of your peers may be discussing personal information about themselves, or protected health information about someone they are working with. You should attend class in a private space where others in your home cannot hear the course (headsets/ear phones are a good idea!). Here is a fun webpage where a student shares their experiences: [From one student to another: Zoom Etiquette Tips](file:///From%20one%20student%20to%20another/%20Zoom%20Etiquette%20Tips)

## Tips for Online Learning

**1. Develop a schedule and stick to it**

* Develop a regular time each day to study and work on assignments
* Plan to "arrive" 5 min before your synchronous live zoom sessions

**2. Keep a calendar such as this** [Canvas Calendar**(Links to an external site.)**](https://community.canvaslms.com/docs/DOC-10521-4212716710)

* Enter in all your due dates and exam day and times
* Estimate how much time you will need to complete your assignments, then schedule start dates and work time in the calendar as well.

**3. Determine work order and create a prioritized “to-do” list**

* **High priority**Projects and assignments that are due within the next day or two. Topics and work that are most difficult. Do the work in this category first while you are the most mentally focused.
* **Medium priority**This includes work that is due later, and larger research projects. Divide large projects into smaller chunks and schedule that work evenly over time, so it’s completed by the due date.
* **Low priority**This includes work that is not in the above categories and work that you find easy to complete. Save these items for last so you can still concentrate on them when you are less focused.

1. **Take breaks; Use short focused bursts of work**Try the [Pomodoro Technique (Links to an external site.)](https://francescocirillo.com/pages/pomodoro-technique) of doing short bursts (typically 25 minutes) of work followed by a break. The idea is that the frequent breaks help to improve mental agility and allow your work time to be more focused. An online site that can be used as a Pomodoro timer is [http://www.moosti.com. (Links to an external site.)](http://www.moosti.com/)
2. **Automate what you can**It is easy to let time slip by, forget an important appointment, or be surprised by a due date. Sync your personal calendar with your [Canvas Calendar (Links to an external site.)](https://community.canvaslms.com/docs/DOC-10521-4212716710) calendar to keep all of your academic and personal obligations in one spot. Set automatic notifications and reminders of important dates on your cell phone if you use one.

## Definitions of Academic Dishonesty

Please refer to University Website: <http://www.csus.edu/umanual/student/STU-0100.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:

* Copying, in part or in whole, from another’s test or other evaluation instrument;
* Using crib notes, "cheat sheets," or any other device, including electronic devices, in aid of writing the exam not permitted by the instructor;
* Submitting work previously graded in another course unless doing so has been approved by the course instructor or by department policy.
* 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.
* Altering or interfering with grading or grading instructions;
* Sitting for an examination by a surrogate, or as a surrogate;
* 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:

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

## Writing Standards and APA Formatting

All Department of Gerontology Core Courses use the CSU Sacramento Advisory Standards for Writing. Please check out this helpful website (<https://www.csus.edu/umanual/AcadAff/FSW00010.htm>) 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.

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 7th ed) in the book store or online and check out website [www.apastyle.org](http://www.apastyle.org) click on Style Tips. You can also check the CSUS library site ([www.library.csus.edu](http://www.library.csus.edu)). If in-class papers are unreadable, they will not receive credit.

**Key Components of APA format to be used when typing your papers include:**

* A properly formatted title page. *(\*This has changed from APA 6th edition)*
* Double-spaced; “accessible” font (i.e. Times New Roman-12 pt, Calibri-11pt, Arial-11pt, Lucida Sans Unicode-10pt, and Georgia-11pt
* 1" margins on all sides.
* Header: The title of the paper is flush with the left margin, and number all pages in upper right-hand corner (numbering Title Page is optional).
* Indent 5 spaces-first line of every paragraph.
* Sources must be referenced in the text of the paper, *example:* Hoyer and Roodin (2003) with a reference list at the conclusion of the paper. **All direct quotes must be referenced with source, year, *and* page number.**
* If the source is from the Internet, please refer to the APA Website:

<http://www.apastyle.org/elecref.html> or refer to the APA Manual 7th edition for

examples.

* Reference Page is double-spaced and utilizes hanging indentation.

**Evidence-based (EB) research article requirements** (EB research articles ***may overlap*** assignments when appropriate)

* Evidence-based articles are articles from peer-reviewed journals and report research studies.
* All references must be EB; if you use popular press articles then be sure that they are additional to the required number of articles and are cited and referenced according to APA!
* Websites are not EB – if you are using them to get research articles from the library then cite and reference them according to APA.

## Evaluation Methods and Criteria

* All assignments must be completed/submitted and all practicum hours must be completed and documented in order to pass the course.
* You must earn an overall score of 73% or higher in the course in order to earn a “C” (Credit).
* Points will be deducted for late assignments. In addition, practicum hours will be suspended until all late assignments have been submitted.
* Failure to turn in all assignments may result in termination of the Practicum for this semester and receiving NC for the course.
* Unless an emergency prevents advance notification, failure to notify Agency Supervisor and Faculty Advisor.
* Attendance at all seminar meetings and student presentation is mandatory, and seminar hours count towards the total required hours. Students who are not able to attend all or part of a seminar meeting or student presentation session due to illness must inform the Faculty Advisor in advance and, if the absence is excused by the Faculty Advisor, must complete two practicum hours to make up every one hour of seminar or presentation missed. Student approved to miss seminar must submit a journal reflection specific to the made up hours.

Field Study is graded Credit/No Credit (C/NC) on the CSUS campus. Credit will be awarded if student satisfactorily completes the course at a minimum of C (73%) or higher level. While you do not need to score 73% or higher on all assignments, you must complete all assignments and receive a cumlulative score of 73% or higher to receive credit for the course. Seminar/presentation participation is mandatory. Assignments must follow syllabus directions or they will be returned unread/ungraded. This will lead to the student having to stop accruing practicum hours until work is submitted and graded. **NOTE: YOU WILL ONLY BE ALLOWED ONE REVISION PER ASSIGNMENT.**

**Assignments and Evaluations**

|  |  |  |
| --- | --- | --- |
| **Due Date** | **Assignment** | **Evaluation/Points** |
| Every other Monday | Reflective Journals completed every 2 weeks.  **Due Dates in Canvas** | **27 points/journal X 7 Journals = 189 points** |
| 9/10/2021 | Professional Identity Worksheet (Part 1) | **25 points** |
| 10/1/2021 | Initial Evaluation | **C/NC** |
| 20 Hours Completed | **C/NC** |
| 10/8/2021 | Learning Objectives | **C/NC** |
| 10/15/2021 | **40 Hours Completed** | **C/NC** |
| 10/18/2021 | Problem Tree | **50 points** |
| 11/5/2021 | 60 Hours Completed | **C/NC** |
| 11/8/2021 | Change Model | **75 points** |
| 11/19/2021 | 80 Hours Completed | **C/NC** |
| 11/22/2021 | Action Plan | **40 points** |
| 12/3/2021 | Timeline & Proposal Summary | **45 points** |
| 100 Hours Completed | **C/NC** |
| 12/10/2021 | Field Practicum hours satisfactorily completed | **C/NC** Supervisor, Self, Agency & Faculty Evaluations |
| Final Proposal Portfolio | **40 points** |
| Final Evals: Student Self Evaluation, Agency Evaluation, Field Instructor Eval of Student | **Student Self Eval 25 points**  **C/NC** Final Evaluations |
| **110 Hours Completed** | **C/NC** |
|  | Participation in all Seminars & Presentation | **25 points** – Presentation Attendance & 131 Presentation Summary (8 total) |
| **TOTAL** |  | **689** |

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# Practicum Overview

In order to successful complete the course you need to complete the following:

* Agency Practice (110 hours)
* Attend All Seminars and Student Presentations
* Complete all Course Assignments (and earn total of 73% in course)

Although all students complete the same number of hours and assignments, Faculty Advisors may have different expectations and ways of organizing their sections. If you have questions or get confused by what students in other sections are telling you, check in with your Faculty Advisor.

**Hours Targets**: You are expected to make continued progress on your practricum hours throughout the semester. The following benchmarks are established to help you, your agency supervisor and yor faculty advisor make sure you are not falling behind. If you are significantly below these expectations by the October 15th seminar you may be advised to drop the course and take it another semester.

|  |  |
| --- | --- |
| Seminar Date | Target Hours |
| October 1 | 20 |
| **October 15** | **40** |
| November 5 | 60 |
| November 19 | 80 |
| December 3 | 100 |
| **December 10** | **110** |

## Getting Started

Before you can start your hours at your agency, you will need to complete the following:

1. **Schedule an initial meeting** with your Agency Supervisor and Faculty Advisor. Your Faculty Advisor will let you know how to do this before or during the first seminar. **You may not start your hours until we have all met together. Note this semester, these meetings will be held virtually via Zoom.** 
   1. **Prior to this meeting, please complete your portion of the “start-up” paperwork in FieldConnect. Please see the Canvas course on what needs to be done.**
2. At the initial meeting or soon after, **obtain your Agency Supervisor’s job description and resume** (we need them for our files).

**Internship hours should be started no later than the third week of the course. Failure to start your hours by the third week may result in you being dropped from the course.** If you encounter concerns in your field placement, communicate concerns with your Agency Supervisor. If you cannot reach a resolution, contact your Faculty Advisor ASAP so we can help to make this a truly exceptional experience!

## During Your Practicum

1. Record your accrued hours in the FieldConnect time log. It is strongly recommended you do this weekly, however you MUST submit hours on the Thursday before each seminar.
2. Attend all seminars and submit assignments on time. **Check the Canvas Course Calendar for due dates of all assignments**. If you tend to procrastinate, this is the time to break that habit.
3. Schedule a time to meet with your agency supervisor once you have completed 20 hours as your Learning Objectives & Initial Evaluation (found in Forms, Documents and Evaluations section in Canvas) are due after you have completed 25 hours.

## When Field Experience is Completed

1. Ask your Agency Supervisor to complete the Agency Supervisor Evaluation of Student.
2. Schedule a time to meet with your Agency Supervisor to discuss evaluations.
   * 1. Be sure to discuss ideas to continue your learning in 131 next semester.
3. Complete other evaluation forms:
4. Student Self Evaluation
5. Student Evaluation of Agency Placement
6. Turn in Final Portfolio to Faculty Advisor and set up appointment with your Faculty Advisor for final evaluation.

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# Learning Outcomes and Course Objectives

1. **Demonstrates understanding of fundamental interdisciplinary evidence-based knowledge.** 
   1. Discuss implications of changing demographics related to Practicum population in Seminar.
   2. Discuss gerontologists’ roles and responsibilities with students, faculty, intern supervisor, and agency staff in Practicum and in Seminar.
   3. Give examples that clarify what gerontologists do for elders and their families in Journal and Seminar.
   4. Discuss keys for successful aging with supervisor, staff, clients, students, and faculty and summarize findings in Journal.
   5. Assess how interrelationships among holistic variables affect elders and their families and discuss in Journal and Seminar.
   6. Use theories and concepts drawn from core and interdisciplinary courses to promote the health and well being of aging individuals, families, and aggregate groups and discuss in Journal and Seminar.
   7. Discuss with Supervisor and in Journal and 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.**
   1. Use knowledge gained from required core, and elective gerontology courses when delivering service to designated population; discuss in Journal/ Seminar.
   2. Complete Journal according to guidelines, demonstrating analysis of Practicum situations.
   3. Complete Problem Tree, Change Model & Action Plan assignments demonstrating evidence-based analysis while applying it to own practice.
   4. Complete Problem Tree, Change Model & Action Plan according to Syllabus guidelines.
   5. Discuss identified client and project needs with supervisor and respond in a knowledgeable, ethical, and professional manner.
   6. Use the decision-making process (assessment, planning, implementation and evaluation) in a professional manner to formulate alternative solutions to concerns and problems when working with older adults, caregivers, families, and professional staff.
   7. Present counter viewpoints and alternative hypotheses on various issues related to aging in Journal and Seminar.
   8. Use agency policy, procedures, and structure to implement decisions/solutions for clients and families.
   9. Use EB research data when making decisions.
   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.** 
   1. Incorporate current EB research relating to Practicum practice area into Seminar discussions, Problem Tree, Change Model & Action Plan assignments.
   2. Complete Research Analyses at a beginning level of analysis and according to guidelines.
   3. Choose EB articles germane to specific area of Practicum and analyze and use in Journals and Problem Tree, Change Model & Action Plan assignments at a beginner level.
   4. Gather necessary data to thoroughly complete assignments.
   5. Identify various disciplines’ theories used in the agency to promote meeting the mission of the agency; discuss in Journal, Problem Tree, Change Model & Action Plan assignments and Seminar.
   6. Discuss ways research is used in your agency in your Journal and Seminar.
   7. Use correct methodologies when implementing projects during Practicum and in Problem Tree, Change Model & Action Plan assignments.
   8. Help others in your specific Practicum setting and Seminar to understand how important EB research is.
   9. Become a proficient consumer of EB research, applying findings to practice areas and describing in Journal, Problem Tree, Change Model & Action Plan assignments and Seminar.
   10. Apply general concepts and theories from all major courses to specific Practicum situations, focusing on holistic aspects of aging and discuss in Journal/Seminar
4. **Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others.**
   1. Explore own beliefs about diversity and aging and discuss in Journal and Seminar.
   2. Discuss significance of psychosocial, cultural and ethnic similarities and differences in the older population in Journal and Seminar.
   3. Observe how older adults are treated and talked about in the agency and discuss in Journal and Seminar.
   4. Assess how clients’ various backgrounds impact those around them and summarize findings in Journal.
   5. Discuss with Supervisor how this agency (specifically) facilitates (or not) access for older adults and discuss in Journal.
   6. Discuss how this agency addresses the impact of race, class, gender and age on society in Journal and Seminar.
   7. Discuss how you use commonly generalized information across groups, specifically the older adult population in Journals & Seminar.
5. **Exhibit personal and social responsibility and ethical and professional behavior in all settings.**
   1. Assess and discuss own values and beliefs about aging, health promotion and National Gerontology competencies and their impact on others in Journal, Self-Assessment, and Seminar.
   2. Discuss in Journal how and postulate why, aging clients’ and co-workers’ viewpoints differ from own.
   3. Demonstrate respect for all individuals and relationships while enacting Practicum and student roles and Problem Tree, Change Model & Action Plan assignments.
   4. Formulate methods for working with others having differing values and beliefs and discuss in Seminar.
   5. Identify and discuss ethical concerns seen during Practicum experiences with Supervisor and in Journal and Seminar.
   6. List ways to work within an individual or family’s belief system when addressing ethical concerns in Journal and Problem Tree, Change Model & Action Plan assignments.
   7. Explore pertinent social policies related to elders and area of practice and discuss in seminar and Problem Tree, Change Model & Action Plan assignments.
   8. Identify any need for change in social policy with regards to Practicum population and discuss in Seminar and Problem Tree, Change Model & Action Plan assignments.
   9. Determine need for advocacy during Practicum experience and discuss in Seminar.
   10. Differentiate between personal and professional relationships and explain in Journal and Seminar.
   11. Assess own impact on others in professional relationships and document in Journal.
   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 and in Journal and Seminar.
   13. Research and review any skills before implementing in Practicum.
   14. Adhere and follow through on obligations and agency policies and contracts with all parties in the Practicum practice setting.
   15. Evaluate own professional goals in Journal, Experience Reflection and Seminars.
   16. Share knowledge and experiences with co-workers, other students, faculty, and Agency Supervisor.
   17. Take responsibility for and is self-directed with regards to own learning in own specific area of Practicum.
   18. Describe how you can take responsibility for own life-long learning.
   19. Identify and evaluate own strengths and areas for improvement in an ongoing manner and communicate these to supervisor and faculty and summarize findings in Journal and evaluation.
6. **Exhibit effective use of basic communication (written, oral, and interpersonal skills and information technology needed in a global information society.**
   1. Demonstrate ability to listen and follow instruction
   2. Present ideas clearly both verbally and in writing (using APA format).
   3. Compete all required projects and assignments (agency and course) at agreed upon time.
   4. Use appropriate etiquette when communicating with others through electronic formats.
   5. Correctly cite information sources when communicating information.
   6. Communicate honestly in all relationships.
   7. Give and receive positive and critical feedback in all relationships.
   8. Use appropriate, EB web sources when completing literature searches.
   9. Maintain confidentiality at all times.
   10. Learn, correctly use, and communicate findings of various assessment tools in the practice setting.
   11. Evaluate, modify, and explain practice decisions to Supervisor and in Seminar based on thorough data gathering techniques and EB research findings.
   12. Give appropriate and complete descriptions and reports to staff regarding interventions performed.
   13. Discuss observations of how older adults communicate between and among individuals of various ages with Supervisor and in Journal and Seminar.
   14. Discuss strengths and limitations relating to intervention skills with Supervisor and write in Journal.
   15. Always use appropriate lines of communication in the Practicum practice setting and describe in Journal and Seminar.
   16. Correctly follow agency protocols and procedures for interventions at all times.
   17. Collaborate with all key players (including faculty) necessary for the Project change to occur; discuss process in Journal and Problem Tree, Change Model & Action Plan assignments.
   18. Describe interventions/solutions directed toward identified change in Journal and Problem Tree, Change Model & Action Plan assignments.
   19. Demonstrate timeliness when collaborating with others to deliver services in agency.
   20. Use appropriate referral systems when referring clients and families for other services.
   21. Use appropriate communication lines when making referrals to other services.
   22. Write a weekly evaluation of progress and completion of Learning objectives in weekly Journals.
   23. Write an evaluation of own strengths and limitations in Journal and in Self Evaluation