# Department of Gerontology Information

School of Social Sciences and Interdisciplinary Studies

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# GERO 295 Practicum Information

## Faculty

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## Course Description and Overview

**COURSE NUMBER:** GERO 295

**COURSE TITLE:** Gerontology Field Internship/Project

The supervised internship/fieldwork is a culminating experience providing students with the opportunity to apply learned theories and concepts in a community agency where planning, developing, or delivering services to older adults or their families occur. Students choose an area practice and negotiate their learning experiences or project with their faculty advisor and field supervisor. Prerequisites: Minimum of 12 units including GERO 200 and 221. Graded: Credit/No credit. 3 units/135 placement hours, including meeting time with faculty advisor.

**OVERVIEW**

The purpose of the Field Internship/Project is to facilitate application of learned facts and concepts in progressively more complex and evolving gerontological roles. It serves as the culminating experience for the program where certificate Program Outcomes are measured. Students choose to complete either an Internship with a small collaborative project or an agency related Major Community Project. In addition to the acquisition of new knowledge, both the Field Internship or Major Community Project focus on application of previously learned concepts and how they are used in delivery of services to older populations.

The course objectives provide direction for opportunities for Field Internship experience or Major Community Project completion that assist students in transitions to professional practice. The conceptual basis of both the Internship and Major Community Project emanates from the areas of social values, gerontological practice skills, social, behavioral, and physical science research, communication professional decision making and leadership. Through these opportunities, the student adds to their acquired gerontological knowledge base, those skills necessary for productive, safe functioning in their identified field setting.

The **Field Internship** consists of intensive field study in a specific gerontological area under the guidance of a field supervisor and a gerontology faculty member. All hours, minus agreed upon, prescheduled meetings with the faculty advisor, are spent at an agency of the student’s choice exploring concepts, roles, and responsibilities related to gerontological practice in that particular agency. The Internship is guided by both the agency supervisor and faculty advisor. Experiences are developed and guided by both course and learner-developed goals and objectives. Weekly Reflective Journal entries assist students in analyzing and applying concepts. A Mini or a small collaborative project that assists the agency’s functioning is completed. It is to be negotiated with the field supervisor, developed, implemented, and evaluated. The Mini Project is presented to the agency and at the final Gerontology Program Project Presentation at the end of the semester.

The **Major Community Project’s** scope is a more in depth exploration and analysis of an older adult community need. The student collaborates on and negotiates with a specific gerontology/geriatric agency and its representative. This Project represents a solution to a need of specified older adult population. Its completion facilitates the mission/functioning of the specific agency for which it will be used. All hours will be spent on development, implementation, and evaluation of the Project. The Project is guided by both the agency representative and faculty advisor. Approval of Project goal and objectives, are required prior to beginning the Project. Project evaluation is required upon completion of the Project. The Major Community Project is presented to the agency representative and at the final Gerontology Program Project Presentation at the end of the semester. The student and faculty advisor meet at an agreed upon time throughout the semester.

This Field Internship or Major Community Project includes a Seminar. The purpose of the seminars is to provide time for dialog between students and faculty facilitating a direct link between theory and practice. Using a discussion format, students explore transition and socialization issues while sharing learning gained from their individual field experiences. Seminars focus on role acquisition, agency culture, application and utilization of 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.

Student Learning Outcomes demonstrate implementation of course content and drive student learning experiences. These are the measures for student evaluation by the student, faculty and their Internship Supervisor. Objective accomplishment is documented in Journal writings (Internship), discussions, Project completion, and interactions between student and supervising faculty member.

GERO 295 includes the development, implementation and evaluation of an Agency/Community Project. The negotiated project is based on agency need and student interest with faculty and agency supervisors and planned for their GERO 295 Culminating Community 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.

**LEARNING OUTCOMES**

Consistent with California State University, Sacramento’s (CSUS) and Social Science and Interdisciplinary Studies (SSIS) mission statements, and the Association of Gerontology in Higher Education (AGHE) national competencies for Gerontology, graduate students may expect the Internship/Project interdisciplinary focus to expand the undergraduate gerontology course outcomes culminating with the development of experiences where the student will:

1. demonstrate understanding of advanced interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent gerontological practice.
2. demonstrate highly developed 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.
3. synthesize and apply a variety of learned interdisciplinary theories and research in applied settings.
4. demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others.
5. exhibit personal and social responsibility, and ethical and professional behavior in all settings.
6. exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society.

Gerontology 295 course objectives derive from Gerontology Department 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 Practicum 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 faculty advisor 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.

## 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 spring 2022 are:**

* **January 28 (start up meeting)**
* **February 11 & 25**
* **March 11**
* **April 1, 15 & 29**

**GERO 295 students will present their projects on:**

* **May 13 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)

## 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

## 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 6th 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 CR/NC on the CSUS campus. Credit will be awarded if student satisfactorily completes the course at a minimum of C (73%) or higher level. Seminar/presentation participation is mandatory. The following assignments need to be completed. 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. No more than 73% will be given for revised papers. **NOTE: YOU WILL ONLY BE ALLOWED ONE REVISION PER ASSIGNMENT.** It is expected that GERO 295 assignments will reflect greater depth and breath of understanding and application.

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| --- | --- | --- |
| **Due Date** | **Assignment** | **Evaluation/Points** |
| Every other Monday: | Reflective Journal completed every 2 weeks **Due Dates in Canvas** | **27 points/journal X 7 Journals = 189 points** |
| 2/4/2022 | Professional Identity Worksheet (Part 2) | **25 points** Complete before you begin your hours |
| 2/14/2022 | Problem Tree\* | **50 points** |
| 2/25/2022 | Initial Evaluation | **C/NC** |
| Learning Objectives | **C/NC** |
| 20 Hours Completed | **C/NC** |
| 3/04/2022 | Change Model\* | **75 points** |
| 3/18/2022 | **40 Hours Completed** | **C/NC** |
| 3/21/2022 | Action Plan\* | **40 points** |
| 4/8/2022 | 60 Hours Completed | **C/NC** |
| 4/22/2022 | 80 Hours Completed | **C/NC** |
| 5/6/2022 | Project Abstract | **25 points** |
| Project Powerpoint | **50 points** |
| 100 Hours Completed | **C/NC** |
| 5/13/2022 | Culminating Community Project Presentation | **75 points** |
| Field Practicum hours satisfactorily completed | **C/NC** Supervisor, Self, Agency & Faculty Evaluations |
| **110 Hours Completed** | **C/NC** |
| **5/20/2022** | Final Evals: Student Self Evaluation, Agency Evaluation, Field Instructor Eval of Student | **Student Self Eval 25 points**  **C/NC** Final Evaluations |
|  | Participation in all Seminars & Presentation | **25 points each seminar = 200 points** |
| **TOTAL** |  | **649** |

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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.

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## 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.
   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. **Update your resume** (for resume help, check out <https://career.ecs.csus.edu/resume-help/>)
3. At the initial meeting or soon after, **obtain your Agency Supervisor’s job description and resume**.
4. Complete you Professional Identity Statement (Part 2) – share with your Faculty & Field supervisors.

**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 15-20 hours as your Initial Evaluation & Learning Objectives (found in Forms, Documents and Evaluations section in Canvas) will be due soon. See Canvas Course Calendar for due dates.

## 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.
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. **Demonstrate advanced understanding of interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent gerontological practice.**
   1. Apply understanding of changing demographics while completing internship duties, Project Implementation & Presentation.
   2. Demonstrate thorough understanding of gerontologists’ multiple roles & responsibilities while completing internship duties, Project Implementation and Presentation and in discussions with students, faculty, intern supervisor, and agency staff in Internship.
   3. Analyze and discuss how gerontologists in various roles affect and are affected by society myths, norms, and expectations with Supervisor and Professor.
   4. Take a proactive role in communicating with others in the community about gerontology and its role as a service discipline and discuss with Supervisor and Professor.
   5. Clearly demonstrate knowledge of how interrelationships among holistic variables affect older adults and their families and discuss with Supervisor and Professor.
   6. Use theories and concepts drawn from gerontology and other graduate courses to promote the health and well being of aging individuals, families, and aggregate groups in Project implementation
   7. Discuss how gerontological concepts, National Gerontology competencies, and theories relate to practice in this Project/Internship setting with Supervisor and Professor.
2. **Demonstrate highly developed 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 gerontology and other graduate courses when completing the Project or delivering service to designated population & discuss with Supervisor and Professor.
   2. Complete Project or Internship according to guidelines, demonstrating analysis of situations encountered.
   3. Use EB analysis and problem solving when making decisions throughout Project/Internship.
   4. Discuss identified client and project needs with Supervisor and Professor and respond in a knowledgeable, ethical, and professional manner.
   5. Use the decision making process (assessment, planning, implementation & evaluation) in a professional manner to formulate alternative solutions to concerns & problems when working with older adults, caregivers, families, & professional staff.
   6. Present EB counter viewpoints/alternative hypotheses on a variety of issues to Supervisor and Professor.
   7. Implement decisions/solutions for clients, families, and Project within agency policy, procedures, & structure.
   8. Take responsibility for own decisions in a professional manner.
3. **Synthesize and apply a variety of learned interdisciplinary theories and research in applied settings.**
   1. Apply specific concepts & theories from all interdisciplinary graduate courses while incorporating holistic aspects of aging to Project/Internship situations and in discussions with Supervisor and Professor.
   2. Incorporate current EB research related to Project/Internship practice area throughout Project development, implementation, evaluation, and presentation and all discussions with Supervisor and Professor.
   3. Complete Project Abstract at an advanced level of analysis & according to guidelines.
   4. Analyze how various disciplines’ theories work together in the agency to promote meeting the mission of the agency and discuss with Supervisor and Professor.
   5. Bring sample EB research that would be helpful to the agency and discuss with Supervisor.
   6. Discuss ways you use research in your agency in discussions with your Professor.
   7. Use correct methodologies when implementing projects during Internship & in Project implementation & presentation.
   8. Help others in your specific Project/Internship setting to understand how important EB research is in that setting.
   9. Become a proficient consumer of EB research, applying findings to practice area.
4. **Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others.**
   1. Apply understanding of own beliefs about diversity and aging when completing the Project and delivering service to elders and discuss with Supervisor and Professor.
   2. Apply understanding of psychosocial, cultural and ethnic similarities and differences in the older population when working with elders and discuss with Supervisor and Professor.
   3. Analyze how elders are treated and talked about in the agency and discuss with Supervisor and Professor.
   4. Discuss with your supervisor and then develop a plan how you can assist this agency in facilitating access for elders; include in your Project presentation.
   5. Discuss how this agency addresses the impact of race, class, gender and age on society; include in your Project Presentation.
   6. Discuss how you 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.**
   1. Describe how own practice behaviors reflect your values and beliefs about aging, health promotion and National Gerontology competencies to Supervisor and Professor.
   2. Demonstrate respect for all individuals & relationships while enacting Project/Internship and student roles and in Project implementation and presentation.
   3. Analyze similarities and differences of others’ viewpoints (aging clients/families and co-workers) to your own & how they impact Project/services rendered; discuss in Project presentation.
   4. Relate successful methods for working with others having differing values/ beliefs and discuss with Supervisor and Professor.
   5. Formulate solutions for ethical concerns seen during Project/internship experiences and discuss with Supervisor and Professor in a timely manner.
   6. Use holistic understanding of an individual or family’s belief system when addressing ethical concerns in Project/Internship and discuss in Project presentation.
   7. Research at least one federal or state legislative bill related to Project/own practice area, write your legislator regarding issue; incorporate in Project presentation.
   8. Continue to identify need for change in agency policies with regards to specific internship population.
   9. Describe ways you advocated for elders/families during Internship experience in discussions with Supervisor and Professor.
   10. Demonstrate understanding of differences between personal and professional relationships in interactions throughout Project/Internship.
   11. Relate examples of own impact on others in professional relationships in discussions with Professor.
   12. Demonstrate safe professional practice at all times by using National Gerontology competencies and Health promotion concepts when formulating and implementing strategies to assist elders/families in Project/Internship; incorporate in Project presentation.
   13. Research & review all skills before implementing in Internship.
   14. Adhere & follow through on obligations and agency policies and contracts with all parties in the Project/Internship practice setting.
   15. Evaluate own professional goals in Student Evaluation.
   16. Share knowledge and experiences with co-workers, other students, faculty, and Internship Supervisor.
   17. Describe strategies reflecting own self direction related to own learning in specific area of Project/Internship with Professor.
   18. Describe formal plans for planning for own life long learning in discussions with Professor.
   19. Identify & evaluate own strengths & areas for improvement in an ongoing manner & communicate these to supervisor and faculty and summarize findings in EES/Self Evaluation.
6. **Exhibit effective use of advanced 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, 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 & 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 when appropriate.
   11. Evaluate, modify, and explain Project/practice decisions to Supervisor and Professor based on thorough data gathering techniques and EB research findings.
   12. Give appropriate and complete descriptions and reports to staff regarding Project/interventions performed.
   13. Discuss observations of how older adults communicate between and among individuals of various ages with Supervisor and Professor.
   14. Discuss own strengths and limitations relating to Project/intervention skills with Professor and in Self Evaluation.
   15. Always use appropriate lines of communication in the Project/Internship practice setting.
   16. Correctly follow agency protocols and procedures for Projects/interventions at all times.
   17. Collaborate with all key players (includes faculty) for the Project change to occur; discuss process in presentation.
   18. Describe own Project/intervention/solutions directed toward identified change in Project presentation.
   19. Demonstrate timeliness when collaborating with others to deliver Project/services in Internship agency.
   20. Use appropriate referral systems when referring clients and families.
   21. Use appropriate communication lines when making referrals.
   22. Summarize progress and completion of Learning objectives