



Fall 2019

Gerontology 130 Practicum Syllabus and Workbook

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Gerontologists: Who We Are and What We Do

Gerontologists improve the quality of life and promote the well-being of persons as they age within their families, communities and societies through research, education and application of interdisciplinary knowledge of the aging process and aging populations.

What is Gerontology? Geriatrics?

Aging is a multidisciplinary field. This means that the study of aging combines or integrates information from several separate areas of study. Biology, sociology, and psychology are the "core" or basic areas, along with content from many other areas of study such as public policy, humanities, and economics.

Gerontology is the study of the aging processes and individuals as they grow from middle age through later life. It includes:

- the study of physical, mental, and social changes in older people as they age
- the investigation of the changes in society resulting from our aging population
- the application of this knowledge to policies and programs. As a result of the multidisciplinary focus of gerontology, professionals from diverse fields call themselves "gerontologists"

Geriatrics is:

- the study of health and disease in later life
- the comprehensive health care of older persons and the well-being of their informal caregiver

From the Association for Gerontology in Higher Education: <http://www.aghe.org/resources/gerontology-geriatrics-descriptions>

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Department Objectives (D.O.). Evidence of successful D.O. accomplishment is measured by Student Outcomes in each course. Each course in the Major contributes toward students' completion of the Department Goals. Each course strives toward incorporating content, learning methods and experiences that direct students toward achieving the Department Objectives required for completion of the Gerontology degree. Measurement includes such methodologies as exams, various University surveys, course assignments, field practice journals, Professional Portfolio reviews, and the Culminating Community Project which is Service Learning based. Accomplishment of these outcomes is formally documented at the conclusion of the student's Practicum courses (GERO 130 and 131).

Department Mission Statement and Goals

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

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

Department Learning Outcomes

Upon the completion of the gerontology department's program of study the student will:

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

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

The six (6) Department Learning Outcomes address the three broad areas of 1) values, 2) knowledge acquisition, synthesis, and application, and 3) skill acquisition, competence, as applied specifically to the gerontology discipline as set forth by the (National) Association for Gerontology in Higher Education. They also reflect the California State University Sacramento (CSUS) Strategic Plan, the Cornerstone Initiatives, and the missions of CSUS, the School of Social Science and Interdisciplinary Studies and the Department of Gerontology. Outcomes are specific to the gerontology discipline. They are

aligned with CSUS Student Outcomes of competence in the Disciplines, Analysis and problem-solving, communication, information competence, cultural legacies, and values and pluralism (CSUS Baccalaureate Learning Goals, 2009). These outcomes reflect the expectation that students continuously examine and explore their beliefs and values as they progress along their learning continuum. These objectives also delineate that knowledge be derived from multiple sources both academic and experiential. Department Outcomes addressing values and knowledge give rise to objectives for skill application.

Skill competence is conceptualized as both general to learning and living in today's world, and specific to interdisciplinary Gerontological practice. These skill competencies were adapted from 2014 national Association for Gerontology and Geriatrics in Higher Education (AGHE) Competencies and include the holistic domains of (see Miscellaneous Section):

Category I: Foundational Competencies – All Fields of Gerontology (*Recommended*)

- Frameworks for Understanding Human Aging
- Biological Aspects of Aging
- Psychological Aspects of Aging
- Social Aspects of Aging
- The Humanities and Aging
- Research and Critical Thinking

Category II: Interactional Competencies Across Fields of Gerontology (*Recommended*)

- Attitudes and Perspectives
- Ethics and Professional Standards
- Communication With and on Behalf of Older Persons
- Interdisciplinary and Community Collaboration

Category III: Contextual Competencies (Selective based on program)

- Well-Being, Health and Mental Health
- Social Health
- Program/Service Development
- Education
- Arts and Humanities in elder population
- Business and Finance
- Policy
- Research, Application and Evaluation

These ten competencies are reflected in the six (6) DLOs. **Gerontology students are expected to progressively apply and build on these learned broad-based skills throughout their coursework as well as in their interactions with and management of individuals in their gerontology field practice(s) courses. Knowledge and skills students possess upon graduation are reflected in the Learner Outcome Criteria.**

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

GERO 130 Practicum Information

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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 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. 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 proposal.

Texts (Required)

APA publication manual (6th ed) (2010). Washington DC: American Psychological Association.

Calley, N. G. (2011). *Program development in the 21st century: An evidence-based approach to design implementation, and evaluation*. Thousand Oaks, CA: SAGE Publications, Inc.

Brown, L. H. & Roodin, P. A. (2001). Service-learning in gerontology: An out-of-classroom experience. *Educational Gerontology*, 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 four seminar meetings, always on **Fridays from 9:00am -12:30pm**. Locations will vary depending on your section. The **seminar dates for Fall 2019 are:**

- **Friday, August 30**
- **Friday, September 13**
- **Friday, October 18**
- **Friday, November 15**

GERO 131 students will present their projects on:

- **Friday, November 22**
- **Friday, December 6**

Exact times and locations of presentations will be announced later in the semester. Do not schedule anything from 8am to 5pm those two days.

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 and complete a separate journal for the hours (noting specifically that they are make-up hours)

Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available. <https://www.csus.edu/basicneeds/>

Services for Students with Disabilities

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/>

Internet Etiquette

Written words in emails and online communication can be interpreted differently than the author's intended message. Please be respectful in your written communication.

Definitions of Academic Dishonesty

Please refer to University Website: <http://www.csus.edu/umannual/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.

Use of Technology in the Classroom

Students may use audio/video recording devices for the purpose of recording lectures ONLY with specific permission of each individual faculty member in the course. Faculty reserve the right to refuse permission to audio/video record. Students who are permitted to audio/video record lectures may only do so for personal use in study and preparation related to the class and must destroy any audio/videotapes when no longer needed for academic work, or at the end of this academic semester, whichever comes first. The audio/videotapes are recognized as sources, the use of which in any academic work is governed by rules of academic conduct delineated by the Department and University. Audio/videotapes of lectures are to be treated as (HIPPA protected) confidential material and may only be played in a secure and private environment. Students who require

audio/videotaping accommodations as a result of an educational plan set forth by the Services to Students with disabilities (SSWD) office must provide faculty with written documentation at the start of the semester per University policy.

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

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 click on Style Tips. You can also check the CSUS library site (www.library.csus.edu) or Department of Gerontology site (www.csus.edu/gero). If in-class papers are unreadable, they will not receive credit.

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

- Double-spaced; 12 point font; Arial or Times New Roman
- 1" margins on all sides.
- Number all pages in the upper right-hand corner (Must use proper APA formatting for Title Page – see sample on Canvas after the beginning of class).
- Indent five spaces on the first line of every paragraph.
- Sources must be referenced (example: Hoyer & Roodin, 2013) in the text of the paper, with a Reference list at the conclusion of the paper. **All direct quotes must be referenced with source and page number.** If the source is from the Internet, please refer to the Website: <https://www.apastyle.org/learn/index> or refer to the APA Manual 6th edition for examples.

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

- 73% or better on each assignment is required for passing.
- Full points for assignments will only be given if turned in on time, or negotiated with Faculty Advisor.
- All papers must be typed and use APA format.
- Failure to turn in all assignments may result in termination of the Practicum for this semester and receiving NC for the course.
- Failure to notify Agency Supervisor and Faculty Advisor if not going to practicum site will result in termination of the Practicum for the semester and receiving NC.
- Failure to attend all Seminars may result in termination of the Practicum for this semester and receiving NC (see Seminar Attendance above).
- Failure to attend all Student Presentations may result in receiving a NC.

Field Study is graded CR/NC on the CSUS campus. Credit will be awarded if student satisfactorily completes all work at a minimum of C (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, with exception of the Project Proposal.**

Assignment	Evaluation/Points
Field Practicum hours satisfactorily completed	supervisor, self and faculty eval
Professional Identity Worksheet (Part 1)	complete by first seminar
Goal and Objectives	complete before initial agency meeting
Reflective Journals completed and turned in weekly/bi-weekly	59 points/Entry
Leadership Questions	included in Reflective Journals
Research Article Analysis (x4)	60 points/Analysis
Concept Map (x3)	40 points/Map
Personal and Career Timeline	46 points
Global Aging Assignment (Part 1)	38 points
Classified Ad	40 points
Project Proposal	116 points
Professional Portfolio	Check List and Grading Rubric
Participation in all Seminars/Presentations	mandatory

Turnitin

Consistent with Sacramento State's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score'. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.

Students should submit papers to Turnitin assignments without identifying information included in the paper (e.g. name or student number), the system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin. This means for your turn it in submission, you can delete your name from the title page.

Practicum Overview

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

- Agency Practice (110 hours)
- Attend All Seminars and Student Presentations
- Pass all Course Assignments with a grade of 73% or higher

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.

Getting Started

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

1. Based on the [directions and example in the syllabus](#), write a **draft of your Goal and Objectives and email them to your Faculty Advisor for review**. Your Goal and Objectives must be approved by your Faculty Advisor prior to the initial meeting with your Agency Supervisor and Faculty Advisor.
2. **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!**
3. **Print out and complete (as much as you can) the start documents** that can be found in the [Practicum Forms and Documents](#) section of this syllabus:
 - 1) [Release of Liability Form](#)
 - 2) [Student Community Engagement Learning Plan \(SCELP\)](#) - attach your Goal and Objectives
 - 3) [Practicum Code of Conduct](#)
 - 4) [Community Engagement Learning Agreement](#)
 - 5) [Professional and Ethical Behavior](#)
 - 6) [Emergency Form for Community Engagement Student Learning](#) (for agency use only)
4. **Update your resume** (for resume help, check out <https://career.ecs.csus.edu/resume-help/>)
5. **Bring to the initial meeting printed copies of:**
 - 1) All start documents listed above
 - 2) Goal and Objectives
 - 3) Resume
 - 4) [Mid-Semester Student Evaluation Form](#) (in [Practicum Forms and Documents](#))
 - 5) [Agency Supervisor Evaluation of Student Form](#) (in [Practicum Forms and Documents](#))
 - 6) [Student Evaluation of Agency Supervisor](#) (in [Practicum Forms and Documents](#))
 - 7) [Time Sheet Form](#) (in [Practicum Forms and Documents](#))
6. At the initial meeting, get all required signatures on start documents.
7. At the initial meeting or soon after, **obtain your Agency Supervisor's job description and resume** (we need them for our files).
8. Get a **3-ring binder**, print out the [Professional Portfolio Checklist](#), and place the checklist in the binder.

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. Use the Timesheet to keep track of your hours. Your Agency Supervisor will need to initial each entry and sign at the bottom of the form.

2. Attend all seminars and submit [assignments](#) on time. **Check the Course Outline for due dates of all assignments.** If you tend to procrastinate, this is the time to break that habit.
3. Between seminars #2 and #3, schedule a time with your Agency Supervisor to complete the [Mid-Semester Student Evaluation](#).

When Field Experience is Completed

1. Print or download the evaluation forms that can be found in [Practicum Forms and Documents](#).
2. Ask your Agency Supervisor to complete the [Agency Supervisor Evaluation of Student](#).
3. Schedule a time to meet with your Agency Supervisor to discuss evaluations.
4. Complete ahead of time and bring to your meeting with your Agency Supervisor:
 - 1) [Student Self Evaluation of Core Competencies](#)
 - 2) [Student Evaluation of Agency Supervisor](#)
5. Complete other evaluation forms:
 - 1) [Experience Evaluation Summary \(EES\)](#)
 - 2) [Student Course Evaluation](#)
 - 3) [Student Evaluation of Agency Placement](#)
6. Turn in completed portfolio to Faculty Advisor by the date listed in the Course Outline and set up appointment with your Faculty Advisor for your final evaluation.

Weekly Plan for Success (Fall 19)

Below is a sample weekly plan to complete all practicum assignments and hours. Use or adapt this plan to help you succeed.

Week	Things To Do	Done ✓
1 8/26-8/30	Schedule meeting with Agency Supervisor and Faculty Advisor	
	Create or update resume	
	Goal and Objectives	
	Professional Identity Worksheet	
	Seminar #1	
2 8/31-9/6	Print out and complete initial forms (before agency meeting)	
	Meet with Agency Supervisor and Faculty Advisor	
	Concept Map #1	
	Personal and Career Timeline	
3 9/7-9/13	At least 8 hours at agency	
	Get Agency Supervisor's resume and job description (if available)	
	Research Article Analysis #1	
	2 Leadership Questions (include in next journal)	
	Seminar #2	
4 9/14-9/20	At least 10 hours at agency	
	Journal Entry (covers start date to 9/13)	
	2 Leadership Questions (include in this or next journal)	
	Concept Map #2	
5 9/21-9/27	At least 10 hours at agency	
	Global Aging Assignment	
	Research Article Analysis #2	
	2 Leadership Questions (include in next journal)	
6 9/28-10/4	At least 10 hours at agency	
	Journal Entry (covers 9/14 to 9/27)	
	2 Leadership Questions (include in this or next journal)	
	Research Article Analysis #3	
	Schedule Mid-Semester Evaluation meeting with Agency Supervisor	
7 10/5-10/11	At least 10 hours at agency	
	Research Article Analysis #4	
	2 Leadership Questions (include in next journal)	
	Complete Mid-Semester Evaluation with Supervisor	
8 10/12-10/18	At least 8 hours at agency	
	Journal Entry (covers 9/28 to 10/11)	
	2 Leadership Questions (include in this or next journal)	
	Identify general topic of project (to discuss in Seminar)	
	Seminar #3	
9 10/19-10/25	At least 10 hours at agency	
	2 Leadership Questions (include in next journal)	
	Draft Action Plan	
10 10/26-11/1	At least 10 hours at agency	
	Journal Entry (covers 10/12 to 10/25)	
	1 Leadership Question (include in this or next journal)	
	Revise Action Plan	
11 11/2-11/9	At least 10 hours at agency	
	Concept Map #3	
	Classified Ad	
	Start Project Proposal Draft	
12 11/10-11/15	At least 8 hours at agency	
	Journal Entry (covers 10/26 to 11/8)	
	Finish Project Proposal Draft	

Week	Things To Do	Done ✓
	Seminar #4	
13 11/16-11/22	At least 6 hours at agency	
	Revise Project Proposal	
	Attend Presentations	
14 11/25-11/29	At least 4 hours at agency (Thanksgiving Week)	
	Journal Entry (covers 11/9 to 11/23)	
	Schedule end-of-semester meeting with Agency Supervisor	
	Schedule end-of-semester meeting with Faculty Advisor	
15 11/30-12/6	At least 6 hours at agency (or as many as you need to get to 110)	
	Complete evaluation forms	
	Complete portfolio	
	End-of-semester meeting with Agency Supervisor (evaluations/sign proposal)	
	End-of-semester meeting with Faculty Advisor	
	Journal Entry (covers 11/24 to end)	
	Attend Presentations	

Learning Outcomes and Course Objectives

(At the end of the semester, student completes [Student Self Evaluation of Core Competencies in Practicum Forms and Documents](#) – signed by Agency Supervisor and Faculty Advisor)

- 1. Demonstrates understanding of fundamental interdisciplinary evidence-based knowledge.**
 - 1.1. Discuss implications of changing demographics related to Practicum population in Seminar.
 - 1.2. Discuss gerontologists' roles and responsibilities with students, faculty, intern supervisor, and agency staff in Practicum and in Seminar.
 - 1.3. Give examples that clarify what gerontologists do for elders and their families in Journal, Classified Ad and Seminar.
 - 1.4. Discuss keys for successful aging with supervisor, staff, clients, students, and faculty and summarize findings in Journal.
 - 1.5. Assess how interrelationships among holistic variables affect elders and their families and discuss in Journal and Seminar.
 - 1.6. 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.
 - 1.7. 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.**
 - 2.1. Use knowledge gained from required core, and elective gerontology courses when delivering service to designated population; discuss in Journal/ Seminar.
 - 2.2. Complete Journal according to guidelines, demonstrating analysis of Practicum situations.
 - 2.3. Complete Reflective Journal Leadership Questions in Journal demonstrating evidence-based analysis while applying it to own practice.
 - 2.4. Complete Project Proposal according to Syllabus guidelines.
 - 2.5. Discuss identified client and project needs with supervisor and respond in a knowledgeable, ethical, and professional manner.
 - 2.6. 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.
 - 2.7. Present counter viewpoints and alternative hypotheses on various issues related to aging in Journal and Seminar.
 - 2.8. Use agency policy, procedures, and structure to implement decisions/solutions for clients and families.
 - 2.9. Use EB research data when making decisions.
 - 2.10. Take responsibility for own decisions in a professional manner.

- 3. Synthesize and apply current interdisciplinary theory and evidence-based (EB) research in applied settings.**
 - 3.1. Incorporate current EB research relating to Practicum practice area into Journal entries, Seminar discussions, and Project Proposal.
 - 3.2. Complete Research Analyses at a beginning level of analysis and according to guidelines.
 - 3.3. Choose EB articles germane to specific area of Practicum and analyze and use in Journals and Project Proposal at a beginner level.
 - 3.4. Gather necessary data to thoroughly complete Leadership Questions.
 - 3.5. Identify various disciplines' theories used in the agency to promote meeting the mission of the agency; discuss in Journal and Seminar.
 - 3.6. Discuss ways research is used in your agency in your Journal and Seminar.
 - 3.7. Use correct methodologies when implementing projects during Practicum and in Project Proposal.

- 3.8. Help others in your specific Practicum setting and Seminar to understand how important EB research is.
- 3.9. Become a proficient consumer of EB research, applying findings to practice areas and describing in Journal, and Seminar.
- 3.10. 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.

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

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

- 5.1. Assess and discuss own values and beliefs about aging, health promotion and National Gerontology competencies and their impact on others in Journal, Time Line, and Seminar.
- 5.2. Discuss in Journal how and postulate why, aging clients' and co-workers' viewpoints differ from own.
- 5.3. Demonstrate respect for all individuals and relationships while enacting Practicum and student roles and Project Proposal.
- 5.4. Formulate methods for working with others having differing values and beliefs and discuss in Seminar.
- 5.5. Identify and discuss ethical concerns seen during Practicum experiences with Supervisor and in Journal and Seminar.
- 5.6. List ways to work within an individual or family's belief system when addressing ethical concerns in Journal.
- 5.7. Explore pertinent social policies related to elders and area of practice and discuss in seminar.
- 5.8. Identify any need for change in social policy with regards to Practicum population and discuss in Seminar and Project Proposal.
- 5.9. Determine need for advocacy during Practicum experience and discuss in Seminar.
- 5.10. Differentiate between personal and professional relationships and explain in Journal and Seminar.
- 5.11. Assess own impact on others in professional relationships and document in Journal.
- 5.12. Demonstrate safe professional practice at all times by using Nat'l Geo competencies and Health promotion concepts when formulating and implementing strategies to assist elders/families in Practicum; discuss with Supervisor and in Journal and Seminar.
- 5.13. Research and review any skills before implementing in Practicum.
- 5.14. Adhere and follow through on obligations and agency policies and contracts with all parties in the Practicum practice setting.
- 5.15. Evaluate own professional goals in Journal.
- 5.16. Share knowledge and experiences with co-workers, other students, faculty, and Agency Supervisor.
- 5.17. Take responsibility for and is self-directed with regards to own learning in own specific area of Practicum.
- 5.18. Describe how you can take responsibility for own life-long learning.
- 5.19. Identify 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.

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



GERO 130 Assignments

THESE ASSIGNMENTS ARE WRITTEN TO BUILD UPON EXISTING KNOWLEDGE AND TO CONTINUE YOUR DEVELOPMENT AS A PROFESSIONAL GERONTOLOGIST. UTILIZE FACULTY FEEDBACK THROUOUT ALL ASSIGNMENTS TO CONTINUE TO IMPROVE YOUR ACADEMIC WORK AND PROFESSIONAL GROWTH.

Professional Identity Worksheet (Part 1)

Complete for 1st Seminar

List five positive characteristics that define you as a professional gerontologist (what are the core elements you bring to this field?) (e.g., my willingness to learn, my ability to listen carefully, etc.)

- 1.
- 2.
- 3.
- 4.
- 5.

For each characteristic listed, provide/describe an action (essential qualities/assets) to take to express the characteristic (e.g., by being committed to ongoing education, being a lifelong learner)

- 1.
- 2.
- 3.
- 4.
- 5.

What is the most important thing you want to accomplish in gerontology? (E.g., to continue growing every day so that I stay engaged in my work, connected to my community, and provide my skills to those who deserve ethical services.)



Goal and Objectives

Purposes

1. To articulate what student hopes to learn from service learning experience
2. To communicate student's learning goals, objectives, and desired learning opportunities with Agency Supervisor and Practicum Advisor
3. To provide student with objectives to reflect on and discuss in journals and during seminars

Directions

1. In one sentence, describe what you hope to learn, gain, and/or achieve during your first semester practicum. For example, "To learn about how my agency operates, the needs of the population served by the agency, and other programs or resources available to the population served by my agency." This is your **goal**.
2. Break down your goal into smaller things you want to learn or experience. These will be your **objectives**. Try not to combine too much into one objective. **Identify at least six objectives**. Use verbs such as to learn, to understand, to explore, to examine, to gain knowledge, to experience, etc. For example, "To learn about grant writing."
3. For each objective, describe how you will achieve the objective. Describe two or three things you will actually spend time doing that are specifically related to that objective. Use action verbs such as research, practice, observe, participate, collaborate, attend, read, etc. For example, "Read a grant proposal that the agency has submitted." These are your proposed **activities**.
4. Organize your goal, objectives, and activities in the format below. You may copy and paste this formatting, just be sure you replace text in brackets with your own goal, objectives, and proposed activities. You will notice that **the last objective and activities are already complete and are required for all students**.
5. **Email your Goal and Objectives to your Faculty Advisor for review and approval before your initial meeting with your Agency Supervisor and Faculty Advisor. You will not be able to start your hours until your Goal and Objectives have been approved and you have completed your initial meeting.**

Goal:

[Goal statement]

- 1) [Objective 1]
 - a) [activity - what will you do to achieve this?]
 - b) [what will you do to achieve this?]
 - c) [what will you do to achieve this?]
- 2) [Objective 2]
 - a) [what will you do to achieve this?]
 - b) [what will you do to achieve this?]
 - c) [what will you do to achieve this?]
- 3) [Objective 3]
 - a) [what will you do to achieve this?]
 - b) [what will you do to achieve this?]
 - c) [what will you do to achieve this?]
- 4) [Objective 4]
 - a) [what will you do to achieve this?]
 - b) [what will you do to achieve this?]
 - c) [what will you do to achieve this?]
- 5) [Objective 5]
 - a) [what will you do to achieve this?]
 - b) [what will you do to achieve this?]
 - c) [what will you do to achieve this?]
- 6) [Objective 6]
 - a) [what will you do to achieve this?]
 - b) [what will you do to achieve this?]
 - c) [what will you do to achieve this?]
- 7) Collaborate with Agency Supervisor and Faculty Advisor to determine Culminating Community Project Topic ~ be

prepared to present and discuss at Seminar #3.

- a) Meet and collaborate with *all* interdisciplinary agency persons who may be involved with your Project. Remember this is ongoing collaboration!
- b) Decide on Project no later than the 3rd seminar following the directions in the syllabus. **Note: you won't begin your Project until GERO 131 and you cannot start your Project until the Proposal is formally agreed on and the Contract form is signed by all!**
- c) Develop your Project Proposal.
 - i) Complete *initial* Project research no later than one week after determining topic (see due dates for research article analysis assignments to use in your draft Proposal). Be sure to talk with and get feedback from your Agency Supervisor about what you are thinking/writing about as you read more articles.
 - ii) Complete and email **Project Proposal Draft** to Faculty Advisor *no later* than the 4th Seminar. Contact Faculty Advisor EARLY if you have questions.
 - iii) After you get the Proposal Draft back, make any corrections/additions to the Proposal and resubmit it to your Faculty Advisor no later than the 4th Seminar.
 - iv) Get all approval signatures on the Contract form, complete and attach it to the approved final Proposal).
 - v) Give the original to your Faculty Advisor and a copy to your Agency Supervisor (you keep a copy also).
 - vi) If the project proposal is not fully approved by your Agency Supervisor and Faculty Advisor by the 2nd Friday of December or May (depending on the semester) you will receive an incomplete for the course **EVEN** if all of your other assignments and practicum hours are complete.

Goal and Objectives Example

Goal:

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

Objectives:

- 1) Explore the roles and responsibilities of professionals providing services in adult day health care (ADHC) programs.
 - a) Read articles about ADCH staff role and responsibilities.
 - b) Spend a minimum of one day with each of the service providers.
 - c) Assist providers throughout practicum as assessed and directed.
- 2) Understand state and agency licensing requirements and participate in the staffing process.
 - a) Read and discuss state and agency licensing requirements.
 - b) Learn about staffing process and assist when possible.
- 3) Explore ideas for activity planning and coordination.
 - a) Research activities through reading and discussion with the activity coordinator.
 - b) Spend a minimum of five days with the activity coordinator.
 - c) Be responsible for planning, organizing and evaluating at least three activities.
- 4) Participate fully in the daily experiences at the ADHC.
 - a) Learn and participate in the daily routine.
 - b) Develop relationships with clients and staff.
 - c) Describe organizational structure of agency.
- 5) Understand common physical and emotional needs of clients and families participating in ADHC.
 - a) Read articles describing common physical and emotional needs of older adults participating in ADHCs.
 - b) Discuss with staff and family members needs of clients and families.
- 6) Become familiar with the process of developing and managing an ADHC.
 - a) Read and discuss processes with intern supervisor and/or designee.
 - b) Attend any pertinent meetings.
- 7) **Mandatory Objective:** Collaborate with Agency Supervisor and Faculty Advisor to determine Culminating Community Project Topic ~ be prepared to present and discuss at Seminar #3.
 - a) Meet and collaborate with *all* interdisciplinary agency persons who may be involved with your Project. Remember this is ongoing collaboration!
 - b) Decide on Project no later than the 3rd seminar following the directions in the syllabus. **Note: you won't begin your Project until GERO 131 and you cannot start your Project until the Proposal is formally agreed on and the Contract form is signed by all!**
 - c) Develop your Project Proposal.
 - i) Complete *initial* Project research no later than one week after determining topic (see due dates for research article analysis assignments to use in your draft Proposal). Be sure to talk with and get feedback from your Agency Supervisor about what you are thinking/writing about as you read more articles.
 - ii) Complete and email **Project Proposal Draft** to Faculty Advisor *no later* than the 4th Seminar. Contact Faculty Advisor EARLY if you have questions.
 - iii) After you get the Proposal Draft back, make any corrections/additions to the Proposal and resubmit it to your Faculty Advisor no later than the 4th Seminar.
 - iv) Get all approval signatures on the Contract form, complete and attach it to the approved final Proposal).
 - v) Give the original to your Faculty Advisor and a copy to your Agency Supervisor (you keep a copy also).
 - vi) If the project proposal is not fully approved by your Agency Supervisor and Faculty Advisor by the 2nd Friday of December or May (depending on the semester) you will receive an incomplete for the course **EVEN** if all of your other assignments and practicum hours are complete.

Reflective Learner's Journal Guidelines/Rubric

Purposes

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

You will be keeping a Reflective Learner's Journal in GERO 130. This will become part of your Professional Portfolio. In your journal, you will document your experiences, thoughts and feelings each time you go to your Practicum. Through your journal entries you will explore the "what's, how's, whys, and if you would do it again (if not, what you would do)". Reflection time is hard to come by in our busy lives, so this assignment helps you to be sure to not "just do" in your Practicum but to really analyze your experiences and learn from them. The Reflective Journal is also a communication tool between you and your Faculty Advisor so you have a consistent opportunity to get assistance from us in this VERY important part of your educational process - that of "putting it all together."

Your journal is a place for you to be really HONEST about what is going on. What you write is up to you. You need not agree with what is going on or is said in Seminar or at your agency. Your thoughts and feelings will not be judged though we will ask questions and comment on what you describe to assist you in critical thinking about your experiences. Please use this as a chance to dialog with us about your responses to all your experiences.

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

Directions

Use the following headings to organize each of your Reflective Journal entries:

- Goal for the Week
- Learning Objectives to Meet
- Brief Description of Experiences
- Critical Thinking/Analysis of Experience
- What Did Not Go as Planned or, on Reflection, Other Ways I Would Handle Situations
- What Worked for Me and I Will Do Again and Why
- Progress on Project Proposal
- Response to Questions and Comments from Last Journal
- Conclusions and Evaluation of Goal/Objectives Achievement
- Answers to Leadership Questions(s)
- References
- Grading Rubric

You will probably want to create a template with these headings that you can use to start each journal entry. All sections must be addressed in each entry. **Journals will be returned ungraded and be considered late if this format is not followed.**

Be sure that you address experiences from each day you are at your practicum. Entries may be brief or extensive. The length is dictated by your experience during that particular day. Significant learning constantly happens, and this journal is your chance to reflect, think and write - this helps the learning process! **Be sure to connect your experiences with the text book and articles you are reading.** Cite to the Calley text and article(s) and include references at the end.

The Reflective Journal is weekly, or bi-weekly if approved by your Faculty Advisor, and includes answers to Leadership Questions (there are different ones for GERO 130 and GERO 131). Find the questions on the Reflective Journal Leadership

Questions list. Include your answers at the end of your journal entry. Please copy and paste the Leadership Question number and text above before each answer so your Faculty Advisor knows which questions you are answering. Since this is a professional program and this Reflective Journal will be in your Professional Portfolio, entries must be typed.

Email a journal entry every week (or every two weeks with Faculty Advisor permission) – to your Faculty Advisor. Your Faculty Advisor will specify whether journals should be turned in on Fridays or Mondays. We will read them, do track changes, and return them with thoughts and comments later that week, or early the following week. Be sure to read the comments so you will get feedback early on! This will help you in your Practicum!

Permission for a late journal entry may only be granted in advance by your Faculty Advisor. **If journals are not turned in at the agreed upon time, you will have to stop your Practicum hours until you are caught up.**

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

Grading: CR/NC – each journal may receive up to 59 points determined by completeness of each Reflective Journal section according to directions/example. Incomplete section(s) will be returned for re-write/re-submission. Always resubmit with original entry so they can be compared.

Rubric

Copy and paste this grading rubric at the end of your journal entries:

Reflective Journal Grading Rubric				
59 points possible; Need 43 points to pass at 73%				
NOTE: Include EB citations when appropriate	4 Exceeds Expectation	3 Meets Expectation	2 Approaches Expectation	1 Below Expectation
Journal Components				
Goal for the week		3	2	1
Objectives (from SCEL P and course)		3	2	1
Brief description of week’s experiences	4	3	2	1
Critical thinking analysis of experience - analyzes experience	4	3	2	1
Connects experience analysis to textbook and research articles	4	3	2	1
What did not go as planned or, on reflection, other ways to handle situations	4	3	2	1
What worked for you and you will do again, why	4	3	2	1
Discuss project proposal progress		3		1
Follow-up on comments from last journal		3		1
Conclusions and evaluation of achievement of goal and objectives	4	3	2	1
Answers to Leadership Questions	4	3	2	1
Professional Presentation				
Correct grammar and spelling		3	2	1
Analysis was clear and logically developed	4	3	2	1
Assignment directions followed (i.e., components addressed, rubric, etc.)		3	2	1
Citations correctly written in body of paper (APA)		3	2	1
Citations correctly referenced on reference page (APA)		3	2	1
Assignment turned in on time		3	2	1
Sub Totals:	/32	/51	/30	/17
Overall Total:	/59			
Comments:				
Key: See Gerontology Writing and Presentation Rubrics at the end of syllabus to determine what parameters are considered for 1, 2, 3, and 4 scores. Note the primary difference between scores 3 and 4 lies with the level of mastery of the topic, the depth and breadth of analysis of complex ideas (not superficial), and the clarity of thought (how easy it is to understand) (#s 1, 2 and 5 on the Written/Presentation Rubric; #s 1-5 on Integrative Learning Rubric).				

Reflective Learner Journal Example

Name: Geri Gerontologist

Agency: The Place Senior Living

Date:	September 14	September 18	September 22	
Hours:	3.5	8	6	

Total Hours for This Journal: 17.5

Total Hours to Date: 30

Journal Entry Week # 2

Goal for the Week

My goal is to observe some different activities and ways to keep residents engaged as well as to attempt at least one method on maintaining a positive approach to brain change by Teepa Snow.

Learning Objectives to Meet

Objectives for these two weeks include

- recognizing appropriate management and redirection tactics for different levels of cognitive impairment
- apply these tactics in real-life situations

Brief Description of Week's Experience

Over the course of these two weeks, I learned more about Teepa Snow and her approach to brain change as well as how to begin applying Snow's practices at The Place Senior Living. I also spent time getting to know the new activities manager and the whereabouts of supplies for activities. Along with this, my manager allowed for my input of ideas regarding a special quarterly event that they ended up hosting on September 22nd. From rewriting and organizing schedules and paperwork to hosting activities, my time at The Place these two weeks has been incredibly productive.

Critical Thinking/Analysis of Experience

During the time I was hosting activities, I experienced a few issues with technology. As a result, I modified my activities so that the residents could participate in a game of a series of questions. Although I felt that the questions were obvious, not everyone in the group was able to participate. When I alternated to a physical activity, others were left unable to join in on the fun. Since I am still getting to know the residents, it is only logical that I am not entirely aware of their capacity to participate in games and activities. However, instead of seeking assistance, I was certain I could come up with activities on my own. While I had good intentions, I was failing to identify my population. In our class textbook, the second chapter emphasizes the need to identify a target population before recognizing the need (Calley, 2011). The issue that I experienced was that my population was not identified before I determined the activity in which all would engage. Despite having also tried to really understand Teepa Snow's system of gems—with gems being an identification system for different stages of cognitive decline—I am still unable to completely categorize each resident in the community. With more practice, I should be able to identify each gem and strategize about activities that are possible for each gem level.

What Did Not Go as Planned or, on Reflection, Other Ways I Would Handle Situations that Came Up

On two different occasions this week, technology did not work in my favor while attempting to lead group activities. One of these times, I was able to use the iPad provided, but it was not loading the application required by the activity. The other issue I experienced was the iPad constantly shutting off during use. In an attempt to keep residents engaged, I began telling stories and seeking input from others. While this was not a bad way to pass time while I waited for someone to bring me supplies for a new activity, I felt that it was more focused on myself rather than the residents. I think I need to come up with some simple activities to maintain engagement during times when no alternate materials are readily available. Perhaps I can come up with guessing games or "I Spy" style games to prevent them from becoming bored when things go wrong.

What Worked for Me and I Will Do Again and Why

Instead of asking my supervisor for regular instructions of what I can do each hour, I have dedicated the first ten minutes of my time at The Place to ask my supervisor about her goals for the day. Often, she has a lot on her mind and comes up with numerous projects that she wishes to complete within the day and then within the week. From this information, I am able to

use downtime on any one activity to begin a second project. I was able to see that my supervisor was very pleased with this system, because she has expressed that she does not feel a need to hover over me and ensure I am staying productive.

Project Proposal Progress

I had an opportunity on Tuesday to talk specifically with the Activities Manager regarding potential projects. He and I thought it would be really interesting if we could come up with some sort of a formula for developing spiritual activities. We are not certain yet how it would work, but we both feel that it would be more exciting if instead of creating a single spiritual activity, we could create a method by which to design more. While we plan to also design at least one spiritual program, we are considering the possibility for a formula. According to Brown and Roodin (2001), students who participated in the service-learning program came out of their experiences with a more improved appreciation for the long-term care business and for the staff members who make the business possible. Through discussing my project, I gained insight into the needs not just of residents, but the staff who will be implementing these activities after I am gone.

Response to Questions and Comments from Last Journal

On the last journal I wrote, my professor encouraged that I indulge in more research in Teepa Snow's model to successful care for individuals with changing brains. With this information, I was requested to observe the implementation of these practices among staff members and residents in the memory care community. Since The Place is only beginning to request that staff members learn more about Teepa Snow, many of the staff members are still awaiting their training day. What I did notice, however, was the difference between how behaviors were handled by staff typically versus how they were handled by those staff members who already participated in the training. I was amazed to see how different two people could approach the same situation!

Conclusions and Evaluation of Goal/Objectives Achievement

I felt really satisfied with my work these weeks! My supervisor has expressed sincere gratitude and she has truly encouraged me throughout the process of learning more about the community and its members. Although my weeks have experienced some concerns, I mostly feel joyful of my accomplishments and optimism in my abilities. I realized this last week also that my internship at The Place offers me more satisfaction and happiness at the end of the day than my paid job. I do not want my job to feel unpleasant, but—in a way—I think that this is what I need to feel. This experience is the one that will remind me that I am headed in the right direction for my future.

Answer to Leadership Question(s)

#3 Briefly describe how the agency addresses the psychosocial needs of the older adult population they serve.

At The Place, every resident is greeted with outstretched arms. Everyone regularly converses with the residents as well, be it through one-on-one conversation or through participation in activities. By the end of the day, most residents have had at least one meaningful conversation with a staff member and another resident. There are many times also where residents feel a need to be helpful, so staff members are quick to promote these behaviors. Many times, residents feel pleased just knowing they helped carry plastic cups to the sink or assisted in folding napkins. Typically, staff members will ask for assistance in activities they know residents are able to help, and the individual who aids the staff member is shown appreciation. During activities, residents have the opportunity to give their input and explain whether or not the activity was meaningful or enjoyable, which offers them the feeling of importance and independence to make decisions. In these things, residents feel dignity and respect knowing that they are honored as valuable members of their community.

References

- Brown, L. H., & Roodin, P. A. (2001). Service-learning in gerontology: An out-of-classroom experience. *Educational Gerontology*, 27(1), 89-103.
- Calley, N. G. (2011). *Program development in the 21st century: An evidence-based approach to design, implementation, and evaluation*. Thousand Oaks, CA: SAGE Publications, Inc.

Reflective Journal Leadership Questions

Purpose

The purpose of these questions is to incorporate the student's knowledge and expertise from gerontology coursework concepts/theories and apply it to "real-life" experience(s) within the framework of the chosen Practicum agency.

Directions

You are expected to seek out the answers and discuss these Leadership Questions with people at your practicum. Include the question(s) and your answer(s) at the end of your journal entry. You may find that you can answer them in another order – this is okay, but we will discuss these in the seminars so be sure to answer them by the noted seminar date. **You should have at least two questions answered in most journals to ensure all questions are answered by the end of the semester.**

1-5 Due by Seminar #2

- 1.) What is the agency's mission statement? Describe how your own values and beliefs about aging coalesce with your chosen agency?
- 2.) What is the organizational structure or management hierarchy (lines of reporting) within your agency? Include a chart of your findings, and the insight(s) you gained.
- 3.) Briefly describe how the agency addresses the psychosocial needs of the older adult population they serve.
- 4.) Describe the demographics of the aging population your agency serves, and identify the challenges the agency must overcome to supply excellent service to these elders. Identify how your agency collaborates with to provide services for elders.
- 5.) Describe ethnicity of population served, and how the agency addresses specific cultural norms and mores of this elder population.

6-11 Due by Seminar #3

- 6.) What modes of payment do the client's served at your agency utilize to purchase services? Are there governmental funds that are available for participants on a limited income?
- 7.) Identify and discuss ethical questions/issues the agency must address while serving the aging population.
- 8.) Describe how your agency does or does not provide a holistic approach (biological, psychological, sociological, cultural, spiritual, gender perspectives) toward serving older adults. Provide at least two examples.
- 9.) Specify at least two areas of social policy that affect the agency's organizational protocol and illustrate possible strategies for advocacy.
- 10.) Identify two community services/resources that would assist the development of your agency's goals/mission. Include name, address, phone, web/email address, and illustrate how a professional alliance between these agencies would build a stronger front?
- 11.) Briefly describe a situation where you did not agree with a co-worker/or supervisor and the steps in which you took to professionally express your idea(s). What took place?

12-15 Due by Seminar #4

- 12.) How do older adults in your agency adapt to changes? Discuss underlying concerns of the older adult, family members, and community?
- 13.) Describe one biological theory of aging as it relates to the population served by the agency. Discuss how the agency addresses the theory through its programming and education.
- 14.) Describe one psychosocial theory of aging as it relates to the population served by the agency. Discuss how the agency addresses the theory through its programming and education.
- 15.) Describe how your view of serving the elder population has changed throughout your experiences and how your gerontology education has supported your role at the agency.

Research Article Analysis Guidelines/Rubric

There are many topics of interest to you, your clients, and staff related to your Practicum and possible Community Project. This is your chance to explore some of these topics. The intent is that you will use information gained from these analyses in your practicum, seminars, other coursework, and your Project. **You will do four (4) of these Analyses throughout the semester.** Remember to talk about the articles in your journals as you use the information in your practice!

Purposes

1. To explore current thoughts and facts on topics which are pertinent to your practicum and/or project proposal.
2. To help you analyze, synthesize, organize, and communicate information you've read on a given topic into coherent, usable thoughts to use in discussions and papers related to this and other gerontology courses.
3. To provide EB research you may use for your Reflective Journals and Community Project Proposal.
4. To provide you with the opportunity to practice your writing skills in a short paper.
5. To provide you with the opportunity to receive feedback on your writing and analysis skills.

Directions

1. **Find a peer-reviewed research article** related to your practicum and/or project ideas. The article must report the findings of a research study and should be published in a current (think 2010 forward) peer-reviewed journal. Ask your Faculty Advisor if you have questions about whether an article meets these requirements.
2. **Write an summary/analysis of the article.** Direct the summary toward readers who have not read the article being summarized. Remember that summaries give main points or facts in a condensed form. Things to cover include:
 - Research question(s)
 - Data (from whom and how was it collected)
 - Conclusions made by the researchers about what the data showed
 - Main strengths and weaknesses of the article
 - What other research has said or found about this research topic (cite to another study)
 - What you know about this research topic from prior courses or experience
 - What conclusions reached by the researchers you agree with and/or disagree with, and why
 - How this article's topic relates to gerontological practice
 - How you plan to use the information from this article, or, if you will not, why not
 - A summary of the main lessons and take home message from the article
 - How the information will change the way you interact with others, or, if it will not, why not
3. **Write an abstract summarizing your analysis.** Write a brief (no more than 300 word) summary of your analysis. Do not just cut and paste the abstract from the article. This is NOT a summary of the article itself, but rather a summary of your analysis of the article. Insert this abstract at the beginning of your analysis (right after the title page). Things you may want to include in the abstract are:
 - What was the main research question the researchers sought to answer?
 - How did the researchers go about trying to answer this question?
 - What were the main conclusions (i.e., what answers did they come up with to their research question(s)?)
 - What do you know about this topic already and how did this help you analyze the article?
 - What is your opinion about this research?
4. After the conclusion, include **APA references** to this article and at least one other article you discussed in your analysis.
5. **Copy and paste the grading rubric** after the References at the end.
6. **Attach a PDF copy of the article** to your analysis.

Each analysis should be 2-4 pages long, not including the title page, references, or rubric. Write in complete sentences and use correct grammar, punctuation, and spelling. Submit your analysis through Turn It In in the Canvas course. **Write in your own words and avoid direct quotations.** They are due by midnight the day before scheduled seminar. Remember to discuss your article(s) along with what you are learning in Seminar.

Evaluation/Grading Criteria: (CR/NC - $\geq 73\%$) Note: If deemed NC, Analysis will need to be revised for CR. Note: that only one revision per assignment will be accepted. If after the revision, if passing grade is not received, student will be dropped from the course. It is important to review and incorporate faculty feedback.

Rubric

Copy and paste this grading rubric at the end of your article analysis:

Research Article Analysis Grading Rubric				
63 points possible; Need 46 points to pass at 73%				
Note: must include citations to the article being analyzed and at least one other research article	4 Exceeds Expectation	3 Meets Expectation	2 Approaches Expectation	1 Below Expectation
Includes comprehensive abstract of article		3	2	1
Introduction				
Introduces topic/concept and then ties to specific research article. (Summary directed toward readers who have <u>not</u> read the article.)	4	3	2	1
Analysis				
Succinctly summarizes article’s main points.		3	2	1
Identifies and describes differing viewpoints and opinions about this topic <u>validates and supports</u> thoughts!	4	3	2	1
Comprehensibly comments on your appraisal of the article - its construction, content, and validity as compared with other information you are aware of– cite <i>other</i> works here	4	3	2	1
Critically discusses relationship the topic has/does not have to gerontological practice.	4	3	2	1
Discusses how you plan to use the information in your gerontological practice/project if not - why	4	3	2	1
Demonstrates creativity, insight and in-depth analysis of topic (goes beyond the obvious)	4	3	2	1
Conclusions				
Summarizes lessons learned and take home message(s)		3	2	1
States how this article may change future interactions you will have with others	4	3	2	1
Professional Presentation				
Correct grammar and spelling		3	2	1
Analysis was clear and logically developed	4	3	2	1
Analysis engaged the audience	4	3	2	1
Assignment directions followed (e.g., article, rubric, etc.)		3	2	1
Citations correctly written in body of paper (APA)		3	2	1
Citations correctly referenced on reference page (APA)		3	2	1
Assignment turned in on time		3	2	1
Actively participated in Seminar Discussion		3	2	1
Sub Totals	/36	/54	/36	/18
Overall Total	/63			
Comments:				
Key: See Gerontology Writing and Presentation Rubrics at the end of syllabus to determine what parameters are considered for 1, 2, 3, and 4 scores. Note the primary difference between scores 3 and 4 lies with the level of mastery of the topic, the depth and breadth of analysis of complex ideas (not superficial), and the clarity of thought (how easy it is to understand) (#s 1, 2 and 5 on the Written/Presentation Rubric; #s 1-5 on Integrative Learning Rubric).				

Article Analysis Example

Abstract

This article discusses internet usage among older adults, especially as it pertains to conducting surveys via the internet. The primary research question was simply, what is the internet usage rate of older adults in the United States? The researchers examined data from a Health and Retirement Study that was conducted from 2002 to 2014. The researchers found that internet usage increased from 32% in 2002 to 61% in 2014 for older adults in the United States aged 55+. The researchers also determined that an important segment of the older adult demographic is omitted by using strictly online survey methods. Based on my experience, there is a looming paradox for researchers, as online survey methods are much more efficient and cost-effective, however, agencies are attempting to reach every portion of their target demographic to gain a complete understanding of community needs. This study is very important knowledge for agencies in need of survey data. Until internet usage is prevalent among older adults, there will always be a struggle between efficiency and outreach.

Analysis

The general topic this article addressed was the internet usage rates among older adults (Fisher, Wallace, Ryan, McCammon & McArdle, 2016). The specific research question of this study was twofold: what is the internet usage rate among older adults in the U.S., and how do internet usage rates affect survey data collection efforts for online surveys? In order to answer the research question, the researchers gathered data from Health and Retirement study that was conducted from 2002 until 2014. The data showed that internet usage for older adults 55+ increased from 32% to 61% over the course of longitudinal study. The researchers also identified several important factors that directly affected internet usage, including race, gender, employment status, and socioeconomic status. Based on these results, the researchers concluded that even though internet usage rates have increased, internet surveys targeting older adults will still exclude segments of the target demographic.

In my opinion, the article's main strengths are the length of the study and the broad age range of the study participants. However, the article's main weakness is the brief overview of factors affecting internet usage. Agencies in need of survey data will definitely want to know the factors affecting internet usage so that outreach plans can be tailored to reach excluded segments of the community.

This topic has been examined previously in another study that further examined the specific factors affecting internet usage among older adults in Sweden (Berner, Rennemark, Jogleus & Berglund, 2013). Interestingly, the researchers

found that being between 60 and 80 years old, being male, and possessing higher cognition levels all translated into higher internet usage. Conversely, the lowest internet rates were among the oldest-old.

My own view about this topic is we as gerontologists should make every effort to promote internet usage among the older adult community, as it improves access to important resources. In my experience, older adults with little internet experience are not opposed to learning how to use the internet, they just need someone to show them how it is done.

The conclusions made by the researchers are consistent with my own views in that there is indeed an increase in internet usage among older adults. I also understand the impact the non-internet users have on survey design. However, I disagree with current statistics, as I believe that more than 61% of older adults use the internet, especially in California. If I were to design a study about this topic, I would include smartphone usage as an internet category, as many older adults who may not have internet in their home still use a data-enabled smartphone or device.

This topic is related to gerontological practice because it directly affects the survey and data collection planning of agencies. I plan to use the information from this article to influence future survey and data collection efforts, especially if my career involves working with or for data-reliant agencies.

Conclusion

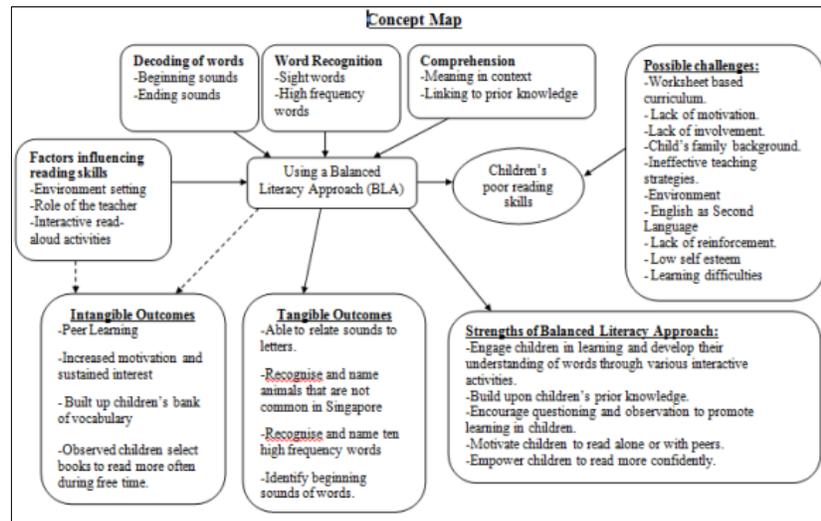
The main lessons from this article are that older adults should not be overlooked as internet users, and we should encourage more internet usage for survey data collection. If I had to summarize the take home message of this article in one sentence, it would be to increase efforts to reach the non-internet user population in the older adult community.

The information will change the way I interact with others in the future by understanding the barriers and limitation of online surveys, while at the same time equipping me with the knowledge to reach the excluded segments of the older adult community (non-internet users).

References

- Berner, J., Rennemark, M., Jogr eus, C., & Berglund, J. (2013). Factors associated with change in internet usage of Swedish older adults. *Health Informatics Journal*, *19*(2), 152-162.
- Fisher, G., Wallace, L., Ryan, L., McCammon, R., & McArdle, J., (2016). Internet usage among older adults: Findings from the Health and Retirement Study. *The Gerontologist*, *56*(3), 44-45.

Concept Map Guidelines/Rubric



Purpose

1. To afford students the opportunity to examine the issues and identify the most important concepts in literature
2. To present a graphic document to deepen understanding of the concepts and their relationship to gerontology

Directions

1. Read the assigned book chapter. As you read the chapter, generate a list of the concepts discussed.
2. It may be helpful to write the concepts/issues on a piece of paper in outline format to organize your thoughts before creating the map.
3. Create a map illustrating the main concepts in the chapter, utilizing lines to draw connections/relationships between concepts. Use a hierarchical structure that demonstrates higher level concepts from lower level, or sub-concepts.
4. Include chapter name and number in the heading.
5. Write a summary paragraph which provides examples from your placement/project to clarify meaning/or demonstrate the concepts.
6. Attach the grading rubric.

Concept maps are a graphic representation of your expanding knowledge of gerontology. For this assignment you will read a chapter from your Calley text, “Program Development in the 21st Century: An Evidenced-Based Approach to Design, Implementation, and Evaluation” and develop a concept map (also known as mind-mapping). There are several online websites (free and paid) to help you create your concept map. Many word processing programs (e.g., Microsoft Word) have tools to help create a map.

You will create three concept maps due at the second, third, and fourth seminars. Select one chapter from the following:

- Seminar 2: select one chapter from chapters 1-3
- Seminar 3: selection one chapter from chapters 4-6
- Seminar 4: select one chapter from chapters 7-10

Be mindful that Chapters in Part II of this text, while not assigned for GERO 130, has some valuable information on program implementation, evaluation and sustainability that you may want to utilize for your proposal. Part II will be assigned reading when you are in GERO 131.

Evaluation/Grading Criteria: (CR/NC - $\geq 73\%$) Note: If deemed NC, Concept Map will need to be revised for CR. Note: that only one revision per assignment will be accepted. If after the revision, if passing grade is not received, student will be dropped from the course. It is important to review and incorporate faculty feedback.

Rubric

Copy and paste this grading rubric at the end of your concept map:

Concept Map Grading Rubric				
40 points possible; Need 29 points to pass at 73%				
	4 Exceeds Expectation	3 Meets Expectation	2 Approaches Expectation	1 Below Expectation
Conclusions				
Knowledge of subject matter – demonstrates good grasp of chapter	4	3	2	1
Complexity of the concept map created	4	3	2	1
Thorough presentation of concepts from chapter	4	3	2	1
Accuracy of material (correct, consistent and complete)	4	3	2	1
Incorporates examples from practicum/project	4	3	2	1
Professional Presentation				
Correct grammar and spelling		3	2	1
Analysis was clear and logically developed	4	3	2	1
Analysis engaged the audience	4	3	2	1
Assignment directions followed (e.g., components addressed, rubric, etc.)		3	2	1
Assignment turned in on time		3	2	1
Actively participated in seminar discussion		3	2	1
Sub Totals	/28	/33	/22	/11
Overall Total	/40			
Comments:				
<p>Key: See Gerontology Writing and Presentation Rubrics at the end of syllabus to determine what parameters are considered for 1, 2, 3, and 4 scores. Note the primary difference between scores 3 and 4 lies with the level of mastery of the topic, the depth and breadth of analysis of complex ideas (not superficial), and the clarity of thought (how easy it is to understand) (#s 1, 2 and 5 on the Written/Presentation Rubric; #s 1-5 on Integrative Learning Rubric).</p>				

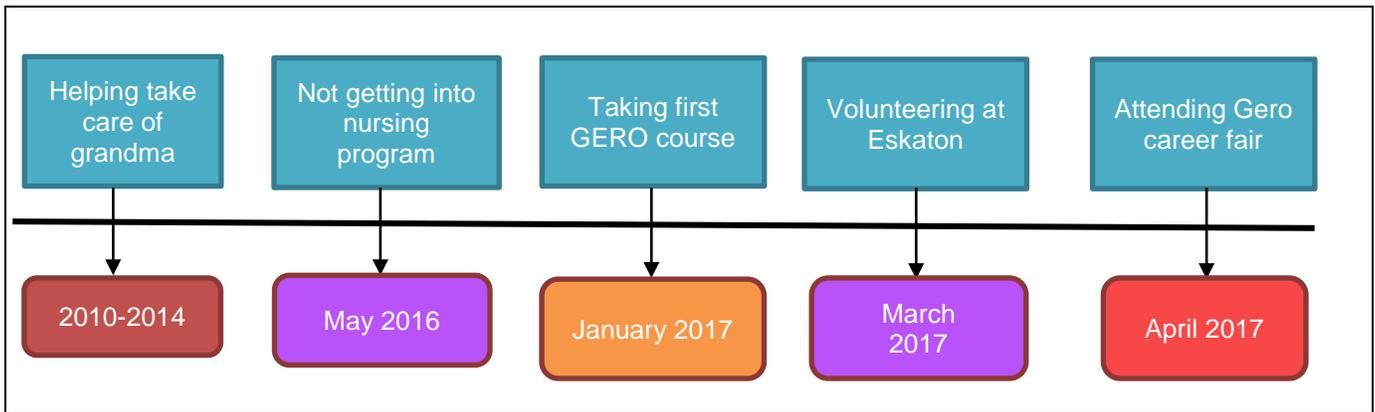
Personal and Career Timeline Guidelines/Rubric

Purpose

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

Directions

1. Think about the people and events in your life that have directed you toward your interest in and love of elders. Think about when and why you decided to become a gerontologist.
2. Assign a situation descriptor or name and place it on the timeline. Place the date/year beneath it.
3. In one to two paragraphs, summarize your observations and conclusions about your Professional and Career Timeline, including:
 - a. What you see when you have completed your timeline. Based on your history, decide what your perfect career would be.
 - b. Your vision for elders and how you will achieve this.
 - c. Lessons learned and take-home message(s).
 - d. How this experience may change future goals you may have.



Rubric

Copy and paste this rubric at the end of your timeline assignment:

Personal and Career Timeline Grading Rubric 46 points possible; Need 34 points to pass at 73%				
NOTE: Include EB citations when appropriate	4 Exceeds Expectation	3 Meets Expectation	2 Approaches Expectation	1 Below Expectation
Timeline Components				
Timeline includes situation descriptor /name		3	2	1
Date and year are beneath situation descriptor/name		3	2	1
Describe your perfect career based on your timeline	4	3	2	1
Summarize in 1-2 paragraphs the conclusions drawn from analyzing your timeline.	4	3	2	1
Describe your vision for elders and how you will help to achieve this	4	3	2	1
Conclusions				
Summarize lessons learned and take home message(s)	4	3	2	1
State how this experience may change future goals you may have	4	3	2	1
Professional Presentation				
Correct grammar and spelling		3	2	1
Analysis was clear and logically developed	4	3	2	1
Analysis engaged the audience	4	3	2	1
Assignment directions followed (e.g., components addressed, rubric, etc.)		3	2	1
Assignment turned in on time		3	2	1
Actively participated in Seminar Discussion		3	2	1
Sub Totals	/28	/39	/26	/13
Overall Total	/46			
Comments:				
Key: See Gerontology Writing and Presentation Rubrics at the end of syllabus to determine what parameters are considered for 1, 2, 3, and 4 scores. Note the primary difference between scores 3 and 4 lies with the level of mastery of the topic, the depth and breadth of analysis of complex ideas (not superficial), and the clarity of thought (how easy it is to understand) (#s 1, 2 and 5 on the Written/Presentation Rubric; #s 1-5 on Integrative Learning Rubric).				

Classified Ad for a Professional Gerontologist Guidelines/Rubric

Purpose

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

Directions

1. Think about your dream career in the field of gerontology. Think about all you have learned in your courses, service learning, and life experiences. Review your Timeline for clues about where you've been and where you are going.
2. Examine print and internet job announcements/ads related to the gerontology career you are interested in. Note how the ads are written – what is included, what else needs to be included. Attach at least one of these ads to your finished assignment along with the grading rubric.
3. Describe your dream job in one reflection paragraph.
4. Write a classified ad that recruits the best-prepared person for your dream job. In the ad, include:
 - a. Job title
 - b. Brief description of employer
 - c. Key responsibilities
 - d. Required and preferred qualification (education, work experience, other skills)
5. Write a reflection about:
 - a. The key attributes, talents, and skills that you need to learn or develop to start this career.
 - b. Lessons learned and take home message(s).
 - c. How this experience may change future goals you may have.

Evaluation/Grading Criteria: (CR/NC - $\geq 73\%$) Note: If deemed NC, Classified Ad Assignment will need to be revised for CR. Note: that only one revision per assignment will be accepted. If after the revision, if passing grade is not received, student will be dropped from the course. It is important to review and incorporate faculty feedback.

The screenshot shows a web browser window displaying a job listing on Indeed. The browser address bar shows the URL: <https://www.indeed.com/q=Aging-Services-f-Sacramento,-CA-jobs.html?from=relatedQueries&saldx=1&trf=1&parentQnorm=gerontology&adiv=2668704198920249&vjk=840353ab7606f0d6>. The page title is "Aging Services jobs in Sacramento, CA".

The main content area displays a job listing for "Director of Affordable Housing Resident Services" at LifeSTEPS. The listing includes the following details:

- Job Title:** Director of Affordable Housing Resident Services
- Company:** LifeSTEPS (5 stars, 65 reviews) - Sacramento, CA 95828
- Job Description:** Oversee the implementation of staff training in the areas of community development, service coordination, case management, and mediation services.
- Salary:** \$18 - \$21 an hour
- Employer Type:** Responsive employer
- Benefits:** We specialize in assisting families with placement into an Assisted Living, Residential Care Home, or Memory Care, and/or In-Home Care Services.
- Application:** Apply instantly

Below this listing, another job listing is partially visible for "Care Coordinator/Transitional Care Navigator" at A Senior Connection, Sacramento, CA 95841, with a salary of \$16.50 - \$20.00 an hour.

The right sidebar of the job listing provides additional information:

- Company Overview:** Life Skills Training and Educational Programs, Inc. ("LifeSTEPS") is a 501(c)(3) Nonprofit Public Benefit Charitable Corporation serving those in need with affordable housing and supportive services.
- Job Title:** Director of Affordable Housing Resident Services
- Description:** This is a full-time, FLSA exempt position located in our Sacramento, CA corporate office. We offer competitive pay based on skills and experience, and we provide an attractive benefits package including paid time off, paid holidays; medical, dental, vision, life insurance, a suite of voluntary insurance options; and a 401(k) plan.
- Responsibilities:** The Director of Affordable Housing Resident Services is a strategic position within the agency. The DAHRS will oversee general operations within the Operations Department and provide leadership which results in excellence in community development and programming at LifeSTEPS service sites.
- Requirements:** This position must customarily and regularly exercise discretion and independent judgment when overseeing the design, implementation, and coordination of social service operations within the agency and at the communities we serve. The DAHRS is responsible for understanding and upholding LifeSTEPS policies and procedures and to know what is expected of all employees, including living up to the LifeSTEPS' Mission, Values and Leadership Guiding Principles. This position serves as a member of the executive management team.
- Education and/or Experience:** The minimum qualifications and training for this position are:

Rubric

Copy and paste this rubric at the end of your classified ad assignment:

Professional Classified Ad Grading Rubric 40 points possible; Need 29 points to pass at 73%				
	4 Exceeds Expectation	3 Meets Expectation	2 Approaches Expectation	1 Below Expectation
Classified Components				
Reflection paragraph succinctly describes dream job	4	3	2	1
Write an ad that you could post on Indeed, LinkedIn or in a newspaper for dream job	4	3	2	1
Conclusions				
List attributes, skills, and talents <i>you</i> need to learn more about to do this career	4	3	2	1
Summarize lessons learned and take home message(s)	4	3	2	1
State how this experience may change future goals	4	3	2	1
Professional Presentation				
Correct grammar and spelling		3	2	1
Analysis was clear and logically developed	4	3	2	1
Analysis engaged the audience	4	3	2	1
Assignment directions followed (e.g., components addressed, rubric, etc.)		3	2	1
Assignment turned in on time		3	2	1
Actively participated in seminar discussion		3	2	1
Sub Totals	/28	/33	/22	/11
Overall Total	/40			
Comments:				
<p>Key: See Gerontology Writing and Presentation Rubrics at the end of syllabus to determine what parameters are considered for 1, 2, 3, and 4 scores. Note the primary difference between scores 3 and 4 lies with the level of mastery of the topic, the depth and breadth of analysis of complex ideas (not superficial), and the clarity of thought (how easy it is to understand) (#s 1, 2 and 5 on the Written/Presentation Rubric; #s 1-5 on Integrative Learning Rubric).</p>				

Global Aging (Part I) Guidelines/Rubric

Purpose

Provide students with the opportunity to explore elder population characteristics and similar organizations and services for elders and their families from a global perspective beginning with the U.S.

Directions

1. To find United States demographic information, go to the U.S. Census Bureau Quick Facts website (www.census.gov/quickfacts)
2. Pick two states to compare to California.
3. Enter the demographic data about the three states in a chart (see template below). Report the total populations, percentages of the population 65 and older, and the race/ethnicity percentages. Then choose and report at least three other demographics that are relevant to your agency and/or potential project (e.g., veterans, language other than English spoken, persons with disabilities, education, income, poverty, etc.). You may use data from the U.S. Census Bureau website or go to a different source. Other potential resources are Kaiser Family Foundation (www.kff.org/statedata), Alzheimer’s Association Public Health Resource Center (<https://www.alz.org/professionals/public-health>),
4. In each of the two states besides California, find an agency or organization that provides similar services to your practicum site. Eldercare Locator (<https://eldercare.acl.gov/Public/Index.aspx>) is a good place to start for this. If you don’t find agencies exactly like yours, then choose two that approximate your agency services. Attach a copy of the organizations’ website homepages along with your agency’s home page to your assignment (three webpages total).
5. Review each website, analyzing the services the agencies offer, how they provide services, and who they serve. Think about how this information compares with what you know about your agency and what your own agency website states.
6. Write a narrative in which you:
 - a. Summarize the demographic differences and similarities among the three states
 - b. Describe the similarities and differences in who the three agencies serve and how the three agencies provide services
 - c. Discuss how the states’ demographic differences or similarities might influence to whom and/or how the three agencies provide services
 - d. Describe how this assignment influenced your view of aging in the United States and identify at least one way you will use this information as a Gerontologist
7. Be sure to cite your sources, including web pages and include on the reference page.

Assignment Order: title page, table, narrative, references, web pages, grading rubric

Demographics	California	[State 1]	[State 2]
Total population			
% of population 65 and older			
Race/ethnicity			
% non-Hispanic White alone			
% Black/African American alone			
% Hispanic or Latino			
% Asian alone			
[Other demographic]			
[Other demographic]			
[Other demographic]			

Rubric

Copy and paste this rubric at the end of your global aging assignment:

Global Aging (Part I) Grading Rubric				
38 points possible; Need 28 points to pass at 73%				
NOTE: Include EB citations when appropriate	4 Exceeds Expectation	3 Meets Expectation	2 Approaches Expectation	1 Below Expectation
Demographic Comparisons				
Table reports required demographics and at least three additional demographics for California and two states	4	3	2	1
Narrative				
Summarized demographic similarities and differences	4	3	2	1
Describes agency similarities and differences	4	3	2	1
Discuss how demographics may influence agencies' operations and/or services	4	3	2	1
Stated how this experience enhances your view have of aging in the United States and how will use in future	4	3	2	1
Professional Presentation				
Correct grammar and spelling		3	2	1
All three web pages attached		3	2	1
Assignment directions followed (e.g., all areas addressed, includes rubric, etc.)		3	2	1
Citations written correctly (APA)		3	2	1
Assignment turned in on time		3	2	1
Actively participated in seminar discussion		3	2	1
Sub Totals	/20	/33	/22	/11
Overall Total	/38			
Comments:				
<p>Key: See Gerontology Writing and Presentation Rubrics at the end of syllabus to determine what parameters are considered for 1, 2, 3, and 4 scores. Note the primary difference between scores 3 and 4 lies with the level of mastery of the topic, the depth and breadth of analysis of complex ideas (not superficial), and the clarity of thought (how easy it is to understand) (#s 1, 2 and 5 on the Written/Presentation Rubric; #s 1-5 on Integrative Learning Rubric).</p>				

Culminating Senior Community Project Proposal

Purposes

1. To enhance collaboration skills between students and agencies while identifying and addressing a common need or interest for an agency project.
2. To use students' evidence-based knowledge and gerontological skills to optimize the development of the agency's overall functioning.
3. To afford students the opportunity to research particular areas of interest in connection with their chosen agency's purpose.
4. To give students the opportunity to learn and develop grant/program proposal skills.
5. To encourage student's use of creative thinking when developing a visual or written professional presentation for classmates and faculty.
6. To provide the student with a professional product that can be used for a state or national presentation.
7. To provide the agency with a professional product that can be used after the intern graduates.

Directions

You will collaborate with your Agency Supervisor to determine a project that they need and you are interested in completing. You will prepare a proposal during GERO 130 that documents your program/project plans. You will use this proposal to guide the planning, implementation, evaluation, and presentation of your project in GERO 131.

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

A project proposal makes a case for the project and describes the steps needed to complete the project. Your proposal will be written in commonly used "grant format" so you will have experience putting together information in a way that most grantors require and so that you will have the necessary plan for a successful Community Project!

When you are done with this project you will have made a great contribution to the elder population, given your agency a usable product, and have prepared yourself to present your great work to your classmates and possibly to other gerontologists at a professional conference! Check with faculty and on the announcement board for possible conferences!

The format for the Project Proposal is a combination of narrative writing and completion of the Action Plan. This is an evidence-based (EB) research paper and thus you must always support your opinions and ideas by citing evidenced-based research. Use a minimum of 10 sources (EB articles/texts/books). **The proposal should comply with APA formatting guidelines, including title page, headings, and reference.**

Your final proposal will be organized in the following sections:

1. Cover Contract Sheet
2. Title page
3. Abstract
4. Main Narrative (multiple sub-sections described below)
5. Project Action Plan (including Timeline and Budget)
6. Conclusions
7. References
8. Supporting documents (if any)
9. Grading rubric

Although your final proposal will be organized in this order, you will probably not want to write your proposal in this order. Consider writing your proposal in the order in which the detailed instructions about each section are presented below. You will likely need to go back and revise sections as you work on other sections and your plan becomes more concrete.

Start with the Project Action Plan

Use the Action Plan to organize your thoughts and prepare an outline for your proposal. The Action Plan consists of three tables. In the first table, you will write short statements or bullet points describing the different aspects of your project, including:

- **Agency need/management issue:** What need(s) or issue(s) is your project seeking to address?
- **Challenges/barriers:** What challenges may make implementing your project more difficult?
- **Project title:** Short descriptive name for your project.
- **Project goal:** Describe in concrete, specific terms what you hope to accomplish. The goal should be realistic and directly address the agency need identified above.
- **Expected outcome:** Describe in concrete, specific terms the anticipated project result. The outcome should be measurable and descriptive.
- **How the goal fits with organization's mission and purpose:** Describe how your project goal is consistent with the organization's mission and how it will help the organization to fulfill its mission or purpose. Use your answer to Leadership Question #1 to help you.
- **Key stakeholders' strengths:** Think about who else will be involved in designing and/or implementing your project. You might find it helpful to review your answer to Leadership Question #2. These key stakeholders will of course include you and may also include agency staff and volunteers, program participants (elders and/or family), or other students or professionals. Describe what strengths (e.g., skills, knowledge, resources) you and they bring to the project.
- **Key stakeholders' challenges/barriers:** What may make it more difficult for you and the other key stakeholders to be involved with this project (i.e., lack of time, funding, accessibility, knowledge).
- **Project benefits to stakeholders:** How will you and the other key stakeholders benefit from being involved in your project (e.g., increased knowledge, improved services, more efficient systems, enlarged professional network)?
- **Project objectives:** Break down your project into concrete steps or stages and describe what each looks like. You will use these objectives in your timeline, so be specific and use action verbs (i.e., research, organize, recruit, develop, identify, teach, evaluate).
- **Implications for professional development:** Describe how you will benefit professionally from carrying out this project. Focus on the skills, knowledge, and experience you hope to gain.

In the second table, you will break down each objective into specific actions. This will help you determine whether what you are proposing to do is realistic. For each action, identify:

- **Action:** What specifically will need to be done to complete this objective and move toward completing the project?
- **Responsibilities:** Who will be responsible for carrying out the action?
- **Resources:** What resources will be needed to carry out the action (e.g., time, funding, staff, materials)?
- **Timeline:** By when will each action be completed? Specify dates and be sure the dates fall within the semester in which you will be enrolled in GERO 131.
- **Success evidence:** What will be accomplished once each action has been completed? These are benchmarks that will help you see that you are making progress towards completing your project.
- **Outcome evaluation:** How will you determine when an action has been completed?

In the third table, you will prepare a project budget. Think about what materials or resources you will need that may cost you or the agency money. For each, specify:

- **Item description:** What will need to be purchased or paid for?
- **Budgeted:** How much will the item cost you (Student) and/or the agency? Be sure to get expenditures approved by the agency in advance.
- **Spent:** Leave this blank for now. You can use this column later to track what is actually spent.
- **Comments:** Include any details that would help the reader understand what or why an item is budgeted.

You can download a blank Action Plan from the GERO 130 Canvas website. Use the Project Proposal Example posted in Canvas as a guide.

Next Step: Main Narrative

In the main narrative, you will flesh out and further develop the sections you outlined in your Action Plan. Include at least ten references to evidence-based research to support why and how you are proposing to carry out this project. Use the articles you are reading for your Article Analyses if you can.

Organize the main narrative into the following sub-sections:

- **Introduction:** Describe the overall goal and focus of your project. Tell the reader what the title or name of your project is. Briefly describe the agency's mission and programs.
- **Theory:** "A theory presents a systematic way of understanding events or situations." (U.S. Dept. of Health and Human Services, p. 4)¹. By basing a program or intervention on a theory, planners can move beyond intuition by basing their interventions on a deeper understanding of behavior and the underlying causes of the problems they are seeking to address. There are theories to explain why individuals adopt certain behaviors that are beneficial or harmful to their health and well-being, how information and new ideas are spread, and how organizations change and adapt (Mitchell, Fisher, Hastings, Silverman, & Wallen, 2010)². Identify a theory that helps you better understand the problem or issue your project is seeking to address. Describe this theory and how it influenced the design of your project. Ask your Faculty Advisor for help finding a relevant theory if needed. A list of possible theories to use is also available in Canvas.
- **Project background and need:** Expand on what you wrote in your Action Plan about the issue or need your project will seek to address. Describe the general and specific need for this project at this agency and more broadly/globally. Address both historical and current needs.
- **Population and setting:** Expand on what you wrote in your Action Plan about stakeholders. Describe who will be involved in planning and carrying out your project. Describe where the project activities will take place. You may want to use your answer to Leadership Question #4 to complete this section.
- **Benefits:** Expand on what you wrote in your Action Plan about project benefits to stakeholders and how the project's goal fits with the mission and purpose of the organization. Specify who will benefit and how they will benefit. Articulate why the project is important, timely, and congruent with the organization's mission and purpose.
- **Collaboration:** Expand on what you wrote in your Action Plan about stakeholders' strengths and challenges. Describe the interdisciplinary stakeholders you will work with, including project participants, agency staff, volunteers, other students, and/or gerontology faculty or other professionals. How will you involve these stakeholders in planning your project? In the different implementation steps? (You will also specify this in your timeline). In evaluating your project? In ensuring your project is sustainable? Be sure to consider how you will involve project participants (e.g., elders, family members) in the design, implementation, and evaluation of your project. Identify the strengths that each stakeholder brings to the project. Discuss challenges or barriers faced by stakeholders and strategies you will use to overcome these.
- **Marketing plan:** Describe how you will let others know about this project. Who will you need to inform and how will you communicate with them?
- **Evaluation plan:** Expand on what you wrote in your Action Plan about the expected outcome. What does success look like? Discuss how you plan to evaluate your project (steps, tools used, timing) to measure success. Be sure your proposed evaluation plan is consistent with your expected outcome.
- **Plan to assure sustainability:** Identify ways you will work with your Agency Supervisor to ensure that your project will be used after you leave. Are there other opportunities to disseminate your Project - to tell the world about it or can other similar agencies use it?

¹ U.S. Dept. of Health and Human Services. (2005). *Theory at a glance. A guide for health promotion practice (2nd Ed.)*. Retrieved from <https://sbccimplementationkits.org/demandrnmch/ikitresources/theory-at-a-glance-a-guide-for-health-promotion-practice-second-edition/>

² Mitchell, S. A., Fisher, C. A., Hastings, C. E., Silverman, L. B., & Wallen, G. R. (2010). A thematic analysis of theoretical models for translational science in nursing: Mapping the field. *Nursing Outlook*, 58(6), 287-300. doi:10.1016/j.outlook.2010.07.001

- **Project approval process:** Describe the process for moving your project to approval (student, Faculty Advisor, Agency Supervisor, and any other agency stakeholders you needed to work with to get approvals to this point).
- **Next steps:** Restate what you wrote in your Action Plan Timeline about project outcomes. Describe the steps you will take to carry your project to completion.

Next, Conclusions

Your Conclusions section is narrative. Summarize the take home message of your project and describe surprises you encountered as you developed your project proposal.

Next, References

Cite in APA citation format to all research articles and other materials you referred to in your proposal. Be sure you cite to at least 10 evidence-based sources.

And back to the Beginning, the Abstract

Once you have completed the other sections of your project proposal, go back and add the abstract to the beginning (after the title page). The abstract is a short summary that gives the reader an overview of your project, including:

- The title of your project and the name of your agency
- What need the project will meet
- Who the main beneficiaries of your project will be
- What theory you used to better understand the issue and/or design your project
- In a nutshell, what will you do (e.g., plan and give a training, organize a caregiver group, develop a manual, etc.)
- What the desired outcome is
- How you will evaluate your project
- How you will make your project sustainable

All of this information should already be described in more detail in your proposal.

Attachments

Once your project has been finalized and approved by your Faculty Advisor and Agency Supervisor, attach the Cover Contract Sheet to the front. Attach the grading rubric to the end of your proposal. You may also attach supplemental materials at the end (before the grading rubric), if appropriate.

Finalizing Your Project Proposal

Once your proposal is completed, submit it to the TurnItIn Plagiarism Tool (upload link is in the GERO 130/131 Canvas course) and obtain your originality report.

Your Faculty Advisor will grade your proposal. The Cover Contract Sheet will need to be signed by you, your Faculty Advisor, and Agency Supervisor. Your Faculty Advisor will keep the original. You should give a copy to your Agency Supervisor and keep a copy for yourself.

Timeline to Complete Your Project Proposal:

1. Meet and collaborate with all interdisciplinary agency persons who may be involved with your project. Remember this is ongoing collaboration!
2. Collaborate with Agency Supervisor and Faculty Advisor to determine the project topic. **Be prepared to present and discuss project topic at Seminar #3.**
3. Complete initial project research no later than one week after determining topic (see due dates for research article analyses to use in your draft proposal). Be sure to talk with and get feedback from your Agency Supervisor about what you are thinking/writing about as you read more articles.
4. **Email Action Plan Template to Faculty Advisor by date listed in Course Overview.**
5. **Complete and email Project Proposal Draft to Faculty Advisor no later than the 4th Seminar.** Contact your Faculty Advisor EARLY if you have questions.

6. Based on feedback received on draft proposal, make corrections/additions to the proposal and **submit revised proposal to your Faculty Advisor before the first day of 131 presentations.**
7. Get all approval signatures on the Contract form, complete and attach it to the approved final proposal.
8. Give the original to your Faculty Advisor and a copy to your Agency Supervisor (you keep a copy also).
9. If the project proposal is not fully approved by your Agency Supervisor and Faculty Advisor by the 2nd Friday of December or May (depending on the semester) you will receive an incomplete for the course EVEN if all of your other assignments and practicum hours are complete.

Rubric

Copy and paste this grading rubric to the end of your final project proposal:

Culminating Project Proposal Grading Rubric 116 points possible; Need 85 to pass at 73%				
ALL sections must include EB citations	4 Exceeds Expectation	3 Meets Expectation	2 Approaches Expectation	1 Below Expectation
Abstract	4	3	2	1
Background Need and Relevance and Theory Overview NARRATIVE – (all sections must be supported/cited)				
Introduces overall goal/focus of Project		3	2	1
Describes Theory used to support all Project Processes.	4	3	2	1
Describes general and specific Background and Need for Project (historical and current need, local and global)	4	3	2	1
Describes intended Population and Setting	4	3	2	1
Describes how/why Project will Benefit elders/families and how you will include them in your process	4	3	2	1
Describes why this project is important to and congruent with this organization at this time (how it fits with their mission and purposes; who the interdisciplinary agency stakeholders are and how they will benefit from the Project)	4	3	2	1
Summarizes Marketing Plan	4	3	2	1
Summarizes Evaluation Plan (including steps, tools, timeline, related to Project Expected Outcome)	4	3	2	1
Includes replication/ Sustainability Plan of project at this agency; any dissemination possibilities	4	3	2	1
Explains how student and partner/other Collaborated to decide on this project	4	3	2	1
Describes Approval Process	4	3	2	1
States Next Steps to ensure Project completion	4	3	2	1
Methodology ~ thoroughly completes all parts of PROJECT ACTION PLAN				
Identifies Need/Issue resulting in Project	4	3	2	1
Describes Challenges and Barriers for all Stakeholders	4	3	2	1
Clearly articulates Project Goal	4	3	2	1
Clearly articulates Project Expected Outcome and how they will be measured	4	3	2	1
Describes “fit” with organization	4	3	2	1
Identifies strengths and benefits of all Stakeholders	4	3	2	1
Includes all Objectives for Project completion	4	3	2	1
Includes sound Budget Projections	4	3	2	1
Identifies Implications for Professional Development	4	3	2	1
Conclusions				
Discusses surprises experienced during Proposal Process	4	3	2	1
Professional Presentation				
Demonstrates sensitivity to holistic diversity throughout		3	2	1
Demonstrates mastery of subject (includes citations throughout narrative)	4	3	2	1
Correct grammar and spelling		3	2	1
Proposal was clear and logically developed		3	2	1

Project directions followed (e.g., in order, rubric, etc.)		3	2	1
Citations correctly written throughout proposal (min 10 APA)		3	2	1
Citations correctly referenced on reference page (min 10 APA)		3	2	1
Completes Proposal by due date		3	2	1
Sub Totals	/92	/93	/62	/31
Overall Total	/116			
Comments:				

Project Proposal Example and Resources

See the Project Proposal Example and other helpful resources posted in Canvas.

California State University Sacramento
Department of Gerontology
GERO 130

Culminating Senior Community Project Proposal Contract

Proposal Title: _____

Implementation Date: _____

Student: _____

Email _____ Phone # (____) _____

Community Agency: _____

Address: _____

Agency Supervisor: _____

Phone: (____) _____ email: _____

Faculty Advisor: _____

Phone: (916) _____ email: _____

Signatures:

Date:

Student

Agency Supervisor

Faculty Advisor

Attach Final approved Project Proposal to this page
Give original to Faculty Advisor; make copies for student and Agency Supervisor



Professional Portfolio Guidelines Checklist/Rubric

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 and 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.

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

Evaluation/Grading Criteria:

1. Completeness based on Professional Portfolio Checklist (delineated content must be present to receive credit or Portfolio will be returned).
2. Professional presentation of Professional Portfolio.
3. Submitted according to agreed upon time.

GERO 130 Professional Portfolio Checklist

Use this to organize your Portfolio and to create your Portfolio Table of Contents

Check off components in left box before you turn it in; place list in front pocket of Portfolio; use dividers for each section

<input type="checkbox"/>	Intern Experience	CR	NC
<input type="checkbox"/>	Student Community Engagement Learning Plan (with attached goal and objectives)		
<input type="checkbox"/>	Release of Liability Form		
<input type="checkbox"/>	Student Resume		
<input type="checkbox"/>	Agency Supervisor Resume		
<input type="checkbox"/>	Job Description of Agency Supervisor		
<input type="checkbox"/>	Student Practicum Job Description (if there is one)		
<input type="checkbox"/>	Time Sheet(s) (signed by your Agency Supervisor)		
<input type="checkbox"/>	Practicum Code of Conduct		
<input type="checkbox"/>	Professional and Ethical Behavior Form		
<input type="checkbox"/>	Community Engagement Learning Agreement		
<input type="checkbox"/>	All GERO 130 Learner Journal entries with faculty comments		
<input type="checkbox"/>	Anything acquired from experience (forms, handouts, pamphlets, outlines, etc.)		
Practicum Projects			
<input type="checkbox"/>	Approved Community Service Learning Proposal		
<input type="checkbox"/>	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.		
Practicum Seminar Experiences (include all grading rubrics)			
<input type="checkbox"/>	Research Article Analyses with attached grading rubrics (4)		
<input type="checkbox"/>	Concept Maps with attached grading rubrics (3)		
<input type="checkbox"/>	Timeline with attached grading rubric		
<input type="checkbox"/>	Classified Ad for a Gerontologist with attached grading rubric		
<input type="checkbox"/>	Global Aging Assignment with attached grading rubric		
Practicum Evaluations (include two (2) copies of each if you want to keep a copy)			
<input type="checkbox"/>	Midterm Evaluation		
<input type="checkbox"/>	Experience Evaluation Summary (EES)		
<input type="checkbox"/>	Student Self Evaluation of Core Competencies		
<input type="checkbox"/>	Agency Supervisor Evaluation of Student		
<input type="checkbox"/>	Student Evaluation of Agency Supervisor		
<input type="checkbox"/>	Student Evaluation of Agency Placement		
<input type="checkbox"/>	Student Evaluation of Course (can be handed in separately in Seminar)		
<input type="checkbox"/>	Faculty Advisor Evaluation of Student (will give copy after face to face evaluation)		
Final Checklist			
<input type="checkbox"/>	All Check List Components are present		
<input type="checkbox"/>	Professionally Presented		
<input type="checkbox"/>	Submitted on Agreed upon time		



Practicum Forms and Documents

List of Forms and Documents

Start documents (print out, complete as much as you can, and bring with you to meeting with Agency Supervisor and Faculty Advisor at beginning of semester):

- [Release of Liability](#)
- [Student Community Engagement Learning Plan](#) (SCELP) (attach Goal and Objectives)
- [Practicum Code of Conduct](#)
- [Community Engagement Learning Agreement](#)
- [Professional and Ethical Behavior](#)
- [Emergency Form](#)

Time sheet

Evaluations (complete mid-semester evaluation by 4th seminar and remaining evaluations by end of semester):

- [Mid-Semester Student Evaluation](#)
- [Student Self Evaluation of Core Competencies](#)
- [Experience Evaluation Summary](#)
- [Agency Supervisor Evaluation of Student](#)
- [Student Evaluation of Agency Supervisor](#)
- [Student Evaluation of Agency Placement](#)
- [Student Course Evaluation](#)

**CSUS, Department of Gerontology
GERO 130 ~ Practicum Course
Release of Liability**

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

Activity: **PRACTICUM**

Activity Date(s) and Time(s): _____

Activity Location/Facility: _____

Hazards to be aware of: _____

Hazard mitigation (how to prepare for a safe activity): _____

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

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

Nonetheless, I assume all related risks, both known or unknown to me, of my participation in this Activity, including travel to and from the Activity.

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

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

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

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

Student Name: _____ Date: _____

Signature: _____

CSUS, Department of Gerontology
GERO 130 ~ Practicum Course
Student Community Engagement Learning Plan

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

Before beginning your community learning activities you must:

- Complete the SCEL P with your instructor and Site Supervisor
- Turn in the SCEL P to your instructor (student and supervisor have one also)

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

STUDENT INFORMATION

Student Name: _____ Student ID #: _____

Address: _____

Phone: _____ Email: _____

COURSE/INSTRUCTOR INFORMATION

Course Name/Number: **GERO 130** Section #: _____

Semester/Year: _____ Course Instructor: _____

Phone: _____ Email: _____

COMMUNITY-BASED ORGANIZATION INFORMATION

Agency/Site: _____ Phone: _____

Site Supervisor: _____ Phone: _____

Email: _____

Address: _____

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

SEE ATTACHED GOAL AND OBJECTIVES

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

SEE ATTACHED GOAL AND OBJECTIVES

The Student:

1. I agree to act in a responsible manner while representing California State University at the community learning placement site, and abide by all rules and regulations that govern the site in which I have been placed.
2. I understand the connection between the service learning course, and the service and learning objectives to be fulfilled at the service site.

3. I have participated in an orientation at my service site and understand my role as a service learning student in working with the community partner.
4. I agree to work according to the schedule below to fulfill my service assignment:

Number of hours for semester: _____ Hours/Week: _____

Beginning Date: _____ Ending Date: _____

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

5. I agree to complete any forms, evaluations or other paperwork required by either the course instructor or the site supervisor.
6. I have received and read the Course Syllabus and agree to all within.

Student Signature: _____ Date: _____

The Site Supervisor:

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

Agency Supervisor Name: _____

Agency Supervisor Title: _____

Agency Supervisor Signature: _____ Date: _____

Instructor/Course Supervisor:

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

Faculty Advisor Signature: _____ Date: _____

Faculty Advisor (Print Name): _____

CSUS, Department of Gerontology
GERO 130 ~ Practicum Course
Practicum Code of Conduct

The following is expected of you as an intern representing this Department, College, and University:

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

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

Student Signature: _____ Date _____

CSUS, Department of Gerontology
GERO 130 ~ Practicum Course
Community Engagement Learning Agreement

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

- be punctual and conscientious in my attendance for the duration of my service learning placement. I will notify my supervisor in advance if I am unable to participate as scheduled;
- consider all information as confidential concerning other people, employees, and organizations;
- make my work the highest quality and accept supervision graciously;
- conduct myself with dignity, courtesy, consideration, and in a professional manner;
- notify by instructor, of any problems, emergencies, safety hazards, concerns, or suggestions regarding my activities;
- complete all assignments stated in course syllabus relating to my community service learning requirement which would include my reflection and service activities;
- actively pursue meaningful learning experiences that relate to my course material while serving at my placement by asking questions and searching for answers through experiences gained by service-activities, conducting interview, participation in special activities of interest, etc.;
- notify my organization supervisor and professor of the termination of my service to the placement if I cannot fulfill my requirement because of circumstances which are beyond my control.

Service Learner

Date

Agency Supervisor

Date

Faculty Advisor

Date

CSUS, Department of Gerontology
GERO 130 ~ Practicum Course
Professional and Ethical Behavior

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

~Department of Gerontology Objective #5

RESPONSIBILITY TO THE PROFESSION

As a gerontology student in field placement, high standards of professional and ethical behavior are important. As such, students may find higher expectations in GERO 130 and 131 than other courses they have taken. Students are being prepared for employment in a profession that demands high standards in professional and personal behavior. To assist students in their preparation as a professional gerontologist, below are some standards gerontology professors will help students develop.

HOURS ACCRUAL and ASSIGNMENTS

- If assignments aren't turned in when due, students must stop accruing hours immediately.
- Each seminar instructor will assess student time sheets and assignments. If a student does not have the number of hours that are expected (see below), the professor will have the discretion to have the student not continue with the course.

Hours to be accrued:

- By seminar #2 (September 13, 2019): 25 hours
- By seminar #3 (October 18, 2019): 50 hours
- By seminar #4 (November 15, 2019): 90 hours
- By last day of classes (December 6, 2019): 110 hours

PROFESSIONAL BINDER

Binders are due the last week of the semester - any binders received after the last week of the semester requires professor approval in advance, in writing. No binders will be accepted for grading after the end of finals week. If student does not receive written approval from their professor to turn in a late binder before the last week of the semester, they will receive an incomplete for the course and will have to meet with their professor to arrange a plan for resolving the incomplete. It is the student's responsibility to initiate contact with the professor to complete the paperwork for an incomplete; otherwise a "NC" (no credit) for the class will be given as the grade and you will have to repeat the entire course. If a student receives an incomplete it must be cleared before the student can take 131. This means turning your completed binder in the Monday before the semester begins.

ASSIGNMENTS

It is important to turn in assignments that follow the directions/grading rubric. Assignments that do not follow all the components of the grading rubric will be returned ungraded and considered late. This will mean that you must stop accruing hours at your placement. Students are only allowed one revision per assignment.

JOURNALS

Journals will be due each week (or bi-weekly for those students with professor approval) on either Friday at 5pm or Monday at 5pm. You will select the preferred day and let your professor know which day you choose at your initial agency meeting with your Agency Supervisor and professor.

PROFESSIONAL RESPONSIBILITY TO COLLEAGUES and CLIENTS

If for any reason you have to stop accruing hours (late papers, illness, personal reasons, etc.), you must contact your Agency Supervisor prior to your next scheduled placement hours. It is highly recommended

that you call your Agency Supervisor to discuss with them. This must be followed up with an email to them while also cc-ing your professor on that email.

SCOPE OF PRACTICE FOR INTERNS

Students will be completing their practicum in a variety of settings. Some of these settings may have expectations or request you to complete tasks that are out of the scope of your practice as a bachelor's level gerontology student. Examples include, but are not limited to, taking blood pressure, driving clients/residents, providing therapeutic (physical or clinical) interventions that are beyond what is expected/acceptable for a bachelor's level student. Some students may have specialized training to complete these tasks (i.e. CNA, physical therapist assistant, etc.) however your role at the agency is an intern. As such, even though your scope of knowledge may be more advanced, your scope of practice as a bachelor's level intern does not allow you to engage in these activities.

HIPAA

All HIPAA privacy and security provisions must be adhered to. Failure to do so may result in failure of the course, dismissal from the Department of Gerontology, university sanctions and/or potential legal ramifications. Be sure to refresh your knowledge of HIPAA laws.

Student Signature Date

Agency Supervisor Signature Date

Faculty Advisor Signature Date

**CSUS, Department of Gerontology
GERO 130 ~ Practicum Course
Emergency Form for Community Engagement Student Learning**

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

Name of Service Learner: _____
Address: _____ City: _____
Phone Number: _____ E-mail: _____
Faculty Name: _____ Course: GERO 130
Faculty Phone Number: _____ E-mail: _____

Medical Information

Name of Insurance: _____
Name of Subscriber: _____
Policy Number: _____
Are you currently taking any prescribed medications? Yes No
If yes, please indicate: _____
Do you have any medical problems? Yes No
If yes, please explain: _____
Are you allergic to any medications? Yes No
If yes, please indicate: _____

Emergency Information

Please provide a primary contact in case of an emergency. A friend or family member who should be notified in case of an emergency:

1. Name: _____
2. Relation: _____
3. Address: _____
4. City: _____
5. Home Phone: () _____ Work: () _____

Please provide an alternative in case the primary contact is unable to be reached.

1. Name: _____
2. Relation: _____
3. Address: _____
4. City: _____
5. Home Phone: () _____ Work: () _____

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

Signature: _____ Date: _____

Most agencies keep Emergency Form information confidential. If you have a concern whether this is standard procedure please check with the agency.

CSUS, Department of Gerontology
GERO 130 ~ Practicum Course
Time Sheet

Student Name: _____ Agency Supervisor Name: _____

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

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

Total Hours For This Timesheet: _____

Signature of Student: _____

Signature of Agency Supervisor: _____

Signature of Faculty Advisor: _____

- *Use pen*
- *Do not use white out on timesheet*
- *Each seminar, turn in timesheet with supervisor's initials and signatures of student and supervisor*
- *All timesheets must be turned in by the end of the semester*

**CSUS, Department of Gerontology
GERO 130 ~ Practicum Course
Mid Semester Student Evaluation**

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

FULFILLMENT OF RESPONSIBILITIES:

Please use the following numerical ratings.

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

- ___ Arrives promptly, prepared for the day
- ___ Attendance is regular, as per the agreed upon days and times
- ___ In the event of illness calls to inform supervisor and advises of expected return
- ___ Is aware of school or agency standards for dress and behavior and meets them
- ___ Asks for further directions or instructions when needed
- ___ Takes initiative appropriately
- ___ Displays professional interactions with co-workers and others
- ___ Interacts with clients in an appropriate manner, suitable to the activity
- ___ Meets on regular basis with supervisor.
- ___ Is making good beginning progress on objectives.

	SUPERVISOR COMMENTS	STUDENT COMMENTS
AREAS OF STRENGTH		
AREAS FOR GROWTH		

Student's Name _____ Student's Signature _____ Date _____

Agency Supervisor's Name _____ Agency Supervisor's Signature _____ Date _____

Name of Agency _____ E-mail _____ Phone _____

Faculty Advisor's Name _____ Faculty Advisor's Signature _____ Date _____

CSUS, Department of Gerontology
GERO 130 ~ Practicum Course
Student Self Evaluation of Core Competencies

Student: _____

Agency: _____

This evaluation is to be completed by the student and reviewed with Agency Supervisor. Score the degree of learning, change, and growth (Most are expected to be 1s and 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 and 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 Practicum

Department of Gerontology Learning Outcomes and Course Objectives	Self- assessment of learning, change, and growth				Specific Examples of How Objectives/Outcomes Were Met (can reference exemplars' date/page): Journals; research analysis, Proposal; self, supervisor and faculty evaluations; papers/exams from courses
1. Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge.					
1.1 Discuss implications of changing demographics related to Practicum population in Seminar.	3	2	1	0	
1.2 Discuss gerontologists' roles and responsibilities with students, faculty, Agency Supervisor, and agency staff in Practicum and in Seminar.	3	2	1	0	
1.3 Give examples that clarify what gerontologists do for elders and their families in Journal, Classified Ad and Seminar.	3	2	1	0	
1.4 Discuss keys for successful aging with supervisor, staff, clients, students, and faculty and summarize findings in Journal.	3	2	1	0	
1.5 Assess how interrelationships among holistic variables affect elders and their families and discuss in Journal and Seminar.	3	2	1	0	
1.6 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.	3	2	1	0	
1.7 Discuss with Supervisor and in Journal and Seminar how gerontological concepts, Nat'l Gero competencies, and theories relate to practice in this Practicum setting.	3	2	1	0	
2. Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences and humanities.					
2.1 Use knowledge gained from required core, and elective gerontology courses when delivering service to designated population; discuss in Journal/ Seminar.	3	2	1	0	
2.2 Complete Journal according to guidelines, demonstrating analysis of Practicum situations.	3	2	1	0	
2.3 Complete Leadership Questions in Journal demonstrating evidence-based analysis while applying it to own practice.	3	2	1	0	
2.4 Complete Project Proposal according to guidelines.	3	2	1	0	
2.5 Discuss identified client and project needs with supervisor and respond in a knowledgeable, ethical, and professional manner.	3	2	1	0	

2.6 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 staff.	3	2	1	0	
2.7 Present counter viewpoints and alternative hypotheses on various issues related to aging in Journal and Seminar.	3	2	1	0	
2.8 Use agency policy, procedures, and structure to implement decisions/solutions for clients and families.	3	2	1	0	
2.9 Use EB research data when making decisions.	3	2	1	0	
2.10 Take responsibility for own decisions in a professional manner.	3	2	1	0	
3. Synthesize and apply current interdisciplinary theory and evidence-based (EB) research in applied settings.					
3.1 Incorporate current EB research relating to Practicum practice area into Journal entries, Seminar discussions, and Project Proposal.	3	2	1	0	
3.2 Complete Research Analyses at a beginning level of analysis and according to guidelines.	3	2	1	0	
3.3 Choose EB articles germane to specific area of Practicum and analyze and use in Journals and Project Proposal at a beginner level.	3	2	1	0	
3.4 Gather necessary data to thoroughly complete Leadership Questions.	3	2	1	0	
3.5 Identify various disciplines' theories used in the agency to promote meeting the mission of the agency; discuss in Journal and Seminar.	3	2	1	0	
3.6 Identify topics with Supervisor to research that are helpful to the agency and discuss in Seminar/Project Proposal.	3	2	1	0	
3.7 Discuss ways research is used in your agency in your Journal and Seminar.	3	2	1	0	
3.8 Use correct methodologies when carrying out activities in Practicum and in Project Proposal.	3	2	1	0	
3.9 Help others in your specific Practicum setting and Seminar to understand how important EB research is.	3	2	1	0	
3.10 Become a proficient consumer of EB research, applying findings to practice areas and describing in Journal, and Seminar.	3	2	1	0	
3.11 Apply general concepts and theories from all major courses to specific Practicum situations, focusing on holistic aspects of aging and discuss in Journal/Seminar.	3	2	1	0	
4. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others.					
4.1 Explore own beliefs about diversity and aging and discuss in Journal and Seminar.	3	2	1	0	
4.2 Discuss significance of psychosocial, cultural and ethnic similarities and differences in the older population in Journal and Seminar.	3	2	1	0	
4.3 Observe how older adults are treated and talked about in the agency and discuss in Journal and Seminar.	3	2	1	0	
4.4 Assess how clients' various backgrounds impact those around them and summarize findings in Journal.	3	2	1	0	
4.5 Discuss with Supervisor how this agency (specifically) facilitates (or not) access for older adults and discuss in Journal.	3	2	1	0	
4.6 Discuss how this agency addresses the impact of race, class, gender and age on society in Journal.	3	2	1	0	
4.7 Discuss how you use commonly generalized information across groups, specifically the older adult population.	3	2	1	0	
5. Exhibit personal and social responsibility and ethical and professional behavior in all settings.					
5.1 Assess and discuss own values and beliefs about aging, health promotion and Nat'l Gero competencies and their impact on others in Journal, Timeline and Seminar.	3	2	1	0	

5.2 Discuss in Journal how and postulate why, aging clients' and co-workers' viewpoints differ from own.	3	2	1	0	
5.3 Demonstrate respect for all individuals and relationships while enacting Practicum and Project Proposal.	3	2	1	0	
5.4 Formulate methods for working with others having differing values and beliefs and discuss in Seminar.	3	2	1	0	
5.5 Identify and discuss ethical concerns seen during Practicum experiences with Supervisor and in Journal and Seminar.	3	2	1	0	
5.6 List ways to work within an individual or family's belief system when addressing ethical concerns in Journal.	3	2	1	0	
5.7 Explore pertinent social policies related to elders and area of practice and discuss in Seminar.	3	2	1	0	
5.8 Identify any need for change in social policy with regards to Practicum population and discuss in Seminar and Project Proposal.	3	2	1	0	
5.9 Determine need for advocacy during Practicum experience and discuss in Seminar.	3	2	1	0	
5.10 Differentiate between personal and professional relationships and explain in Journal and Seminar.	3	2	1	0	
5.11 Assess own impact on others in professional relationships and document in Journal.	3	2	1	0	
5.12 Demonstrate safe professional practice at all times by using Nat'l GeRo competencies and Health promotion concepts when formulating and implementing strategies to assist elders/families in Practicum; discuss with Supervisor and in Journal and Seminar.	3	2	1	0	
5.13 Research and review any skills before implementing in Practicum.	3	2	1	0	
5.14 Adhere and follow through on obligations and agency policies and contracts with all parties in the Practicum setting.	3	2	1	0	
5.15 Evaluate own professional goals in Journal.	3	2	1	0	
5.16 Share knowledge and experiences with co-workers, other students, faculty, and Agency Supervisor.	3	2	1	0	
5.17 Take responsibility for and is self directed with regards to own learning in own specific area of Practicum.	3	2	1	0	
5.18 Describe how can take responsibility for life long learning.	3	2	1	0	
5.19 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.	3	2	1	0	
6. Exhibit effective use of basic communication (written, oral, and interpersonal skills and information technology needed in a global information society.					
6.1 Demonstrate ability to listen and follow instruction.	3	2	1	0	
6.2 Present ideas clearly both verbally and in writing.	3	2	1	0	
6.3 Compete all required projects and assignments (agency and course) at agreed upon time.	3	2	1	0	
6.4 Use appropriate etiquette when communicating with others through electronic formats..	3	2	1	0	
6.5 Correctly cite information sources in APA format when communicating information.	3	2	1	0	
6.6 Communicate honestly in all relationships.	3	2	1	0	
6.7 Give and receive positive and critical feedback.	3	2	1	0	
6.8 Use appropriate, EB web sources when completing literature searches.	3	2	1	0	
6.9 Maintain confidentiality at all times.	3	2	1	0	
6.10 Learn, correctly use, and communicate findings of various assessment tools in the practice setting.	3	2	1	0	
6.11 Evaluate, modify, and explain practice decisions to Supervisor and in Seminar based on thorough data gathering techniques and EB research findings.	3	2	1	0	

6.12 Give appropriate and complete descriptions and reports to staff regarding interventions performed.	3	2	1	0	
6.13 Discuss observations of how older adults communicate between and among individuals of various ages with Supervisor and in Journal and Seminar.	3	2	1	0	
6.14 Discuss strengths, and limitations relating to intervention skills with Supervisor and write in Journal.	3	2	1	0	
6.15 Always use appropriate lines of communication in the Practicum practice setting and describe in Journal and Seminar.	3	2	1	0	
6.16 Correctly follow agency protocols and procedures for interventions at all times.	3	2	1	0	
6.17 Collaborate with all key players (including faculty) necessary for the Project change to occur; discuss process in Journal and Project Proposal.	3	2	1	0	
6.18 Describe interventions/solutions directed toward identified change in Journal and Project Proposal.	3	2	1	0	
6.19 Demonstrate timeliness when collaborating with others to deliver services in Practicum agency.	3	2	1	0	
6.20 Use appropriate referral systems when referring clients and families for other services.	3	2	1	0	
6.21 Use appropriate communication lines when making referrals to other services.	3	2	1	0	
6.22 Write a weekly evaluation of progress and completion of Learning objectives in weekly Journals.	3	2	1	0	
6.23 Write an evaluation of own strengths and limitations in Journal and in Self Evaluation.	3	2	1	0	
Total each column then add three columns together to get total points					Tally: # of 3s: _____ # of 2s: _____ # of 1s: _____ (comment on how to address below)
Totals					

Overall Total Evaluation points: _____ /228

Student's Identified Strengths:	Student's Identified Areas for Growth in GERO 131:

Student's Signature: _____ Date: _____

Agency Supervisor's Signature: _____ Date: _____

Faculty Advisor's Signature: _____ Date: _____

Experience Evaluation Summary (EES)

Purpose

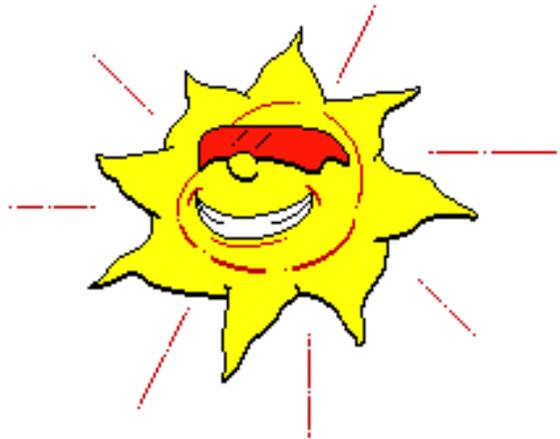
To review, facilitate a global view, and summarize your learning experiences at the end of the semester. This is a form of overall experience evaluation and will be retained in both your Portfolio and evaluation summary (kept in your file).

Directions

Review your reflective journals, other course assignments, practicum experiences, and the Gerontology Core Competencies. Base your summary on all this information. Address the following areas:

1. Modifications/changes in your thinking and behavior that you've noticed.
2. Skills you have gained through this experience.
3. Briefly evaluate your overall experience with relation to your individual learning objectives. Include how this agency staff helped you to reach your goals.
4. Pick two Gerontology Core Competencies and discuss/explore where you feel you have developed your professional knowledge, experiences, and expertise.
5. Include your evaluation, analysis, and conclusions drawn about the progress and process in completing your Culminating Community Proposal (130).
6. Describe behaviors that would have made you a better learner (ones you'll use in work as well as other learning experiences).
7. Summarize how you will use information gained in your gerontological practice.

Make two (2) copies (one for your Professional Portfolio and one that will be attached to your evaluations and retained in your file in the Department office).



CSUS, Department of Gerontology
GERO 130 ~ Practicum Course
Agency Supervisor Evaluation of Student

Student: _____ Semester/Date of Review: _____

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

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

Skill and Knowledge Competency Rating Scale:

1. **Poor** - Student has difficulty grasping concepts.
2. **Fair** - Student grasps idea, but does not demonstrate competency.
3. **Good** - Student demonstrates beginning competency.
4. **Excellent** - Student demonstrates competency but not consistency.
5. **Exemplary** - Student demonstrates competency coherently and consistently as an integrated part of the student's performance.

The expectation is that GERO 130 students will not consistently rate at the score of 5.

Behavior	Scoring					Examples
Ability to present self clearly	1	2	3	4	5	
Ability to make appropriate and focused responses	1	2	3	4	5	
Ability to differentiate personal and professional relationships	1	2	3	4	5	
Ability to form and sustain collaborative relationships	1	2	3	4	5	
Ability to assess one's own impact on others	1	2	3	4	5	
Ability to take responsibility for one's own decisions	1	2	3	4	5	
Ability to hear and consider viewpoints different from one's own	1	2	3	4	5	
Ability to evaluate, modify, and explain practice decisions	1	2	3	4	5	
Ability to conceptualize and to discern significance of interrelationships and to draw generalizations	1	2	3	4	5	
Ability to apply information from general to specific and from specific to general	1	2	3	4	5	
Ability to present ideas verbally	1	2	3	4	5	
Ability to present ideas in writing	1	2	3	4	5	
Ability for self direction and responsibility for own learning	1	2	3	4	5	

Behavior	Scoring					Examples
Ability and willingness to evaluate one's own professional goals	1	2	3	4	5	
Ability and willingness to evaluate one's own strengths and limitations	1	2	3	4	5	
Ability to demonstrate respect for different cultures and languages	1	2	3	4	5	
<i>Ability to maintain ethical practice:</i>						
Confidentiality	1	2	3	4	5	
Respect	1	2	3	4	5	
Honest communication	1	2	3	4	5	
Attendance	1	2	3	4	5	
Timely completion of projects	1	2	3	4	5	
Following through on obligations and contracts	1	2	3	4	5	
Giving and receiving critical feedback	1	2	3	4	5	
Following organizational protocol and lines of communication	1	2	3	4	5	
Additional Remarks:						
Areas of Strength:						
Areas for Growth:						
Comments on student's overall preparation or work in the field of Gerontology:						

Student's Name _____ Student's Signature _____ Date _____

Agency Supervisor's Name _____ Agency Supervisor's Signature _____ Date _____

Faculty Advisor's Name _____ Faculty Advisor's Signature _____ Date _____

Please copy when complete:

Original: Faculty Advisor

1 Copy: Student

1 Copy: Agency Supervisor

**CSUS, Department of Gerontology
GERO 130 ~ Practicum Course
Student Evaluation of Agency Supervisor**

Agency Supervisor: _____ Agency: _____ Semester/Date of Review: _____

INSTRUCTIONS: Please complete the following evaluation for (each) Agency Supervisor.

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

Behavior	Scoring					Examples
Serves as expert and role model in direct supervision of students	1	2	3	4	5	
Meets with student initially and throughout experience	1	2	3	4	5	
Assists student in planning and arranging assignments, projects and/or activities to meet learning objectives	1	2	3	4	5	
Encourages student to be self-directed.	1	2	3	4	5	
Provides field experiences and observational opportunities to assist student in meeting objectives	1	2	3	4	5	
Gives feedback to student on an ongoing basis.	1	2	3	4	5	
Participates in the on-site visits with student and CSUS Faculty Advisor	1	2	3	4	5	
Communicates effectively with staff, clients, student and faculty member.	1	2	3	4	5	
Evaluates student in an effective, positive and constructive manner. Discussed Evaluation with Student.	1	2	3	4	5	
Additional Remarks:						
Areas of Strength:						
Areas for Growth:						

Student's Name _____ Student's Signature _____ Date _____

Agency Supervisor's Name _____ Agency Supervisor's Signature _____ Date _____

Faculty Advisor's Name _____ Faculty Advisor's Signature _____ Date _____

	(1) Strongly Agree	(2) Agree	(3) Neutral	(4) Disagree	(5) Strongly Disagree
My service learning contributions were valued	1	2	3	4	5
The overall staff of the agency was supportive	1	2	3	4	5
Supervision:					
The Agency Supervisor was available to answer my questions	1	2	3	4	5
The supervisor had a clear understanding of the purpose of my placement and service learning	1	2	3	4	5
The service learning activities were relevant to my course	1	2	3	4	5
The overall supervision by agency staff met my needs	1	2	3	4	5
Overall Rating:					
The agency is an appropriate placement for future service learning student	1	2	3	4	5

Please provide comment on your overall rating:

Strengths of placement:

- 1.
- 2.
- 3.

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

- 1.
- 2.
- 3.

Comments:

THANK YOU FOR YOUR CONTRIBUTIONS TO THE AGENCY YOU SERVED AND PARTICIPATING IN COMMUNITY SERVICE LEARNING

CSUS, Department of Gerontology
GERO 130 ~ Practicum Course
Student Course Evaluation

Name: _____

Date: _____

INSTRUCTIONS:

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

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

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

Course Components	Score					Comments
Course Syllabus	1	2	3	4	5	
Readings	1	2	3	4	5	
Course Assignments						
Reflective Journal entries (How they helped you to reflect on and evaluate your experience/ practice)	1	2	3	4	5	
Article Summaries (articles related to agency, role, population served)	1	2	3	4	5	
Timeline	1	2	3	4	5	
Classified Ad	1	2	3	4	5	
Global Aging Assignment	1	2	3	4	5	
Concept Maps	1	2	3	4	5	
Experience Evaluation Summary (EES)	1	2	3	4	5	
Professional Portfolio	1	2	3	4	5	
Senior Community Project Proposal	1	2	3	4	5	

Please describe the strengths of the seminar:

Please describe the strengths of the practicum:

Suggestions for improving the course:

Thanks for your input!

It helps us to continually ensure GERO courses are responsive to student, Department, and agency needs.

Miscellaneous

CSUS Advisory Standards for Writing in the Undergraduate Major**EXCELLENT** - a paper in this category:

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

STRONG - a paper in this category:

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

ADEQUATE - a paper in this category:

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

SERIOUSLY FLAWED - a paper in this category:

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

FUNDAMENTALLY DEFICIENT - a paper in this category:

- Fails to address assignment
- Demonstrates a lack of audience awareness.
- Lacks a controlling idea.
- Lacks organization or organizes illogically.
- Fails to use outside sources or misuses the texts of others.
- Shows inadequate control of syntax, word choice, and conventions of Standard English

Gerontology Core Competencies

These Gerontology competencies were developed and approved by the Association for Gerontology and Geriatrics Education (2014).

Category I: Foundational Competencies To All Fields of Gerontology-Recommended

Domain	Core Competency Statement	Recommended Competency Content
FRAMEWORKS FOR UNDERSTANDING HUMAN BEHAVIOR	1.1. Utilize gerontological frameworks to examine human development and aging.	1.1.1 Employ the Lifespan/Lifecourse perspectives to appreciate age over time in relation: <ul style="list-style-type: none"> • To the human life cycle and stages of growth and development within the social context • To life transitions and adaptive resources • To the historical context of cohorts • To age, gender, race and SES within social environments 1.1.2 Distinguish concepts and theories of aging from a bio-psycho-social framework. 1.1.3 Synthesize bio-psycho-social understanding of aging to build a gerontological knowledge foundation. 1.1.4 Interpret the gerontological frameworks in relationship to aspects and problems of aging persons, their families, their environment and communities.
BIOLOGICAL ASPECTS OF AGING	1.2 Relate biological theory and science to understanding senescence, longevity and variation in aging.	1. 2.1 Distinguish normal biological aging changes from pathology including genetic factors. 1.2.2 Identify major cell-and organ-level systems changes with age. 1.2.3 Recognize opportunities of reversibility and mutability in later life (e.g. frailty syndromes) and the plasticity of the human brain and body. 1.2.4 Recognize common late-life syndromes and diseases and their related bio-psycho-social risk and protective factors. 1.2.5 Identify the implications of biomedical discoveries on individuals and society. 1.2.6 Synthesize biological with other gerontological ways of understanding human aging: <ul style="list-style-type: none"> • Psychological • Sociological • Humanities
PSYCHOLOGICAL ASPECTS OF AGING	1.3 Relate psychological theories and science to understanding adaptation, stability and change in aging	1.3.1 Describe human growth and development across the lifespan/course including late life outcomes such as life satisfaction, coping and adaptation. 1.3.2 Recognize normal age changes in intelligence and cognitive abilities including those that may impact late-life functioning. 1.3.3 Demonstrate knowledge of signs, symptoms and impact of common cognitive and mental health problems in late life (e.g., dementia, depression, grief, anxiety). 1.3.4 Recognize older persons’ potential for wisdom, creativity, life satisfaction, resilience, generativity, vital involvement and meaningful engagement. 1.3.5 Synthesize psychological with other gerontological ways of understanding human aging: <ul style="list-style-type: none"> • Biological

Domain	Core Competency Statement	Recommended Competency Content
<p>SOCIAL ASPECTS OF AGING</p>	<p>1.4 Relate Social theories and science of aging to understanding heterogeneity, inequality and context of aging.</p>	<ul style="list-style-type: none"> • Sociological • Humanities <p>1.4.1 Appreciate the diversity of the older population based on:</p> <ul style="list-style-type: none"> • Age • Functioning • Gender • Culture • Language • Religion • Immigration status • Sexual orientation • Other variables <p>1.4.2 Assess the impact of inequality on individual and group life opportunities throughout the lifespan/ course impacting late-life outcomes.</p> <p>1.4.3 Appraise the changing dynamics of contemporary multigenerational families and their impact on social solidarity and interdependence.</p> <p>1.4.4 Describe the changing population profile of: your state/ province, nation.</p> <p>1.4.5 Contrast aging demographics globally among developed and developing countries.</p> <p>1.4.6 Distinguish impact of the demographic elements of: fertility, mortality, and immigration.</p> <p>1.4.7 Identify how an older population mutually influences and is impacted by policies locally and globally.</p> <p>1.4.8 Synthesize sociological and other gerontological ways of understanding human aging:</p> <ul style="list-style-type: none"> • Biological • Psychological • Humanities
<p>THE HUMANITIES AND AGING</p>	<p>1.5 Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in the Humanities and Arts.</p>	<p>1.5.1 Identify conceptual domains explored in Humanities and Arts, as essential to understanding the experience of old age:</p> <ul style="list-style-type: none"> • Time • Perspective • Vitality • Meaning • Relationship • Attention <p>1.5.2 Integrate humanities and arts-based understanding of aging into models of gerontological practice and policy.</p> <p>1.5.3 Acknowledge and promote unique contributions older adults can make to the social environment.</p>

Domain	Core Competency Statement	Recommended Competency Content
		1.5.4 Integrate humanistic and artistic understanding with other ways of understanding human aging: <ul style="list-style-type: none"> • Biological • Sociological • Psychological
RESEARCH AND CRITICAL THINKING	1.6 Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research.	1.6.1 Identify and explain research methodologies, interpretations and applications used by different disciplines to study aging. 1.6.2 Identify gaps in research regarding both aging-related problems and successes in order to promote continued knowledge building 1.6.3 Generate research questions to solve problems and advance positive strategies related to older adults, their social networks, intergenerational relations and aging societies. 1.6.4 Design research studies using methods and procedures that produce reliable and valid gerontological knowledge. 1.6.5 Use critical thinking to evaluate information and its source (popular media and research publications). 1.6.6 Recognize the strengths and limitations of reliance on either qualitative or quantitative questions, tools, methods and conclusions. 1.6.7 Promote and apply the use of appropriate forms of evidence-based interventions and technologies for older adults, their families and caregivers.

Category II: Interactional Competencies Across Fields of Gerontology-Recommended

Domain	Core Competency Statement	Recommended Competency Content
ATTITUDES AND PERSPECTIVES	2.1 Develop a gerontological perspective through knowledge and self reflection.	2.1.1 Critique and analyze assumptions, stereotyping, prejudice, and discrimination related to age (ageism) at both the Personal and Public level. 2.1.2 Relate the historical context of the field of gerontology and evolving roles in: <ul style="list-style-type: none"> • Research • Education • Commerce • Programs and Services • Policy 2.1.3 Assess and reflect on one’s work in order to continuously learn and improve outcomes for older persons.
ETHICS AND PROFESSIONAL STANDARDS	2.2 Adhere to ethical principles to guide, work with, and on behalf of older persons.	2.2.1 Respect the person’s autonomy and right to real and meaningful self-determination. 2.2.2 Respect interdependence of individuals of all ages and disabilities. 2.2.3 Respect cultural values and diversity. 2.2.4 Protect older adults from elder abuse of all types: <ul style="list-style-type: none"> • Utilize programs and policies that address elder mistreatment and abuse. • Mandatory legal reporting

Domain	Core Competency Statement	Recommended Competency Content
		<p>2.2.5 Recognize ethical standards and professional practices in all phases of work and research with and on behalf of older persons including but not limited to the following:</p> <ul style="list-style-type: none"> • informed consent • confidentiality • beneficence • non-maleficence • honesty and integrity
<p>COMMUNICATION WITH AND ON BEHALF OF OLDER PERSONS</p>	<p>2.3 Engage, through effective communication older persons, their families and the community, in personal and public issues in aging</p>	<p>2.3.1 Establish rapport and sustain working relationships with older persons, their families and caregivers.</p> <p>2.3.2 Listen and actively engage in problem solving to develop research, programs and policies with key stakeholders including:</p> <ul style="list-style-type: none"> • Older persons • Their families • Caregivers • Communities • Researchers • Policymakers <p>2.3.3 Advocate for and develop effective programs to promote the well-being of older persons.</p> <p>2.3.4 Demonstrate effective means to overcome challenges to communicating effectively with persons as they age including:</p> <ul style="list-style-type: none"> • Sensory deficits • Disabilities • Medical conditions <p>2.3.5 Apply and teach caregivers communication techniques to research and practice for elders with dementia.</p> <p>2.3.6 Use tools and technology to improve and enhance communication with and on behalf of older persons, their families, caregivers and communities.</p> <p>2.3.7 Consider heterogeneity in addressing communication styles and promoting the preferences of older persons including:</p> <ul style="list-style-type: none"> • Cultural • Racial/ethnic • Cohort • SES • Health literacy • Sexual preference • Immigration status • Geographical location

Domain	Core Competency Statement	Recommended Competency Content
		2.3.8 Analyze how older individuals are portrayed in public media and advocate for more accurate depictions of the diverse older population using research based publications and multi-media dissemination methods. 2.3.9 Develop and disseminate educational materials to increase accurate information regarding older persons and older person services. 2.3.10 Inform the public of the spectrum of aging services that provide older persons with: <ul style="list-style-type: none"> • Preventive • Treatment • Supportive programs
INTERDISCIPLINARY AND COMMUNITY COLLABORATION	2.4 Engage collaboratively with others to promote integrated approaches to aging.	2.4.1 Perform and promote the roles of the gerontologist in collaborative work on behalf of older persons. 2.4.2 Respect and integrate knowledge from disciplines needed to provide comprehensive care to older persons and their families. 2.4.3 Develop interdisciplinary and community collaborations on behalf of the older population in: <ul style="list-style-type: none"> • Research • Policy • Provision of supports, services and opportunities 2.4.4 Involve the older person, their family and caregivers as members of the interprofessional care team in planning and service decisions. 2.4.5 Provide the following groups information and education in order to build a collaborative aging network: <ul style="list-style-type: none"> • Key persons in the community (police officers, firefighters, mail carriers, local service providers and others) • Aging workforce professionals and personnel (paid and unpaid; full-and part-time) in the field of aging.

Category III: Contextual Competencies Across Fields of Gerontology-Selective

Domain	Core Competency Statement	Recommended Competency Content
WELL-BEING, HEALTH AND MENTAL HEALTH	3.1 Promote older persons’ strengths and adaptations to maximize well-being, health and mental health.	3.1.1 Build relationships that are respectful, confidential and engage positive change. 3.1.2 Screen and provide referrals to evidence-based programs and interventions. <ul style="list-style-type: none"> • Health promotion, disease prevention, assessment and treatment programs 3.1.3 Counsel older persons about healthcare and social program benefits. <ul style="list-style-type: none"> • For the U.S., this would include Medicare, Medicaid, Veterans Services, Social Security, Older Americans Act, Adult Protective Services 3.1.4 Provide care coordination services for persons with: <ul style="list-style-type: none"> • Complex health and mental health problems • Geriatric syndromes

Domain	Core Competency Statement	Recommended Competency Content
		<p>3.1.5 Facilitate optimal person-environment interactions.</p> <ul style="list-style-type: none"> • Assist in change in lived environment <p>3.1.6 Assist caregivers to identify, access and utilize resources that support responsibilities and reduce caregiver burden:</p> <ul style="list-style-type: none"> • Assistive devices • Technology • Professional services • Support groups and programs <p>3.1.7 Facilitate end of life planning, including:</p> <ul style="list-style-type: none"> • Advance care planning • Palliative Care
SOCIAL HEALTH	3.2. Promote quality of life and positive social environment for older persons.	<p>3.2.1 Support adaptation during life transitions including:</p> <ul style="list-style-type: none"> • Work and retirement • Family structure changes • Loss and bereavement • Relocation • Challenges due to disasters/trauma <p>3.2.2 Promote strong social networks for well-being.</p> <p>3.2.3 Recognize and educate about the multifaceted role of social isolation in morbidity and mortality risk.</p> <p>3.2.4 Provide opportunities for intergenerational exchange and contribution.</p> <p>3.2.5 Provide strategies for strengthening informal supports.</p> <p>3.2.6 Support the healthy sex life and need for intimacy of older persons of all sexual orientations including:</p> <ul style="list-style-type: none"> • Privacy in group living • Sexual health information • Accommodation
PROGRAM/SERVICE DEVELOPMENT	3.3 Employ and design programmatic and community development with and on behalf of the aging population.	<p>3.3.1 Work collaboratively with older persons, local government and community organizations to advocate building age-friendly communities, including:</p> <ul style="list-style-type: none"> • Housing • Design techniques in public space and home environments • Neighborhood safety • Transportation • Physical and social environments that benefit older persons <p>3.3.2 Construct and evaluate programs for older persons that promote inter-generational relationships.</p> <p>3.3.3 Design and evaluate leisure and recreational activities which enhance meaning and quality of late life.</p>

Domain	Core Competency Statement	Recommended Competency Content
		<p>3.3.4 Encourage older persons to actively participate in the responsibilities of citizenship including:</p> <ul style="list-style-type: none"> • Volunteerism • Intergenerational contributions • Identification of public issues and contributions to their solutions. <p>3.3.5 Counsel individuals to utilize available services that promote well-being and quality of life.</p> <p>3.3.6 Consider the role of spirituality and religious needs and preferences when:</p> <ul style="list-style-type: none"> • Designing, delivering or • Supporting gerontology programs and services in both secular and faith-based organizations. <p>3.3.7 Develop and implement programs and services for older persons in collaboration with communities that are founded in:</p> <ul style="list-style-type: none"> • Research • Policies • Procedures • Management principles • Documentation and • Sound fiscal practice
EDUCATION	3.4 Encourage older persons to engage in life long learning opportunities.	3.4.1. Promote life-long learning opportunities across the life span to enhance personal development, social inclusion and quality of life.
ARTS AND HUMANITIES	3.5. Promote engagement of older people in the arts and humanities.	<p>3.5.1 Create opportunities for people across the life span in the arts and humanities.</p> <p>3.5.2 Develop and implement programs promoting creative expression by older persons.</p>
BUSINESS AND FINANCE	3.6 Address the roles of older persons as workers and consumers	<p>3.6.1 Provide information for employers, policymakers, employees and the general public regarding:</p> <ul style="list-style-type: none"> • The definitions of older workers • Age Discrimination and Employment Act • Demographics regarding person and older person employment, retirement and current issues of full and part-time work before and after retirement <p>3.6.2 Provide information for employers, policymakers, and employees regarding:</p> <ul style="list-style-type: none"> • Age issues in management • Age and job performance • Physical and cognitive changes and • Effects on person-job fit <p>3.6.3 Provide research on the “Mature Market” (50+) regarding:</p> <ul style="list-style-type: none"> • Financial resources • Consumer choices and spending • Approaches to market research and advertising, and

Domain	Core Competency Statement	Recommended Competency Content
POLICY	3.7 Employ and generate policy to equitably address the needs of older persons.	<ul style="list-style-type: none"> • Financial misconduct and fraud <p>3.7.1 Promote the involvement of older persons in the political process so they may advocate on their own behalf.</p> <p>3.7.2 Analyze policy to address key issues and methods to improve the quality of life of older persons and their caregivers/families.</p> <p>3.7.3 Identify key historical and current policies that influence service provision and support the well-being of older persons such as, in the United States:</p> <ul style="list-style-type: none"> • The Older American’s Act • Medicare • Medicaid • Affordable Care Act • Social Security
ARTS AND HUMANITIES	3.8 Engage in research to advance the knowledge and improve interventions for older persons.	<p>3.8.1 Conduct research on aging recognizing implications, relationships and applications across disciplines.</p> <p>3.8.2 Use research methods to evaluate and inform services, programs and policies to improve the quality of life of older persons.</p> <p>3.8.3 Investigate problems through collecting and evaluating data to continuously improve outcomes and develop creative and practical solutions to problems relating to older persons.</p>

Aligned Outcomes

Department of Gerontology Goals, CSUS Baccalaureate Learning Goals, AGHE Competencies, and Sample Outcome Measures

All Learning Outcomes are demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

<p>Dept of Gerontology Learning Outcomes <i>Upon the completion of the gerontology program of study the student will:</i></p>	<p>Sacramento State (#s related to CSUS, 2009 Baccalaureate Learning Goals)</p>	<p>AGHE Competencies (#s related to AGHE 2015 Competency List)</p>	<p>Some Sample Learning Outcomes Measures (Including AACU Outcome Criteria #s)</p>
<p>1. Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, skills, values, policies, and current trends as a basis for competent gerontological practice across the life span.</p>	<p>1. Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in <i>at least one major field of study</i> and to demonstrate informed understandings of other fields drawing on the knowledge and skills of disciplines outside the major. 2. Knowledge of Human Cultures and the Physical and Natural World through study in the <i>sciences and mathematics, social sciences, humanities, histories, languages, and the arts.</i> Focused by engagement with big questions, contemporary and enduring 5. Integrative Learning**, Including: <i>synthesis and advanced accomplishment</i> across general and specialized studies.</p>	<p>1.1: Utilize gerontological frameworks to examine human development and aging 1.2: relate biological theory and science to understanding senescence, longevity and variation in aging 1.3: Relate psychological theories and science to understanding adaptation, stability and change in aging 1.4: Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging. 3.1: Promote older persons’ strengths and adaptations to maximize well-being, health and mental health.</p>	<p>Demonstrate current basic interdisciplinary knowledge when completing exams, assignments, and projects at 73% or higher. Integrative Learning Rubric Criteria #1 and 2 Oral Communication Rubric Criteria #1-5 Teamwork Rubric Criteria #1-5</p>
<p>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.</p>	<p>#1. Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in <i>at least one major field of study</i> and to demonstrate informed understandings of other fields drawing on the knowledge and skills of disciplines outside the major. #2. Knowledge of Human Cultures and the Physical and Natural World through study in the <i>sciences and mathematics, social sciences, humanities, histories, languages, and the arts.</i> Focused by engagement with big questions, contemporary and enduring #3. Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative</i> thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</p>	<p>1.1: Utilize gerontological frameworks to examine human development and aging 1.2: relate biological theory and science to understanding senescence, longevity and variation in aging 1.3: Relate psychological theories and science to understanding adaptation, stability and change in aging 1.4: Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging.</p>	<p>Assess, plan, implement, and evaluate aging issues from all holistic perspectives in specific assignments and PRACTICUM at 73% or higher. Integrative Learning Rubric Criteria #3 Oral Communication Rubric Criteria #1-5 Teamwork Rubric Criteria #1-5</p>

	<p>#5. Integrative Learning**, Including: <i>synthesis and advanced accomplishment</i> across general and specialized studies.</p>		
<p>3. Synthesize and apply learned interdisciplinary theories and research in applied settings and project development.</p>	<p>#1. Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in <i>at least one major field of study</i> and to demonstrate informed understandings of other fields drawing on the knowledge and skills of disciplines outside the major. #2. Knowledge of Human Cultures and the Physical and Natural World through study in the <i>sciences and mathematics, social sciences, humanities, histories, languages, and the arts.</i> Focused by engagement with big questions, contemporary and enduring #3. Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative</i> thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance. #5. Integrative Learning**, Including: <i>synthesis and advanced accomplishment</i> across general and specialized studies.</p>	<p>1.1: Utilize gerontological frameworks to examine human development and aging 1.2: relate biological theory and science to understanding senescence, longevity and variation in aging 1.3: Relate psychological theories and science to understanding adaptation, stability and change in aging 1.4: Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging. 1.5: Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts. 1.6: Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research. 3.3: Employ and design programmatic and community development with and on behalf of the aging population. 3.8: Engage in research to advance knowledge and improve interventions for older persons.</p>	<p>Successful completion of SL, PRACTICUM evaluation criteria, and research course at 73% or higher. Integrative Learning Rubric Criteria #2 Oral Communication Rubric Criteria #1-5 Teamwork Rubric Criteria #1-5</p>
<p>4. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others and addressing elder needs.</p>	<p>#2. Knowledge of Human Cultures and the Physical and Natural World through study in the <i>sciences and mathematics, social sciences, humanities, histories, languages, and the arts.</i> Focused by engagement with big questions, contemporary and enduring #3. Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative</i> thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance. #4. Personal and Social Responsibility, Including: <i>civic knowledge and engagement – local and global, intercultural knowledge and competence*</i>, <i>ethical reasoning and action, foundations and skills for</i></p>	<p>1.1: Utilize gerontological frameworks to examine human development and aging 1.2: Relate biological theory and science to understanding senescence, longevity and variation in aging 3.1: Promote older persons’ strengths and adaptations to maximize well-being, health and mental health. 3.3: Employ and design programmatic and community development with and on behalf of the aging population 3.7: Employ and generate policy to equitably address the needs of older persons.</p>	<p>In exams, seminars, assignments, PRACTICUM and face to face encounters with others. Integrative Learning Rubric Criteria #4 and 5 Oral Communication Rubric Criteria Teamwork Rubric Criteria #1-5</p>

	<i>lifelong learning</i> anchored through active involvement with diverse communities and real-world challenges #5. Integrative Learning** , Including: <i>synthesis and advanced accomplishment</i> across general and specialized studies.		
5. Exhibit personal and social responsibility, (including life-long learning) and ethical and professional behavior in all settings.	#4. Personal and Social Responsibility, Including: <i>civic knowledge and engagement – local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning</i> anchored through active involvement with diverse communities and real-world challenges #5. Integrative Learning** , Including: <i>synthesis and advanced accomplishment</i> across general and specialized studies.	2.1: Develop a gerontological perspective through knowledge and self-reflection. 2.2: Adhere to ethical principles to guide work with and on behalf of older persons. 3.1: Promote older persons’ strengths and adaptations to maximize well-being, health and mental health. 3.2: Promote quality of life and positive social environment for older persons. 3.4: Encourage older persons to engage in life-long learning opportunities. 3.7: Employ and generate policy to equitably address the needs of older persons.	Adhere to university, course, and agency policies and standards. Successful completion of PRACTICA evaluation criteria at 73% or higher. Integrative Learning Rubric Criteria #5 Oral Communication Rubric Criteria #1-5 Teamwork Rubric Criteria #1-5
6. Exhibit effective use of basic communication (written, oral, and interpersonal) skills and information technology needed in a global information society.	#3. Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i> #4. Personal and Social Responsibility, Including: <i>civic knowledge and engagement – local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning</i> anchored through active involvement with diverse communities and real-world challenges	2.3: Engage, through effective communication older persons, their families and the community, in personal and public issues in aging. 2.4: Engage collaboratively with others to promote integrated approaches to aging.	Complete all the following at 73% or higher: Write using correct grammar, style, spelling etc Communicate appropriately when using PPT, Canvas and other electronic media. Organize thoughts in a logical manner. Speak clearly and persuasively in an organized manner. Use appropriate evidence-based and relevant information in all interactions. Integrative Learning Rubric Criteria #4 Oral Communication Rubric Criteria #1-5 Teamwork Rubric Criteria #1-5

*Understanding of and respect for those who are different from oneself and the ability to work collaboratively with those who come from diverse cultural backgrounds.

**Interdisciplinary learning, learning communities, capstone or senior studies in the General Education program including GE, departmental majors, the co-curriculum and assessment

Department of Gerontology 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.

	4 = Exceed Expectation	3 = Meet Expectation	2 = Approach Expectation	1 = Below Expectation
1. Purpose and Development	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.	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.	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.	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.
2. Overall Organization	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.	The organizational structures are strong enough to display a central theme and adequately move the reader through the text.	The organizational structures are not strong enough to display a central theme; therefore the reader is confused sometimes when listening to the presentation.	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.
3. Audience Engagement	The student meets the needs and captivates the interest of the audience throughout the presentation.	The student meets the needs and captivates the interest of the audience throughout most of the presentation.	Sometimes, the student holds the attention of the audience, but does not sustain it throughout.	The student neither meets the needs nor captures the interest of the audience.
4. Control of Syntax and Mechanics	The student demonstrates mastery of standard writing and presentation conventions (e.g. spelling, punctuation, capitalization, grammar, paragraphing, speech clarity) and uses these conventions to enhance present-ability.	The student demonstrates an adequate grasp of standard writing and presentation conventions (e.g. spelling, punctuation, capitalization, grammar, paragraphing, speech clarity) despite a few errors.	The student shows a reasonable control over limited range of standard writing and presentation conventions. Conventions are sometimes handled well; at other times, errors distract readability.	The student demonstrates little control of grammar, syntax, and presentation mechanics. The errors distract the reader and make the text hard to read.
5. Summary: Clarity and Revision	The whole presentation is extremely clear and easy to understand. It needs little or no revision.	The presentation is clear and easy to understand, but needs some revision.	Some parts of the presentation are clear, but others are hard to follow. The presentation needs a fair amount of revision.	The presentation is not clear, therefore difficult to follow. The presentation needs significant revision.
6. Citation of Sources (if applicable)	The student consistently cites all of the sources	The student consistently cites the majority of the sources	The student consistently cites some of the sources	Errors occur everywhere when citing the sources
7. Graphic Presentation (if applicable)	The student demonstrates an innovative use of graphic presentations to communicate a meaningful message	The student demonstrates an appropriate use of graphic presentations to communicate a meaningful message	The student used some graphic presentations to communicate a message	The student does not use graphic presentations where necessary

Department of Gerontology Presentation Rubric

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

	4 = Exceed Expectation	3 = Meet Expectation	2 = Approach Expectation	1 =Below Expectation
1. Purpose and Development	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.	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.	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.	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.
2. Overall Organization	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.	The organizational structures are strong enough to display a central theme and adequately move the reader through the text.	The organizational structures are not strong enough to display a central theme; therefore the reader is confused sometimes when listening to the presentation.	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.
3. Audience Engagement	The student meets the needs and captivates the interest of the audience throughout the presentation.	The student meets the needs and captivates the interest of the audience throughout most of the presentation.	Sometimes, the student holds the attention of the audience, but does not sustain it throughout.	The student neither meets the needs nor captures the interest of the audience.
4. Control of Syntax and Mechanics	The student demonstrates mastery of standard writing and presentation conventions (e.g. spelling, punctuation, capitalization, grammar, paragraphing, speech clarity) and uses these conventions to enhance present-ability.	The student demonstrates an adequate grasp of standard writing and presentation conventions (e.g. spelling, punctuation, capitalization, grammar, paragraphing, speech clarity) despite a few errors.	The student shows a reasonable control over limited range of standard writing and presentation conventions. Conventions are sometimes handled well; at other times, errors distract readability.	The student demonstrates little control of grammar, syntax, and presentation mechanics. The errors distract the reader and make the text hard to read.
5. Summary: Clarity and Revision	The whole presentation is extremely clear and easy to understand. It needs little or no revision.	The presentation is clear and easy to understand, but needs some revision.	Some parts of the presentation are clear, but others are hard to follow. The presentation needs a fair amount of revision.	The presentation is not clear, therefore difficult to follow. The presentation needs significant revision.
6. Citation of Sources (if applicable)	The student consistently cites all of the sources	The student consistently cites the majority of the sources	The student consistently cites some of the sources	Errors occur everywhere when citing the sources
7. Graphic Presentation (if applicable)	The student demonstrates an innovative use of graphic presentations to communicate a meaningful message	The student demonstrates an appropriate use of graphic presentations to communicate a meaningful message	The student used some graphic presentations to communicate a message	The student does not use graphic presentations where necessary

Department of Gerontology Integrative Learning Rubric

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

	4 = Exceed Expectation	3 = Meet Expectation	2 = Approach Expectation	1 = Below Expectation
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

*Understanding of and respect for those who are different from oneself and the ability to work collaboratively with those who come from diverse cultural backgrounds.

Department of Gerontology Teamwork Rubric

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussion).

	Capstone	Milestones		Benchmark
	4 = Exceed Expectation	3 = Meet Expectation	2 = Approach Expectation	1 =Below Expectation
1. Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
2. Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
3. Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
4. Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
5. Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.