ROUTE SHEET
PERMANENT COURSE CHANGE/APPROVAL
(Attach course change request form)

Prefix & Number  Gero 410
Course Title  Gerontology Practicum I
Abbreviation for Schedule (20 characters):  Pract. Gerontology I
Nature of course request (Mark all that apply)

☐ Add a course  ☐ Prerequisite change  ☐ LACC course
☐ Delete a course  ☐ Number/Prefix change  ☐ Undergraduate course
☐ Title change  ☐ Description change  ☐ Graduate course
☐ Writing Intensive (WI)  ☐ Multicultural Diversity (D)  ☐ 400/500 course
☐ Quantitative Literacy (Q)  ☐ Honors course (H)  ☐ Other: ____________________

1) Faculty Sponsor Signature  ____________________ Date  4-24-14
2) Dept./Program Coordinator  ____________________ Date  4-25-14
3) Division Chair  ____________________ Date  4-25-14
Curriculum Chair
4) Faculty Senate Committees: The Curriculum Committee reviews all course proposals except for honors and graduate courses, which are reviewed instead by the Honors Committee or Graduate Committee. All 400/500 “split” courses must be approved by both the Curriculum and Graduate Committees. All curriculum committee decisions are forwarded to the Senate Executive Committee.

a) Curriculum Committee Chair  ____________________ Date  
   N/A  Approved  NOT Approved

b) Graduate Committee Chair  ____________________ Date  
   N/A  Approved  NOT Approved

c) Honors Committee Chair  ____________________ Date  
   N/A  Approved  NOT Approved

5) Faculty Senate President  ____________________ Date  
   Approved by the Senate Executive Committee
   Approved by the Senate  NOT Approved (Return to sponsor)

6) Appropriate Dean  ____________________ Date  
   Approved  NOT Approved (Return to Faculty Senate President)

7) Provost/VPAA  ____________________ Date  
   Approved  NOT Approved (Return to Faculty Senate President)
Writing-Intensive Designation Form

Gero 410 W (temporary designation)  Gerontology Practicum I
Dept. Prefix/Number  Course title

Part One: Department Information

Catalog course description: Develop personal and professional competencies by participating in a 60-hour field experience. Additional 2-hour weekly seminar class is required covering topics related to integration of gerontology content, workplace issues, professional practices, and career exploration. This course has a maximum capacity of 20 students.

- Curriculum requirements this course meets [check all that apply]:
  ___LACC  ___Dept. Major  ___Ed. Major  ___X_Dpt. Minor  ___X_BA  ___X_BS  ___BM
  OR  ___Elective w/in major or minor

- Course Format:
  ___Lecture  ___Lecture & Lab  ___Seminar  ___Practicum
  X  Other (please specify) 2 hour seminar + 60 hours in the field

- Course Frequency:
  ___Each term  ___Each year  ___Alternate years
  X  Other (please specify) Offered twice a year (fall and spring)

- Course Designation Desired:
  X  WI every time offered (unless otherwise specified during scheduling)
  ___One-time designation
  ___Instructor designation (WI whenever offered by specific instructor/s only)
  (List Instructor name/s) ____________________________

approved 1/02
Part Two: Course Information

→ Attach a copy of the proposed course syllabus. ***If any of the items below are included on the syllabus, please indicate that here and label the syllabus with the numbers used below.*** If not, please answer below.

1a. Types of INFORMAL writing [e.g., journals, lab or field notes, logs, ungraded drafts] required in the course and how they will be evaluated for course grade:

- Students will have weekly opportunities during seminar for informal writing experiences that will focus on reflection and integration of their practicum experiences and gerontology major/minor. These writing experiences are not graded but students do receive points for engaging in these writing opportunities on a weekly basis. Informal writing may include reflections of their practicum experiences, specific responses to peer facilitations, topical exercises on practicum experiences, or self/peer evaluations. These opportunities are an opportunity for additional writing experiences but more importantly, provide a vehicle for self-discovery and expanded engagement in the course content.

1b. Estimated # of pages of INFORMAL writing in course:

These vary weekly and are 1/2 to 1 page of informal writing (also depends on writer). Approximately 9-10 pages total.

1c. Describe the learning outcomes expected from the required informal writing:

- Opportunity for reflection as well as integration of experience/course content
- Identification and understanding of personal skill development
- Understand differences between formal and informal writing styles

2a. Types of FORMAL writing [e.g., essay tests, polished papers] required in the course:

- Students will be asked to write 10 formal reports on a variety of topics related to their practicum experiences. These reports are outlined in the course packet for formal reports and include specific instructions for each weekly topic. Each weekly report typically consists of 2-3 pages in addition to a final paper (6-8 pages). All formal written assignments are to be turned in on the designated due date. They must be typed (APA format) and handed in during class.

- As part of the formal writing process, students will be asked to engage in a peer feedback process for Weeks 1-4. During these weeks, students will use peer review teams consisting of 1-2 other members (depending on enrollment for the course) two days before our weekly meetings. Team members will provide comments that address both content and writing mechanics. During the first class, students will participate in an exercise on peer review of papers as well as guidelines for providing support in order to help everyone engage effectively in the process. (See Course Packet for Formal Written Reports for specific assignments.) Students will also be required to complete one appointment with a writing tutor at the Writing Center.

2b. Estimated # of pages of FORMAL writing in course:

- Approximately 26 (minimum) - 35 (maximum) pages (depends on writer)

2c. Describe the learning outcomes expected from the required formal writing:
• Integrate course content, gerontology major content, and practicum experience through written formal reports
• Demonstrate articulation of ideas, clear organization, proper grammar, formal tone and error free content in written formal reports.
• Identify and describe personal and professional development through evaluation of practicum experience
• Understand how to record and integrate content of semi-structured interviews with professionals at the practicum site through written formal reports.

3. What percentage of the course grade is determined by the INFORMAL writing assignments? 10% by the FORMAL writing assignments? 47%

4. How will students receive instruction on discipline-specific writing practices as part of the course? Please indicate where and what discipline-specific writing practices are included.
   • Formal writing will be covered by the professor as well as a member of the Writing Center staff. A Writing Center staff member or tutor will be asked to give a presentation (with a potential spotlight on a paper discussed as a group). Content of this presentation will include tone, word choice, structure, organization, delivery of content specific to the audience, APA, and other issues as raised by students in class.
   • The professor will discuss common themes/issues regarding formal written reports after Report#1 has been evaluated. Students will have the opportunity to discuss and write examples of specific ways to improve sentences and paragraphs.
   • APA will be discussed and access to the WOU guide for APA will be shared with the class and posted in Moodle. I will give an overview of the most common APA expectations for the required reports that students submit weekly.

5. What procedures are to be used in the course for students to receive help as they draft, revise, and edit their polished written work?
   • First report is graded on content and not on writing style. This paper is edited by the professor and time is spent in the succeeding class to talk about common issues regarding formal report writing that occurred across the group of student writers. Note that this assignment is due the first day of class so I have not had the opportunity to set expectations and review writing with them. Subsequent reports are graded with more rigor regarding formal writing expectations (APA, word choice, grammar, formal tone, etc.)
   • students will use peer review teams consisting of 1-2 other members (depending on enrollment for the course) two days before our weekly meetings. Team members will provide comments that address both content and writing mechanics. During the first class, students will participate in an exercise on peer review of papers as well as guidelines for providing support in order to help everyone engage effectively in the process
   • Students also are introduced and encouraged to use the Writing Center. Over the past year, approximately 25% of the students or more visit the Writing Center for assistance on the papers.
   • I will meet with students prior to due date of reports to help clarify expectations, discuss topic of focus, and look over a draft if provided and appropriate. This is a student-generated appointment and drafts will need to be completed in a timely manner.

For Office Use Only
WI course designation approved: Writing Intensive Committee Chair Date

[Signature]
13 May 2019
GERO 410W: Gerontology Practicum I
4 credit hours; Todd 106
Spring Quarter, 2013-2014
Tuesdays, 10:00am - noon

Instructor: Margaret Manoogian, Ph.D.  Office: Todd Hall 332
Phone: 503-751-4201
Email: manoogim@wou.edu
Office Hours: Tuesday, noon-3:00 pm; Wednesday, 1-3:00 pm; or by appointment.

COURSE DESCRIPTION: The purpose of this course is to develop personal and professional competencies by participating in a 60-hour field experience and 2-hour weekly seminar class related to gerontology.

OBJECTIVES:

- Participate in an approved field experience site for a minimum of 60 hours during term.
- Share field experiences with other students during seminar class through classroom discussions, informal written reflection and classroom exercises.
- Analyze issues related to professionalism within gerontology.
- Assess self in relation to professional and personal qualities and skills.
- Demonstrate professional roles and responsibilities through field placement experiences (interaction with other professionals) and seminar classes (interaction with peers).
- Understand professional codes of behavior and how to examine ethical questions and issues as they relate to professional practice with older adults and their families.
- Complete weekly formal reports in order to examine the field placement site and one’s professional ability to evaluate a work site.

COURSE EXPECTATIONS AND GUIDELINES:

Class Attendance and Participation: All students are expected to attend class sessions. Absence in no way relieves a student of the responsibility for completing all work/assignments given in a particular session, or for material presented or covered in any scheduled class session. Class attendance is part of the final evaluation. If you miss classes, attend classes in part, or remain uninvolved in course proceedings, you will receive a deduction in your final grade. This course carries 4 credit hours for participation in the seminars, 60 hours of field placement experience spread over the 10-week quarter, and individual work as assigned.

Written Assignments: In this course, you will have the opportunity to engage in both formal and informal writing experiences.

a) Formal Written Assignments: You will be asked to write 10 formal reports on a variety of topics related to your practicum experiences. These reports are outlined in the course
packet for formal reports that includes specific instructions for each weekly topic. All formal written assignments are to be turned in on the designated due date. They must be typed (APA format) and handed in during class. Grades on any assignments turned in late without prior permission from me will be deducted 10% per day (including weekends). No make-up assignments will be scheduled except in cases of documented illnesses or family emergency. To help hone your writing skills, you will be asked to engage in a peer feedback process for Weeks 1-4. During these weeks, I will ask that you turn in your papers to your peer review team consisting of 1-2 other members (depending on enrollment for the course) two days before our weekly meeting. Your team members will provide you with comments that address both the content of your paper and the writing mechanics. During our first class, we will participate in an exercise on peer review of papers as well as guidelines for providing support in order to help everyone engage effectively in the process. In addition, you will also be required to complete one appointment with a writing tutor at the Writing Center.

b) Informal Written Assignments: You will also have weekly opportunities during seminar for informal writing experiences that will focus on reflection and integration of your practicum experiences and your gerontology major/minor. These writing experiences are not graded but you do receive points for engaging in these writing opportunities on a weekly basis. Informal writing may include reflections of your experiences, specific responses to peer facilitations, topical exercises on practicum experiences, or self/peer evaluations. These opportunities are an opportunity for additional writing experiences but more importantly, provide a vehicle for self-discovery and expanded engagement in the course content.

Class Discussion: The content of the course focuses on your experiences in your practicum site. We will go over ground rules for these discussions in class. It is important that the class be a safe environment for everyone to speak up and share ideas, experiences, and feelings.

Facilitation of Course Content: With your group, you will be assigned a topic relevant to paraprofessional training and practicum site issues. During class for that day, your group will be responsible for facilitating discussion, bringing in materials, presenting information, or sharing audio-visual resources for the class. In some cases, groups may provide assignments for class participants prior to class through Moodle. Your topic should be directly related to the paper topic due for that class period (e.g., balancing work and family). I am less concerned with delivering content (although having some is important!) and more concerned with your abilities to facilitate conversation, motivate critical thinking on your topic, and engage your peers (and instructor!) in class. Creativity also is encouraged!

Completion of your Practicum: As your professor, I will be contacting practicum sites periodically to talk with your supervisors. If problems should arise (i.e., student is not attending hours, student is consistently late to the site, student is not meeting work expectations), I will immediately contact you for an individual meeting. Please remember, failing to meet the expectations established for this seminar and your practicum site will influence your final grade and may require you to repeat the course at a future date, even if you receive passing grades on your papers.
Academic Honesty

Code of Student Responsibility
574-031-0030 Specific Standards and Policies

The University requires that all students behave in a manner congruent with established community standards and in a manner conductive to the development of the individual. Actions detrimental to the mission of the University and the legitimate activities of the academic community which constitute the University are in violation of this Code and may be subject to judicial procedures. The following list of prohibited forms of conduct is not all inclusive since it is not possible to list all potential violations.

1) Academic dishonesty, which includes but is not limited to:
(a) Cheating- intentional use or attempted use of artifice, deception, fraud, and/or misrepresentations of one’s academic work;
(b) Fabrication- unauthorized falsification and/or invention of any information of citation in any academic exercise;
(c) Facilitating dishonesty – helping or attempting to help another person commit an act of academic dishonesty. This includes students who substitute for other persons in examinations or represent as their own papers, reports, or any other academic work of others;
(d) Plagiarism- representing without giving credit the words, data, or ideas of another person as one’s own work in any academic exercise. This includes submitting, in whole or in part, prewritten term papers of another of research of another, including but not limited product of commercial vendor who sell or distribute such materials. And the appropriation of and/or use of electronic data of another person or persons as one’s own, or using such data without giving proper credit for it; or
(e) Any use or attempted use of electronic devices in gaining an illegal advantage in academic work in which use of these devices is prohibited, and such devices include but are not limited to cell phones, pdas, laptops, programmable calculators, etc.

Classroom Climate

The key to effective learning hinges on providing an educational climate that is respectful of all persons. It is my hope that all students in this class feel comfortable in participating and having their voices heard. Behavior that creates a hostile learning environment based on gender, race, ethnicity, color, religion, age, disability, marital status, or sexual orientation, will not be tolerated. Let’s work together collectively to ensure a positive learning experience for all of us.

Services to Students with Disabilities

If you have a documented disability that requires academic accommodations at Western Oregon University, you are required to have your accommodations coordinated through the Office of Disability Services (ODS). ODS is located in APSC, Rm. 405. Phone: 503-838-8250 VTTY. Email: ODS@wou.edu
Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

**Family Emergency**

If you experience a death in the family or a family emergency, please contact the Office of the Vice President for Student Affairs (503.838.8221 – WUC 210) and inform them of your situation. They will contact your professors and simply state that a death or family emergency has occurred. It is only after a call from this office will I consider allowing students to make up quizzes, accept late assignments without points being deducted, or take a make-up exam outside of the regularly scheduled make-up time.

**Mandatory Reporting**

As an employee at Western Oregon University, I am required by federal law to report any incident of sexual misconduct. If you wish to talk with me about something that has occurred to you or another student, I must inform university personnel. Reporting this information helps the university to safeguard students and get students the help and support needed. You have the right to maintain your privacy. I will only report what you confide in me. If you would like additional information about sexual misconduct response at WOU, please visit the website at www.wou.edu/student/assault_care.php

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<th>COURSE REQUIREMENTS</th>
<th>POINTS</th>
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<td>Weekly Reports</td>
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<td>In-Class, On-going</td>
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<td>Class Facilitation</td>
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<td>Informal Writing Activities</td>
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<td>Field Experience Evaluation - Professional</td>
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<td>Completion of 60 hours</td>
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<td>Final Exam Paper</td>
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**GRADING SCALE:**

- **280 – 300** A 234-239 C+
- **270 – 279** A- 220-233 C
- **264 – 269** B+ 210-219 C-
- **250 – 263** B 201-209 D+
- **240 – 249** B- 180-200 D
- Below 180 F

**COURSE OUTLINE:**

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<th>DATE</th>
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<td>April 1st</td>
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<td>Weekly Report One Due</td>
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<td>Week 4</td>
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<td>Week 5</td>
<td>Ethics</td>
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<td>Week 6</td>
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<td>Week 7</td>
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<td>Week 10</td>
<td>Wrap-up/Review of Final Expectations</td>
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<td>June 3rd</td>
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Your final exam is due at beginning of final exam period on Thursday, June 12th at 8:00 – 9:50 am. (You will get more details on this assignment later). All of the following are expected as part of your final exam:

- Log of Practicum Hours
- Final Exam (Paper)
- Self-Evaluation
- Supervisor Evaluation

The instructor reserves the right to make changes in the syllabus during the quarter (3-20-14)
2a. Instructions for Formal Written Reports

Gero 410W: Gerontology Practicum I
Dr. Margaret Manoogian

The weekly reports require you to examine and evaluate your placement site in relation to issues pertaining to professionals in gerontology. Each report is worth 10 points and must be typed, 2-3 pages in length. In some instances, the report requires an interview with a professional at your site or the evaluation of materials. Make sure you plan in advance in order to complete the report by the due date.

Reports one – nine will be evaluated on:

• In-depth coverage of report topic with a minimum of two pages required. I need to see that you are giving each report your time and effort, and see evidence that you are thinking about your practicum related to what I am asking of you in each report. This also will give you writing practice for your final internship report.

• Professionalism: Prepare your reports professionally (i.e., error free, articulation of ideas, clear organization, proper grammar, etc.). We will be talking more about writing in class.

• Cover Page: Attach a cover page with your name, report # and title, Gero 410, Dr. Margaret Manoogian, and due date. Do this for each report.

• Page numbers must be on your reports.

• Use APA style, Sixth Edition in all reports.

WEEKLY REPORT ONE: First impressions, Agreement, and Schedule

The purpose of this weekly report is to write about your initial impressions of your placement, plan your responsibilities with your supervisor, and schedule hours for the field placement. This report also will serve as an agreement between the student and the practicum supervisor.

DIRECTIONS:

Part I
Prepare a 1-2 page report on your initial impressions of your site visit. How does it feel to be there? What do you think of the office space? Who did you meet? How are you feeling about your placement? What excites and/or worries you about the placement? Describe everything you can about your initial impression – be thorough in your discussion.

**Part II**

Working with your practicum supervisor, you must complete the Agreement Form. The Agreement Form will serve as an outline as to the expectations of the practicum supervisor during the 60-hour field experience. As part of the agreement, a list of specific activities should be included. The activity list will serve as a guide as to what you are to complete during your field experience and reviewed when the professional completes your performance evaluation at the end of the quarter.

Suggested Activities Include:

- Presentations and/or demonstrations
- Assistance with management of agency/classroom
- Assistance with publicity (i.e., newsletters), special events, and/or fundraisers
- Creation of materials for use in the program
- Observation, home visits, and/or documentation
- Research, literature searches, and information location
- Organization of events, guest speakers, panels, and/or lectures

**Part III**

You and your practicum supervisor also need to complete the Time Schedule. The Time Schedule will indicate what days and times you will work at your placement site. Remember, you must complete a minimum of 60 hours of fieldwork by June XX.

Make two (2) copies of the completed Agreement Form and Time Schedule. Give one copy to your practicum supervisor and keep one for your file. Turn in the original for completion of this assignment.

*This assignment will be due the first day we meet spring quarter: Thursday, October 3, 2013*

**REPORT TWO: Organizational Structure Paper**
**Due: Thursday, October 10th**

*The purpose of this report* is to provide students the opportunity to review the organizational structure of their placement site. The process of learning about the organizational structure provides a base for students to analyze other issues
relating to the placement site. Exploration should include the organizational structure and mission/goals of the placement site.

**DIRECTIONS:**

Identify and write up the following at your placement site:

- Name of organization
- Goals/Mission/Purposes of organization
- Activities/services provided - how do they meet the needs of clients/participants
- Supervisor’s name and title as well as other staff members’ names and titles
- Management structure (organizational structure)
- Facilities and/or location of site and/or where services are provided
- Clients and/or who uses the services
- Problems/Issues/Concerns that face the organization

**WEEKLY REPORT THREE: Professional and Personal Role Balance**  
**Due: Thursday, October 17th**

The purpose of this weekly report is to examine the balance between professional and personal roles. Students are to reflect on how they may balance professional and personal roles and learn techniques from a professional at their placement site.

**DIRECTIONS:**  
Interview a professional at your field placement site (either your supervisor or another professional within the organization). Prior to the interview, develop a list of questions. These questions should include the following, in addition to two other questions you develop on your own.

- Expectations at home and at work
- Problems encountered in balancing personal and professional roles
- Time management issues
- Strategies the professional uses to balance his/her roles

Type a summary of your interview based on the areas cited above. Include your list of questions as an appendix. Tell me what you learned about balancing professional and personal roles from your interview. Your summary must include the name of the professional you interviewed as well as his/her job title. To conclude your paper, develop a list of five (5) strategies that you can implement in order to balance professional and personal roles.
WEEKLY REPORT FOUR: Interactions and Interpersonal Communication  
Due: Thursday, October 24th  

The focus of this weekly report is on interactions and communication styles of the professionals at your placement site. Students are to observe the verbal and non-verbal communication methods used and the effectiveness of these methods. This report also provides the opportunity for students to analyze the leadership style of various professionals within an organization.

DIRECTIONS:  
In your report, describe:  

• How professionals communicate and interact with staff, clients/students, and other professionals. Be sure to discuss both verbal and non-verbal communication methods.  
• The leadership styles you observe.  
• The effectiveness of communication methods and leadership styles with staff, clients/students, and other professionals.  
• Suggestions you would have for helping communication to flow more effectively.

WEEKLY REPORT FIVE: Ethics  
Due: Thursday, October 31st  

The purpose of this weekly report is to help students understand codes of ethics at internship sites that are put in place to ensure that all clients/participants are treated well and that potential harm to clients/participants is identified and reduced. In this report, you will focus on both the essential elements and functions of ethical codes that relate to your internship sites and understand some of the types of ethical issues that currently may occur during your internships.

DIRECTIONS:  
Answer the following questions:  

• What are the ethical standards in place at your internship site? (Think broadly)  
• Are there professional codes of ethics relevant to the specific professions represented at your internship sites? What are they and where can you learn more about them?  
• Identify three ethical conflicts that could arise at your internship site.  
• For each ethical conflict you identified and described, share how you would handle these issues when working with clients.

WEEKLY REPORT SIX: Advocacy and Policy  
Due: Thursday, November 7th
The purpose of this weekly report is to identify how public policies shape the structure and operation of your placement site. Discover and discuss which local, state, and federal policies shape the organizational structure of your site, the clientele served by the site, the services offered, and how the site is funded.

DIRECTIONS:

Interview a professional at your field placement site (either your supervisor or another professional within the organizations). Prior to the interview, develop a list of questions. These questions should include the following:

- The local, state, and federal policies that shape your organization
- How policy shapes:
  - the organizational structure of the site
  - the type of clientele served by the site
  - the services offered by the site
  - how the site is funded
  - other aspects of site organization and function not captured above

Type a summary of your interview based on the areas cited above. Your summary must identify the person you interviewed and his/her job title.

In light of your experiences at the site, discuss how you see community residents being benefited and hindered by the policies identified above. Given the mission of the site, how could the organization (e.g., its Board of Directors, Executive Director, and/or staff) advocate for its clientele and community residents? Be sure to discuss what policy issues might warrant focus and how they may advocate for their organizations through policy efforts.

WEEKLY REPORT SEVEN: Hiring, Training, and Evaluation
Due: Thursday, November 14th

The purpose of this weekly report is to identify the hiring, training, and evaluation practices in place at your placement site. You are to find out and discuss how the organization recruits and hires new professional staff, what training they have in place once hired, and how they are evaluated once they are working regarding their job performance.

DIRECTIONS:

Be sure to address all three phases—hiring, training, and evaluation of new professional staff—(i.e., therapist, case worker, volunteer supervisor, assistant director, etc.)
• Describe how a new employee is hired
• How do they advertise and recruit new employees
• What types of application materials do they require
• How are the interviews conducted?
• Describe how a new employee is trained once hired (a new employee handbook, required training sessions outside of the office, etc.)?
• Describe how a new hire would be evaluated (when and how are they evaluated); are they evaluated informally or formally; who conducts the evaluation?

REPORT EIGHT: Documentation
Due: Thursday, November 21st

Documentation procedures often are critical in order to determine program effectiveness, maintain confidentiality, and/or to validate the expenditure of funds. The purpose of this report is to identify and analyze documentation procedures used by professionals at your placement site. These procedures may include weekly activity reports, case management files, and staff meeting minutes.

DIRECTIONS:
Answer the following questions concerning documentation at your placement site. Attach an example of the documentation you highlighted to your report as an appendix.

• Identify the purposes of documentation at your placement site
• Describe the documentation techniques used at your placement site
• Choose one documentation process used at your site to describe more thoroughly
• Analyze the effectiveness of the documentation process utilized at your site
• Discuss the importance of confidentiality at your placement site and how it is maintained

REPORT NINE: Content Base and Career Goals
Due: Thursday, November 28th via email (no class)

The purpose of this report is for students to identify the process of applying gerontology content to career goals and work sites. Students are to identify content and subject matter that their placement site incorporates into that site’s program or mission. Students, additionally, will identify the content/subject matter that is linked with their specific career goals.

DIRECTIONS:
Answer the following questions concerning content base at your placement site. Use subheadings to organize your report, making sure each question is covered.
• What content areas or subject areas are used at your placement site?
• What courses in your program of study have you found to be most helpful in completing this field work? Why?
• What additional courses and/or content areas would be useful when working at your placement site? Why?
• State your overall career goal - a global statement. Think in terms of what your career objective would be on your resume. Address your short-term and long-term career goals
• How is your internship relevant to your career goals?
• When you think about the content/subject matter present at your internship site, are there links to your career goals? For example, you may be working at an agency that serves older adults who have developmental disabilities. One area of content/subject matter important at the work site may focus on understanding more about disability rights. If you don’t find a direct link, there may be other ways that you see the content benefiting your career goals in a more applied way.

FINAL EXAM:
Evaluation of Skills, Knowledge, and Techniques
Due: Tuesday, December 10th, 12-1:50 pm.

The focus of this exam is for you to synthesize the skills, knowledge, and techniques gained thus far through your course work and field experience to explain your competence as a professional in the area of gerontology. The purpose of this final exam, additionally, is to summarize and assess the professional roles and responsibilities you assumed during your field placement. This summary reflects the specific activities and skills you accomplished, which could be relevant toward future professional experiences and career goals.

DIRECTIONS:

1. Upon completion of your field experience, discuss the overall:

   • Activities in which you were involved throughout your field experience
   • Specific skills learned and/or practiced
   • Knowledge acquired
   • Techniques developed.

   Be specific so that someone unfamiliar with the field will be able to understand your words.

2. For each item, explain how that skill, knowledge base, and technique relates to your gerontology major. In other words, how does what you practice in a professional setting relate to your degree?

3. Discuss what you learned the most from your experience. Tell me the most important lessons you learned from the overall experience, from the staff, and from the
population/clients.

4. Discuss what challenged you regarding your placement and experiences. Specifically, what challenged you as you reflect on your overall experience, your interactions with staff, and your work with the specific population/clients?

5. Identify and discuss a minimum of five (5) ways you have grown professionally as a result of your practicum experience.

6. Discuss other reflections from your overall experience that you would like to share.