

LEARNING AGREEMENT & GERONTOLOGY COMPETENCIES EVALUATION

Semester:

STUDENT INTERN

Name:

E-mail:

Phone Number:

INTERNSHIP SITE

Name:

Address:

Preceptor:

E-mail:

Phone Number:

Use the checklists below to stay on track during your internship.

PRIOR TO INTERNSHIP PLACEMENT / BEGINNING OF THE SEMESTER:

- Student Intern – complete Sections I-III of Appendix A
- Student Intern – read gerontology competency descriptions starting on page 5 and brainstorm learning goals that would support gaining mastery in each competency
- Student Intern – select 2-4 selective competencies from Category III; the remaining selective competencies can be removed
- Student Intern – use Learning Goal Formula (page 3) to identify 1-2 learning goals for each competency based on services/programs provided at Site; do this for each of the 10 core competencies (Category I and II) and 2-4 selective competencies (Category III) for a total of 12-28 learning goals
- Preceptor – review Sections I-III of Appendix A and complete Sections IV-V
- Preceptor – review proposed learning goals and approve/suggest additional learning goals
- Student Intern & Preceptor – meet to complete Section VI of Appendix A, discuss/finalize learning goals, and complete Orientation Checklist (Appendix B)
- Student Intern & Preceptor – sign the Learning Agreement Signatures (Appendix D); no handwriting fonts or images of signatures
- Student Intern & Preceptor – coordinate calendars and schedule mid-semester review meeting using bit.ly/INTERNSHIPmidsemesterreview
- Student Intern – submit entire Learning Agreement in both Word and PDF formats on Blackboard by due date

WEEKS BEFORE MID-SEMESTER REVIEW MEETING:

- Student Intern – review learning goals, provide mid-semester self-ratings, and include comments as needed
- Student Intern – determine if learning goals that have not been worked on (i.e., N/A) can be completed by the end of the semester OR suggest replacement goal
- Student Intern – update Hour Verification Log (Appendix C); if not on-track, create schedule to ensure all required hours are completed by the end of the semester
- Preceptor – rate Student Intern on learning goals, including comments as needed (i.e., N/A, 1, or 5) and overall comments about strengths and areas to improve
- Preceptor – review and sign off on hours completed by Student Intern on the Hour Verification Log (Appendix C)
- Student Intern – review all ratings, ensure notes are present for any ratings of N/A, 1 or 5
- Student Intern & Preceptor – review all ratings of N/A, 1, and 5 to determine next steps
- Student Intern & Preceptor – sign the Learning Agreement Signatures (Appendix D); no handwriting fonts or images of signatures
- Student Intern – submit entire updated Learning Agreement in both Word and PDF formats on Blackboard at least 24 hours before the scheduled mid-semester review meeting

WEEKS BEFORE END OF THE SEMESTER:

- Student Intern – review learning goals, provide end of semester self-ratings, and include comments as needed
- Preceptor – rate Student Intern on learning goals, including comments as needed (i.e., N/A, 1, or 5) and overall comments about strengths and areas to improve
- Preceptor – review and sign off on hours completed by Student Intern on the Hour Verification Log (Appendix C)
- Preceptor – provide recommendation for whether Student Intern should receive credit, incomplete, or no credit
- Student Intern & Preceptor – sign the Learning Agreement Signatures (Appendix D); no handwriting fonts or images of signatures
- Student Intern – submit entire final Learning Agreement in both Word and PDF formats on Blackboard by the date/time scheduled for the final exam

LEARNING GOAL FORMULA

Learning goals are the foundation of the Learning Agreement. At the beginning of the semester, learning goals are discussed (what the student will be doing and why/purpose) and expectations are set; additional quantitative details help to track progress. Throughout the semester, the focus of the internship is to engage in the learning goals to develop mastery in the gerontology competencies. The ratings during the mid-semester and end of semester gauge whether the Student Intern is meeting expectations set forth at the beginning of the semester. By the end of the semester, the Student Intern is to both complete the task or responsibility that is given and also develop the skill or gain the experience that is the intended outcome of the goal.

Action Verb + **Focus / Task / Responsibility** + **Purpose (Skill Developed / Experience Gained)**

Example for Competency

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| I.2 Biological Aspects of Aging | [Arrange / Participate in] | a series of 5 [diabetes / dementia] lectures delivered in the community by Health Educators | to become familiar with effective [methods / strategies] of delivering information about [diseases / conditions] to community members |
| I.5 Humanities & Aging | [Interview / Survey] | 15 [older adults / family members] about their experience of [time / vitality / relationships] | to create a [handout / summary / manual] of programming considerations that acknowledges the contributions and perspective of older adults |
| II.2 Ethics & Professional Standards | [Create and present / Coordinate] | 3 in-services on [elder abuse / medical ethics] for [older adult residents / staff members] | to develop a strong understanding of how [skilled nursing facilities / senior centers] can effectively [prevent / reduce] elder abuse |
| II.4 Interdisciplinary & Community Collaboration | [Observe / Shadow / Collaborate with] | [social workers / occupational therapists] in the [care planning / assessment] process for 2 weeks | to create a [flyer / pamphlet] of strategies to involve [older adults / families / caregivers] in planning and decision making |
| III.7 Policy | [Research / Analyze] | how [state policy / ACA / Medicare] affects the care patients receive | in order to [clearly explain services and programs offered to older adults and encourage advocacy / identify the impact on business practices] |

GUIDELINES FOR RATINGS

- N/A -----No opportunity to observe; Student Intern has not yet worked on this learning goal. This rating may occur mid-semester and learning goal should be reevaluated; comment should be made by Preceptor that learning goal can be completed OR a replacement learning goal should be identified
- Level 1 -----Unsatisfactory; Student Intern has not met the expectations in this area or performance is consistently unacceptable. With this rating, steps should be outlined to support Student Intern to meet expectations by the end of the semester.
- Level 2 -----Below expectations; Student Intern has not yet met the expectations in this area or performance is inconsistent, but there is evidence that expectations will be met in the near future. This rating may occur mid-semester when Student Intern shows potential but is not yet performing to expectations.
- Level 3 -----Meets expectations; Student Intern understands the competency and is consistent and dependable in meeting expectations. This rating is common during both the mid-semester and the end of the semester.
- Level 4 -----Exceeds expectations; Student Intern understands the competency and has consistently performed above expectations. This rating may occur towards the end of an internship and highlights a Student Intern who is going beyond expectations.
- Level 5 -----Outstanding; Student Intern performance is consistently superior and demonstrates a high level of skill development. This rating is uncommon and should be reserved for those instances that are truly exemplary, indicative of an individual whom you would hire immediately in this capacity.

Example:

| <i>STUDENT INTERN Mid-Semester Rating</i> | <i>PRECEPTOR Mid-Semester Rating</i> | <i>STUDENT INTERN End of Semester Rating</i> | <i>PRECEPTOR End of Semester Rating</i> |
|---|--|--|---|
| 3 | 2 | | |

In this example, the Student Intern provided a rating of Level 3/meets expectations in this competency but the Preceptor believed that the Student Intern was at a Level 2/below expectations. This provides an opportunity to explore: where there might be gaps in communication, opportunities for increasing mastery, and ways that future performance can be improved.

By the Mid-Semester Review, Student Interns should be at Level 2 or 3 in all areas.

Competencies at Level 1 or 2 may require an additional plan to support the Student Intern.

At the end of the semester, Student Intern should be at Level 3 or 4 in all areas. Please contact Director of Internship Training if any competency is Level 2 or below before the evaluation is submitted.

NARRATIVE SECTIONS:

Please comment on areas that need work as well as on strengths. It is essential for both the Student Intern and the School to have these sections completed. Comments are **required** when using a rating of N/A, 1, or 5.

The following Gerontology Competencies for Undergraduate & Graduate Education as adopted by the Association for Gerontology in Higher Education (AGHE) (http://www.aghe.org/images/aghe/competencies/gerontology_competencies.pdf) provide the framework for developing the knowledge, abilities, and skills of our future gerontologists.

CORE COMPETENCIES (10 TOTAL)

CATEGORY I – FOUNDATIONAL COMPETENCIES TO ALL FIELDS OF GERONTOLOGY (6 competencies)

CORE COMPETENCY I.1 FRAMEWORKS FOR UNDERSTANDING HUMAN AGING — Utilize gerontological frameworks to examine human development and aging.

- I.1.1 Employ the Lifespan / Lifecourse perspectives to appreciate age over time in relation: 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
- I.1.2 Distinguish concepts and theories of aging from a bio-psycho-social framework.
- I.1.3 Synthesize bio-psycho-social understanding of aging to build a gerontological knowledge foundation.
- I.1.4 Interpret the gerontological frameworks in relationship to aspects and problems of aging persons, their families, their environment and communities.

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| LEARNING GOALS TO ACHIEVE COMPETENCY I.1 |
| Activity #1: |
| Activity #2: |

| STUDENT INTERN Mid-Semester Rating | PRECEPTOR Mid-Semester Rating | STUDENT INTERN End of Semester Rating | PRECEPTOR End of Semester Rating |
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| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |

CORE COMPETENCY I.2 BIOLOGICAL ASPECTS OF AGING — Relate biological theory and science to understanding senescence, longevity and variation in aging.

- I.2.1 Distinguish normal biological aging changes from pathology including genetic factors.
- I.2.2 Identify major cell-and organ-level systems changes with age.
- I.2.3 Recognize opportunities of reversibility and mutability in later life (e.g. frailty syndromes) and the plasticity of the human brain and body.
- I.2.4 Recognize common late-life syndromes and diseases and their related bio-psycho-social risk and protective factors.
- I.2.5 Identify the implications of biomedical discoveries on individuals and society.
- I.2.6 Synthesize biological with other gerontological ways of understanding human aging: psychological, sociological, and humanities.

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| LEARNING GOALS TO ACHIEVE COMPETENCY I.2 |
| Activity #1: |
| Activity #2: |

| STUDENT INTERN Mid-Semester Rating | PRECEPTOR Mid-Semester Rating | STUDENT INTERN End of Semester Rating | PRECEPTOR End of Semester Rating |
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| | | | |
| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |

CORE COMPETENCY I.3 PSYCHOLOGICAL ASPECTS OF AGING — Relate psychological theories and science to understanding adaptation, stability and change in aging.

I.3.1 Describe human growth and development across the lifespan/course including late life outcomes such as life satisfaction, coping and adaptation.

I.3.2 Recognize normal age changes in intelligence and cognitive abilities including those that may impact late-life functioning.

I.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).

I.3.4 Recognize older persons' potential for wisdom, creativity, life satisfaction, resilience, generativity, vital involvement and meaningful engagement.

I.3.5 Synthesize psychological with other gerontological ways of understanding human aging: biological, sociological, and humanities

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| LEARNING GOALS TO ACHIEVE COMPETENCY I.3 |
| Activity #1: |
| Activity #2: |

| STUDENT INTERN Mid-Semester Rating | PRECEPTOR Mid-Semester Rating | STUDENT INTERN End of Semester Rating | PRECEPTOR End of Semester Rating |
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| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |

CORE COMPETENCY I.4 SOCIAL ASPECTS OF AGING — Relate social theories and science of aging to understanding heterogeneity, inequality, and context of aging.

I.4.1 Appreciate the diversity of the older population based on: age, functioning, gender, culture, language, religion, immigration status, sexual orientation, and other variables.

I.4.2 Assess the impact of inequality on individual and group life opportunities throughout the lifespan / course impacting late-life outcomes.

I.4.3 Appraise the changing dynamics of contemporary multigenerational families and their impact on social solidarity and interdependence.

I.4.4 Describe the changing population profile of: your state / province, nation.

I.4.5 Contrast aging demographics globally among developed and developing countries.

I.4.6 Distinguish impact of the demographic elements of: fertility, mortality, and immigration.

I.4.7 Identify how an older population mutually influences and is impacted by policies locally and globally.

I.4.8 Synthesize sociological and other gerontological ways of understanding human aging: biological, psychological, and humanities

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| LEARNING GOALS TO ACHIEVE COMPETENCY I.4 |
| Activity #1: |
| Activity #2: |

| STUDENT INTERN Mid-Semester Rating | PRECEPTOR Mid-Semester Rating | STUDENT INTERN End of Semester Rating | PRECEPTOR End of Semester Rating |
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| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |

CORE COMPETENCY I.5 THE HUMANITIES AND AGING — Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts.

I.5.1 Identify conceptual domains explored in Humanities and Arts, as essential to understanding the experience of old age: time, perspective, vitality, meaning, relationship, and attention.

I.5.2 Integrate humanities and arts-based understanding of aging into models of gerontological practice and policy.

I.5.3 Acknowledge and promote unique contributions older adults can make to the social environment.

I.5.4 Integrate humanistic and artistic understanding with other ways of understanding human aging: biological, sociological, and psychological.

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| LEARNING GOALS TO ACHIEVE COMPETENCY I.5 |
| Activity #1: |
| Activity #2: |

| STUDENT INTERN | PRECEPTOR | STUDENT INTERN | PRECEPTOR |
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| Mid-Semester Rating | Mid-Semester Rating | End of Semester Rating | End of Semester Rating |
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| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |

CORE COMPETENCY I.6 RESEARCH AND CRITICAL THINKING — Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research.

I.6.1 Identify and explain research methodologies, interpretations and applications used by different disciplines to study aging.

I.6.2 Identify gaps in research regarding both aging-related problems and successes in order to promote continued knowledge building.

I.6.3 Generate research questions to solve problems and advance positive strategies related to older adults, their social networks, intergenerational relations and aging societies.

I.6.4 Design research studies using methods and procedures that produce reliable and valid gerontological knowledge.

I.6.5 Use critical thinking to evaluate information and its source (popular media and research publications).\

I.6.6 Recognize the strengths and limitations of reliance on either qualitative or quantitative questions, tools, methods, and conclusions.

I.6.7 Promote and apply the use of appropriate forms of evidence-based interventions and technologies for older adults, their families and caregivers.

| LEARNING GOALS TO ACHIEVE COMPETENCY I.6 |
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| Activity #1: |
| Activity #2: |

| STUDENT INTERN Mid-Semester Rating | PRECEPTOR Mid-Semester Rating | STUDENT INTERN End of Semester Rating | PRECEPTOR End of Semester Rating |
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| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |

CATEGORY II - Interactional Competencies Across Fields of Gerontology (4 competencies)

CORE COMPETENCY II.1 ATTITUDES AND PERSPECTIVES — Develop a gerontological perspective through knowledge and self-reflection.

II.1.1 Critique and analyze assumptions, stereotyping, prejudice, and discrimination related to age (ageism) at both: personal and public levels.

II.1.2 Relate the historical context of the field of gerontology and the evolving roles in: research, education, commerce, programs & services, and policy.

II.1.3 Assess and reflect on one’s work in order to continuously learn and improve outcomes for older persons.

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| LEARNING GOALS TO ACHIEVE COMPETENCY II.1 |
| Activity #1: |
| Activity #2: |

| STUDENT INTERN Mid-Semester Rating | PRECEPTOR Mid-Semester Rating | STUDENT INTERN End of Semester Rating | PRECEPTOR End of Semester Rating |
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| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |

CORE COMPETENCY II.2 ETHICS AND PROFESSIONAL STANDARDS — Adhere to ethical principles to guide work with and on behalf of older persons.

II.2.1 Respect the person’s autonomy and right to real and meaningful self-determination.

II.2.2 Respect interdependence of individuals of all ages and abilities.

II.2.3 Respect cultural values and diversity.

II.2.4 Protect older persons from elder abuse of all types: utilize programs and policies that address elder mistreatment and abuse, and mandatory legal reporting.

II.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: informed consent, confidentiality, beneficence, non-maleficance, and honesty and integrity.

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| LEARNING GOALS TO ACHIEVE COMPETENCY II.2 |
| Activity #1: |
| Activity #2: |

| STUDENT INTERN Mid-Semester Rating | PRECEPTOR Mid-Semester Rating | STUDENT INTERN End of Semester Rating | PRECEPTOR End of Semester Rating |
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| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |

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| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): |

CORE COMPETENCY II.3 COMMUNICATION WITH AND ON BEHALF OF OLDER PERSONS — Engage, through effective communication older persons, their families and the community, in personal and public issues in aging.

- II.3.1 Establish rapport and sustain working relationships with older persons, their families and caregivers.
- II.3.2 Listen and actively engage in problem solving to develop research, programs and policies with key stakeholders including: older persons, their families, caregivers, communities, researchers, and policymakers.
- II.3.3 Advocate for and develop effective programs to promote the well-being of older persons.
- II.3.4 Demonstrate effective means to overcome challenges to communicating effectively with persons as they age including: sensory deficits, disabilities, and medical conditions.
- II.3.5 Apply and teach caregivers communication techniques to research and practice for elders with dementia.
- II.3.6 Use tools and technology to improve and enhance communication with and on behalf of older persons, their families, caregivers and communities.
- II.3.7 Consider heterogeneity in addressing communication styles and promoting the preferences of older persons including: cultural, racial / ethnic, cohort, SES, health literacy, sexual preference, immigration status, and geographical location.
- II.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.
- II.3.9 Develop and disseminate educational materials to increase accurate information regarding older persons and older person services.
- II.3.10 Inform the public of the spectrum of aging services that provide older persons with: preventive, treatment, and supportive programs.

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| LEARNING GOALS TO ACHIEVE COMPETENCY II.3 |
| Activity #1: |
| Activity #2: |

| STUDENT INTERN Mid-Semester Rating | PRECEPTOR Mid-Semester Rating | STUDENT INTERN End of Semester Rating | PRECEPTOR End of Semester Rating |
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| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |

CORE COMPETENCY II.4 INTERDISCIPLINARY AND COMMUNITY COLLABORATION — Engage collaboratively with others to promote integrated approaches to aging.

- II.4.1 Perform and promote the roles of the gerontologist in collaborative work on behalf of older persons.

II.4.2 Respect and integrate knowledge from disciplines needed to provide comprehensive care to older persons and their families.

II.4.3 Develop interdisciplinary and community collaborations on behalf of the older population in: research, policy, and provision of supports, services and opportunities.

II.4.4 Involve the older person, their family and caregivers as members of the interprofessional care team in planning and service decisions.

II.4.5 Provide the following groups information and education in order to build a collaborative aging network: key persons in the community (police officers, firefighters, mail carriers, local service providers and others) and aging workforce professionals and personnel (paid and unpaid; full-and part-time) in the field of aging.

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| LEARNING GOALS TO ACHIEVE COMPETENCY II.4 |
| Activity #1: |
| Activity #2: |

| STUDENT INTERN Mid-Semester Rating | PRECEPTOR Mid-Semester Rating | STUDENT INTERN End of Semester Rating | PRECEPTOR End of Semester Rating |
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| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |

SELECTIVE COMPETENCIES (8 TO SELECT FROM)

CATEGORY III - Contextual Competencies across Fields of Gerontology

Select between 2-4 Selective Competencies.

Once selected, the remaining Selective Competencies can be removed.

SELECTIVE COMPETENCY III.1 WELL-BEING, HEALTH AND MENTAL HEALTH — Promote older persons’ strengths and adaptations to maximize well-being, health and mental health.

III.1.1 Build relationships that are respectful, confidential and engage positive change.

III.1.2 Screen and provide referrals to evidence-based programs and interventions (Health promotion, disease prevention, assessment and treatment programs).

III.1.3 Counsel older persons about healthcare and social program benefits (For the U.S., this would include Medicare, Medicaid, Veterans Services, Social Security, Older Americans Act, Adult Protective Services).

III.1.4 Provide care coordination services for persons with: complex health and mental health problems and geriatric syndromes.

III.1.5 Facilitate optimal person-environment interactions (Assist in change in lived environment).

III.1.6 Assist caregivers to identify, access and utilize resources that support responsibilities and reduce caregiver burden: assistive devices, technology, professional services, and support groups and programs.

III.1.7 Facilitate end of life planning, including: advance care planning, palliative care, and hospice.\

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| LEARNING GOALS TO ACHIEVE COMPETENCY III.1 |
| Activity #1: |
| Activity #2: |

| STUDENT INTERN Mid-Semester Rating | PRECEPTOR Mid-Semester Rating | STUDENT INTERN End of Semester Rating | PRECEPTOR End of Semester Rating |
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| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |

SELECTIVE COMPETENCY III.2 SOCIAL HEALTH — Promote quality of life and positive social environment for older persons.

III.2.1 Support adaptation during life transitions including: work and retirement, family structure changes, loss and bereavement, relocation, and challenges due to disasters/trauma.

III.2.2 Promote strong social networks for well-being.

III.2.3 Recognize and educate about the multifaceted role of social isolation in morbidity and mortality risk.

III.2.4 Provide opportunities for intergenerational exchange and contribution.

III.2.5 Provide strategies for strengthening informal supports.

III.2.6 Support the healthy sex life and need for intimacy of older persons of all sexual orientations including: privacy in group living, sexual health information, and accommodation.

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| LEARNING GOALS TO ACHIEVE COMPETENCY III.2 |
| Activity #1: |
| Activity #2: |

| STUDENT INTERN Mid-Semester Rating | PRECEPTOR Mid-Semester Rating | STUDENT INTERN End of Semester Rating | PRECEPTOR End of Semester Rating |
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| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |

SELECTIVE COMPETENCY III.3 PROGRAM/SERVICE DEVELOPMENT — Employ and design programmatic and community development with and on behalf of the aging population.

- III.3.1 Work collaboratively with older persons, local government and community organizations to advocate building age-friendly communities, including: housing, design techniques in public space and home environments, neighborhood safety, transportation, and physical and social environments that benefit older persons.
- III.3.2 Construct and evaluate programs for older persons that promote intergenerational relationships.
- III.3.3 Design and evaluate leisure and recreational activities which enhance meaning and quality of late life.
- III.3.4 Encourage older persons to actively participate in the responsibilities of citizenship including: volunteerism, intergenerational contributions, and identification of public issues and contributions to their solutions.
- III.3.5 Counsel individuals to utilize available services that promote well-being and quality of life.
- III.3.6 Consider the role of spirituality and religious needs and preferences when: designing, delivering, or supporting gerontology programs and services in both secular and faith-based organizations.
- III.3.7 Develop and implement programs and services for older persons in collaboration with communities that are founded in: research, policies, procedures, management principles, documentation and sound fiscal practice.

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| LEARNING GOALS TO ACHIEVE COMPETENCY III.3 |
| Activity #1: |
| Activity #2: |

| STUDENT INTERN Mid-Semester Rating | PRECEPTOR Mid-Semester Rating | STUDENT INTERN End of Semester Rating | PRECEPTOR End of Semester Rating |
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| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |

SELECTIVE COMPETENCY III.4 EDUCATION — Encourage older persons to engage in life- long learning opportunities.

- III.4.1. Promote life-long learning opportunities across the life span to enhance personal development, social inclusion and quality of life.

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| LEARNING GOALS TO ACHIEVE COMPETENCY III.4 |
| Activity #1: |
| Activity #2: |

| STUDENT INTERN Mid-Semester Rating | PRECEPTOR Mid-Semester Rating | STUDENT INTERN End of Semester Rating | PRECEPTOR End of Semester Rating |
|---|--|--|---|
| | | | |
| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |

| |
|--|
| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): |

SELECTIVE COMPETENCY III.5 ARTS AND HUMANITIES — Promote engagement of older people in the arts and humanities.

III.5.1. Create opportunities for people across the life span in the arts and humanities.

III.5.2 Develop and implement programs promoting creative expression by older persons.

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| LEARNING GOALS TO ACHIEVE COMPETENCY III.5 |
| Activity #1: |
| Activity #2: |

| STUDENT INTERN Mid-Semester Rating | PRECEPTOR Mid-Semester Rating | STUDENT INTERN End of Semester Rating | PRECEPTOR End of Semester Rating |
|--|----------------------------------|--|-------------------------------------|
| | | | |
| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |

SELECTIVE COMPETENCY III.6 BUSINESS & FINANCE — Address the roles of older persons as workers and consumers in business and finance.

III.6.1 Provide information for employers, policymakers, employees and the general public regarding: the definitions of older workers, Age Discrimination and Employment Act, and demographics regarding person and older person employment, retirement and current issues of full and part-time work before and after retirement.

III.6.2 Provide information for employers, policymakers, and employees regarding: age issues in management, age and job performance, physical and cognitive changes, and effects on person-job fit.

III.6.3 Provide research on the “Mature Market” (50+) regarding: financial resources, consumer choices and spending, approaches to market research and advertising, and financial misconduct and fraud.

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| LEARNING GOALS TO ACHIEVE COMPETENCY III.6 |
| Activity #1: |
| Activity #2: |

| STUDENT INTERN Mid-Semester Rating | PRECEPTOR Mid-Semester Rating | STUDENT INTERN End of Semester Rating | PRECEPTOR End of Semester Rating |
|---|----------------------------------|--|-------------------------------------|
| | | | |
| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |

| |
|--|
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): |
| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): |

SELECTIVE COMPETENCY III.7 POLICY — Employ and generate policy to equitably address the needs of older persons.

III.7.1 Promote the involvement of older persons in the political process so they may advocate on their own behalf.

III.7.2 Analyze policy to address key issues and methods to improve the quality of life of older persons and their caregivers/families.

III.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: The Older American’s Act, Medicare, Medicaid, Affordable Care Act, and Social Security.

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| LEARNING GOALS TO ACHIEVE COMPETENCY III.7 |
| Activity #1: |
| Activity #2: |

| STUDENT INTERN Mid-Semester Rating | PRECEPTOR Mid-Semester Rating | STUDENT INTERN End of Semester Rating | PRECEPTOR End of Semester Rating |
|--|----------------------------------|--|-------------------------------------|
| | | | |
| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |

SELECTIVE COMPETENCY III.8 RESEARCH, APPLICATION AND EVALUATION — Engage in research to advance knowledge and improve interventions for older persons.

III.8.1 Conduct research on aging recognizing implications, relationships and applications across disciplines.

III.8.2 Use research methods to evaluate and inform services, programs and policies to improve the quality of life of older persons.

III.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.

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| LEARNING GOALS TO ACHIEVE COMPETENCY III.8 |
| Activity #1: |
| Activity #2: |

| STUDENT INTERN Mid-Semester Rating | PRECEPTOR Mid-Semester Rating | STUDENT INTERN End of Semester Rating | PRECEPTOR End of Semester Rating |
|--|--|--|---|
| | | | |
| Mid-Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| Mid-Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Student Intern (required for ratings of N/A, 1, or 5): | | | |
| End of Semester Comments from Preceptor (required for ratings of N/A, 1, or 5): | | | |

Overall Mid-Semester Comments from Student Intern:

Overall Mid-Semester Comments from Preceptor:

Overall End of Semester Comments from Student Intern:

Overall End of Semester Comments from Preceptor:

APPENDIX A

I. THE STUDENT INTERN (To be completed by Student Intern)

- A. Describe your long-term educational and employment/career goals.**
- B. Describe what additional skills and experiences you require to achieve those goals.**
- C. Describe your overall learning goals for this placement and how the skill/experiences gained will advance your career goals.**
- D. What qualities make you an effective gerontologist? (e.g., your interactions with others, your emotions, ways of dealing with stress, methods of giving/receiving feedback)**
- E. In what ways/areas do you need to enhance your self-awareness to become a more effective gerontologist?**

II. THE INTERNSHIP SITE & THE COMMUNITY (To be completed by Student Intern)

INTERNSHIP SITE

- A. Describe the internship site's mission:**
- B. Describe the organizational structure:**
- C. List the services provided to the community:**
- D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the internship site's clients:**

COMMUNITY

- E. Describe the geographic location of internship site:**

F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above):

G. Describe the community's need for resources (in addition to what the internship site provides):

H. Describe the community's perception of the internship site:

I. List other agencies/organizations to which referrals are made:

J. Who (e.g., Preceptor) or what (e.g., brochure) were your sources of information?

**III. STUDENT INTERN'S EXPECTATIONS FOR SUPERVISION
(To be completed by Student Intern)**

A. Describe your expectation of the supervision process:

B. Describe your expectations of yourself in supervision:

C. Describe your expectations of your Preceptor:

**IV. LEARNING OPPORTUNITIES
(To be completed by Preceptor)**

Check learning opportunities that may be available to the Student Intern during the internship. Please also use this as an opportunity to discuss the types of tasks and responsibilities that the Student Intern can expect at this internship placement.

- | | |
|--|---|
| <input type="checkbox"/> Working with older adults | <input type="checkbox"/> Referrals to community resources |
| <input type="checkbox"/> Working with family members | <input type="checkbox"/> Documentation |
| <input type="checkbox"/> Working with groups of older adults | <input type="checkbox"/> Client / patient management |
| <input type="checkbox"/> Intakes / screenings / assessments | <input type="checkbox"/> Long-term interventions |
| <input type="checkbox"/> Information / consumer education | <input type="checkbox"/> Intake-to-discharge |

- | | |
|--|---|
| <input type="checkbox"/> Grant writing | <input type="checkbox"/> Fiscal / budgetary |
| <input type="checkbox"/> Program development | <input type="checkbox"/> Sales / Marketing |
| <input type="checkbox"/> Program evaluation | <input type="checkbox"/> Working on trainings / conferences |
| <input type="checkbox"/> Staff meetings | <input type="checkbox"/> Attending trainings / conferences |
| <input type="checkbox"/> Interprofessional team meetings | <input type="checkbox"/> Research |
| <input type="checkbox"/> Community coalition / task forces | <input type="checkbox"/> Policy work |
| <input type="checkbox"/> Professional networking | |

**V. PRECEPTOR SUPERVISION PLAN
(To be completed by Preceptor)**

- A. Describe your structure for weekly supervision:** (e.g. meeting in-person/virtually/by phone, how guidance/feedback will be provided, agenda for weekly meeting vs. Q&A)
- B. Detail your expectations of the Student Intern in supervision:** (e.g., professionalism, what kind of preparation is expected before supervision meeting, responses in certain situations)
- C. State how you plan to maximize the variety of learning experiences for the Student Intern.**

**VI. GENERAL TIME MANAGEMENT
(To be completed by both Student Intern & Preceptor)**

- B. List the days and hours in field placement:** (time blocks should be a minimum of 2 hours)
- C. List the day, time, and length of individual direct supervision:** (must be a minimum of one hour a week)
- D. List the day and time of group supervision, if applicable:**
- E. List the name(s) of individuals to contact in Preceptor's absence:**
- F. If the plan is to rotate or change programs within the internship site, specify the time frame for the rotation:**

APPENDIX B

ORIENTATION CHECKLIST (To be completed by Preceptor)

Use the checklist below to ensure that all areas are reviewed with the Student Intern during the beginning of the internship placement.

Internship Site Overview

- Review internship site's vision and mission/purpose statement
- Tour of internship site
- Introductions to colleagues, support staff, and administration
- Review organizational structure
- Review role of the internship site in relation to the community and its resources
- Review security and/or safety procedures and protocol

Internship Site Policies and Protocols

- Review office procedures, supplies, and provisions
- Review telephone and communication/computer utilization
- Review intake/admissions/eligibility policy and procedures
- Review internal communication
- Review parking details
- Review mileage policy
- Review internship site, department, and/or unit meeting schedule
- Review client record/charting policies and procedures, if applicable
- Review forms for documentation/accountability
- Review regulations regarding confidentiality, release of information, etc.
- Review client fees/payment schedule, if applicable
- Review client emergency protocol, if applicable
- Review elder abuse
- Review work schedule, including lunch and breaks
- Review information/referral policy
- Review internship site policy regarding discrimination
- Review internship site policy regarding the Americans with Disabilities Act
- Review internship site policy regarding OSHA
- Review internship site policy regarding HIPAA

Preceptor/Student Intern Responsibilities

- Review expectations for supervision and schedule
- Review plan for diversity/multi-cultural experiences
- Review plan for monitoring of Student Intern hours (by both Preceptor and Student Intern)
- Review internship site training or staff development opportunities
- Review Student Intern's personal safety issues/concerns and strategies to deal with them

APPENDIX C

HOUR VERIFICATION LOG

(To be completed by Student Intern and verified by Preceptor)

Time blocks should be a minimum of 2 hours; direct supervision must be a minimum of one hour a week.

| Week # | Major Tasks | Hours This Week | Hours Total |
|--------|-------------|-----------------|-------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |
| 14 | | | |
| 15 | | | |

Minimum Hours Required for the Semester:

- 4 units of GERO 491/Undergraduate = 120+ hours
- 4 units of GERO 495/Undergraduate = 60-120+ hours, depending on other course components
- 2 units of GERO 591/Graduate = 120+ hours
- 4 units of GERO 591/Graduate = 240+ hours
- 8 units of GERO 591/Graduate = 480+ hours

To receive credit for the Internship Course, Student Interns must complete the minimum required hours AND achieve the expected proficiency levels in the 10 core gerontology competencies and their 2-4 selective competencies.

Mid-Semester Review

X _____
Preceptor Signature

Date

End of Semester

X _____
Preceptor Signature

Date

APPENDIX D

LEARNING AGREEMENT SIGNATURES (To be completed by both Student Intern & Preceptor)

Signatures acknowledge that the individual has participated in a discussion of this Learning Agreement and has reviewed the entire document. Please actually sign this document; handwriting-style fonts or image scans of signatures will not be accepted.

CREATION OF LEARNING AGREEMENT (to be completed at start of placement)

Student Intern Name Printed

Preceptor Name Printed

X _____
Student Intern Signature

X _____
Preceptor Signature

Date

Date

MID-SEMESTER REVIEW (to be completed before the mid-semester review meeting)

X _____
Student Intern Signature

X _____
Preceptor Signature

Date

Date

FINAL EVALUATION (to be completed during end of the semester)

Grade Recommendation from Preceptor:

- Credit** – the Student Intern has met time requirements and has performed up to minimum standards
- Incomplete** – excessive absences due to illness/emergency in last weeks of internship result in failure to meet time requirements; additional time required to complete hours
- No Credit** – the Student Intern has failed to meet minimum performance standards

X _____
Student Intern Signature

X _____
Preceptor Signature

Date

Date

Anna Quyên Đỗ Nguyễn, MSG, OTD, OTR/L
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