San Diego State University School of Social Work and Gerontology Program

Gerontology 700A-B: Practicum¹
Fall Semester 2012

GERO 700A.1 Course, Schedule # 26485; Semester Hours & Seminars as Required
GERO 700B.1 Course, Schedule # 26486; Semester Hours & Seminars as Required

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I. Purpose and Description

Field education, which includes placement and instruction, is an essential and irreplaceable element of the curriculum in the Gerontology programs at San Diego State University. It is the practicum learning experience that allows students to integrate classroom theory, knowledge, and practice skills in developing professional competence and identity. This content includes the use of gerontology theory in actual practice situations, skill building, and demonstrating professional standards of ethics, values, and practice, under the professional supervision of qualified gerontologists in their role as field instructors.

The field practicum experience supports the primary goal of the gerontology graduate program, which is to offer high-quality education and training by providing students with critical knowledge and understanding that focuses on the core areas of theory of gerontology, aging policy, long-term care, research methodology and health service administration and social services. This goal is accomplished by offering course work and field experience aimed at providing the necessary knowledge and skills to encourage and promote gerontology competencies and evidenced based administration and policies related to older adults.

Over time, partnerships have been formed with elder serving agencies and programs throughout the San Diego area. Field agencies, in conjunction with the program curriculum, have provided our gerontology program students with quality field placements in a broad group of agencies, including public, non profit, multi disciplinary, inpatient/outpatient settings including psychiatric settings, nursing homes, hospitals, family service agencies, hospices, community mental health, substance abuse, law enforcement, community care clinics, and senior care settings and services, etc. The result of this joint endeavor, between the department and field agency, provides learning opportunities for students to acquire the professional ethics, attitudes, knowledge, and skills which define the gerontology profession. In the end, it also provides the opportunity for students to examine their personal experience relative to involvement or interactions with elders, and assess their interest in and aptitude for professional tasks and responsibilities for practice with and for elders.

¹ © April, 2012 MW Siegel, and Gerontology Curriculum Task Group, San Diego State University, School of Social Work.
Gero 700A/B Course Pre-Requisites:
Gero 601 and Gero 630.
School approved and confirmed Gero Field Practicum Site and Supervisor.

II. Objectives of the Field Practicum Experience

By the end of the field experience, students should be able to:

1. Describe placement agency goals, organizational structure, philosophy, values, ethical codes, functions, staff roles, clients served, and services offered.
2. Complete a needs assessment and understand other aspects of program planning and implementation processes.
3. Describe the connection and relationship between the theory of gerontology, aging policy, long-term care, research methodology and health and social service administration and how these are operationalized in practice at the internship agency and more broadly in San Diego County.
4. Be able to apply knowledge and skills to encourage and promote gerontology competencies and evidenced based administration and policies related to older adults:

Course Learning Outcomes

Consistent with the interdisciplinary focus of the gerontology program the following learning outcomes are based on the Calswec (California Social Work Education Council) Aging competencies (2008), the Association of Gerontology in Higher Education (AGHE) national gerontology competencies, the Nursing Core Competencies from the AACN & John A. Hartford Foundation publication (2010) that grouped nursing competencies for gerontology and geriatric care. Graduate students may expect the field practicum experience, which integrates theory and practice, to develop experiences where the student will:

1. **Demonstrate understanding of advanced interdisciplinary evidenced based knowledge, skills values and current trends as a basis for competent gerontological practice.** Be able to apply knowledge and skills to encourage and promote gerontology competencies and evidenced based administration and policies related to older adults:
   
   For example:
   - Involvement in assessment of a community/organizational problem for older adults using needs assessment methodologies.
   - Involvement in a model of macro practice (e.g. organizational management, community development, planning & evaluation, social action, social reform, evaluative research, collective capacity building, partisan model, etc.).
   - Social Administration – Leadership. Involvement in visioning; change management; strategy and planning; organization and design; culture management; community collaboration; and ethics and values in programs for older adults.
   - Social Administration – Management. Involvement in program design; financial management; information systems; human resource management; program evaluation; project management; and diversity in programs for older adults.
   - Involvement in development & management of core administrative functions including: planning; budgeting; staffing; data systems; personnel; resource development; program design; and leadership in programs for older adults.

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2. Develop critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families and society from an interdisciplinary perspective that is grounded in the sciences, social sciences and humanities.

3. Synthesize and apply a variety of learned interdisciplinary theories and research in applied settings.

4. Demonstrate social and cultural awareness, sensitivity, respect and support of multiple perspectives when interacting with others.

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

6. Exhibit effective use of communication (written, oral and interpersonal) skills and information technology needed in a global information society.

III. Course Requirements, Assignments and Activities*

Students are under all requirements set forth in the field practicum curriculum, e.g. as noted in the Master Course Syllabus; preceding Gerontology Orientation and Planning Meeting (if applicable); Field Practicum Seminar(s); forms and assignments as outlined and required; and the SDSU School of Social Work and Gerontology Program-Community Organization Service Learning Agreement.

- Please refer to syllabus and course materials on Blackboard and the list below for additional assignments suggestions and due dates, as well as class policies.

- It is the student's responsibility to keep their site supervisors and agency's apprised of gerontology practicum course information on a regular basis.

- Students are under the auspices of all School policies School curriculums, SDSU Graduate Bulletin, and the School of Social Work Graduate Student handbook (where applicable).

*Please note that it is the student's responsibility to review the practicum course on SDSU Blackboard for new and/or revised School policies throughout the Academic Year.

Suggested activities at practicum site:

The following list provides ideas and suggestions for practice expectations/possible assignments and activities at internship practicum. Each internship agency and setting is very different, so this list provides ideas which the student and site supervisor may choose from to meet both the agencies needs and the student's educational goals:

- Involvement in assessment of a community/organizational problem using needs assessment methodologies.
- Involvement in a model of macro practice (e.g. organizational management, community development, planning & evaluation, social action, social reform, evaluative research, collective capacity building, partisan model, etc.).
- Social Administration – Leadership. Involvement in visioning; change management; strategy and planning; organization and design; culture management; community collaboration; and ethics and values.
- Social Administration – Management. Involvement in program design; financial management; information systems; human resource management; program evaluation; project management; and
diversity.

- Involvement in development & management of core administrative functions including: planning; budgeting; staffing; data systems; personnel; resource development; program design; and leadership.
- Involvement in developing intra/inter-organizational relationships around networking or coalition building.
- Participation in a variety of committees/tasks forces/ program planning activities within field practicum.
- Serve as an agency representative.
- Involvement in analysis of agency policies & programs to assess service delivery, administrative structure, etc.
- Assume primary responsibility for development & implementation of a special project or writing a grant proposal.
- Assess issues such as values & ethics, diversity, organizational life cycles, and organizational change technologies.
- Attend and participate in administrative meetings.

A. Practice Requirements and Course Assignments

As part of the course and total course grade, the following assignments are required:

1. Practicum Hours Requirements and Completion:
   Conducted between: August 27 – December 7, 2012 for Fall Semester only

   Students are required to complete 200 hours of agency internship over the 15 weeks of the fall semester. This translates to approximately 13.5 hours per week in the agency practicum. This includes field seminar(s) held on campus, particular assignments or agency projects and deadlines. Also, this includes time in the agency, time in conferences, and recording supervision or other documentation.

2. Student Practicum Information Form – Due September 21, 2012
   and Agency Orientation Checklist – Due October 12, 2012

   Students are required to complete the Student Practicum Data Form Sheet and the Orientation Checklist Form (completed with the Gerontology Site Supervisor). Please refer to “Student Data” and the “Orientation Checklist form” located either at the end of this syllabus and/or on Course Blackboard. A grade of Credit/No Credit is achieved for these two components of the course.

3. Supervision - Student and Agency Gerontology Site Supervisor

   Student conferences with the agency supervisor are crucial. It is recommended that regular contact (one hour per week) between students and supervisor is held. This planned interaction provides a mechanism for students to receive feedback about their performance, expectations, to discuss the various aspects of their experience, and to plan the next steps. Students are expected to come to each conference prepared with questions, issues, assignments, etc. related to his/her practicum learning experiences. Students are encouraged to write a brief journal of their internship experiences each week which will be a helpful tool for integrating their experiences and for writing evaluation and self-assessment at the end of the semester.

During an evaluation conference, students are to be evaluated at mid-semester (after 100 hours of practicum experience completed) and at the end of the semester (after 200 hours of practicum experience completed). The Evaluation Form addresses the activities completed by the student, progress related to the learning agreement, student attitudes, strengths, skills, ability to apply theory to practice, and work needed to progress or complete by the end of the learning agreement and the semester.

Please refer “Agency Supervisor Evaluation Form” located either at the end of this syllabus and/or in Course Blackboard.

*A grade of Credit/No Credit is achieved for these two evaluations of the course.*

During an evaluation conference, students are to be evaluated at mid-semester (after 100 hours of practicum experience completed) and at the end of the semester (after 200 hours of practicum experience completed). The Evaluation Form addresses the learning activities completed by the student (agreed upon at the start of the semester between supervisor and student), professional progress during the semester, student attitudes, strengths, skills, ability to apply theory to practice, and work needed to progress or complete by the end of the semester.

If the student and supervisor find that these two evaluation forms do not reflect the gerontology intern’s work, then please adapt an evaluation form that meets the agency practicum criteria. Gerontology supervisor can write a performance narrative and/or prepare a form of their choice if they prefer.

Please refer “**Student Evaluation by Supervisor #1 and #2 Forms**” located at the end of this syllabus and/or in Course Blackboard. *A grade of Credit/No Credit is achieved for these two evaluations of the course.*

5. **Integrative Seminars (1-2) and Seminar Participation – September 20, 2012 and possibly additional seminar to be determined by students in November, 2012**

The purpose of these seminar sessions is to have a forum to share achievements in the practicum, as well as peer and instructor support in addressing professional and personal challenges. Students are expected to actively participate in interactive seminar. Possible issues for discussion include: adjusting to the agency; negotiating the student’s; orientation to the agency; values and ethics; issues of confidentiality; multicultural issues; theory and policy making within the agency; development of professional self; communication skills; administration and/or research projects and learning activities assigned, assessment and analysis of organizations and communities; and termination.

*A grade of Credit/No Credit is achieved for this component of the course.*

**Attendance is mandatory.** The expected benefits of the group process include professional and personal support, shared learning experiences, developmental growth as a group, and group task accomplishment. Absence affects the group’s cohesion and process. Students are accountable to each
other and to the instructor for the success of the seminar, and they are accountable to the seminar instructor to achieve a grade.


The purpose is to reflect on learning accomplishments in the first semester.

At the end of the Fall semester, all students will complete this assignment which provides the opportunity to assess the progress made during the first semester in field and to plan for the second semester (if applicable). Please see “Guidelines for Self-Assessment and Evaluation Review” at the end of this syllabus. A grade of Credit/No Credit is achieved for this component of the course.

IV. **Grades**

Grades will be administered in accordance with the policies set forth in the SDSU Catalog, and will follow the School of Social Work and Gerontology Program Grading Policy. All gerontology practicum courses in the curriculum are on a “Credit / No Credit – Cr/NC” grading system.

**Total Course Grade:**

For both Gero 700A and Gero 700B, students must achieve a grade of Credit for each assignment in order to achieve a grade of Credit for the entire course. A grade of No Credit for any assignment will result in a student achieving a grade of either No Credit or Incomplete for the course.

The determination of the grade for the Gerontology 700 Practicum course(s) rests with the course instructor. The student must pass the practicum agency internship and the practicum seminar components in each practicum course to receive a grade of “Credit or Incomplete”.

A student who is at risk of achieving a grade of No Credit for either course should immediately schedule a meeting with the course instructor to discuss an intervention and a possible remedial education plan. The student may also be referred to the Director of Field Education and the Graduate Student Advisor, as appropriate.

Student must be able to perform satisfactorily and professionally in these areas to receive a grade of “Credit”. This also includes adherence to the NASW Code of Ethics, approved as the SDSU School of Social Work Academic Standards.

**Incomplete Grade:**

On rare occasions (e.g., severe illness, family emergency), an “incomplete” grade may be granted, provided the student meets the criteria established by University and School of Social Work & Gerontology Program policies. These criteria include: (a) the instructor must agree that extenuating circumstances prevented the student from completing the work; (b) the student does not have to make up more than 30% of the required course work; and (c) the student and the instructor will sign the “University Incomplete Authorization Form” specifying the actions needed for the student to complete the course and a time line for completion. For Field practicum courses students must complete the “incomplete course requirements” before beginning the next semester to continue the field practicum course sequence.

In accordance with School Policy, if a student discontinues his or her field practicum prior to the end of the Gero 700 Practicum Course (in Fall or Spring semesters) and the student has not met the
“Incomplete Grade” criteria, the student will be required to begin the entire period of the gerontology practicum course again. In other words, former hours for the course will not apply.

_Students must maintain a 3.0 GPA prior to the initial enrollment in the field practicum, and throughout the entire field practicum period. Failure to obtain these professional standings will result in the student becoming ineligible for the field practicum course and the student will be requested to withdraw from the practicum course._

V. Class Policies

Policies Related to Practicum Experience and Assignments:

**University Policy Regarding Adjustments to the Course Format:**
Any student requiring special consideration for class format and schedule due to religious observance, military obligations or due to disability (as certified by the SDSU Disabled Students Services) must provide instructor with written notice of those needs by the second week of class.

Cell Phone, Lap top, Social Media Free Zone: There will be no use of cell phones, electronics, or social media during seminar time as these may create distractions to the student’s learning experiences and process.

Religious Observances: Please notify the instructor within the first two weeks of the semester if your religious observances conflict with class or due dates so appropriate arrangements can be made.

Academic Accommodations / Disabilities:
Students who have disabilities that can potentially impact their academic performance may request academic accommodations by contacting the SDSU Student Disability Services (SDS) and receiving an evaluation. If SDS determines that a student has a disability and is eligible for academic accommodations, it is the student’s responsibility to inform the instructor. He/she should meet with the instructor and provide the necessary paperwork, as soon as possible, from SDS for academic accommodations.

Policies Related to the NASW Code of Ethics – Class Norms & Standards:
The NASW Code of Ethics (1996, Revised 2008) have been adopted as academic standards in the SDSU School of Social Work and the gerontology program. The Code represents professional standards for the MSW and BASW program. Students are expected to maintain a high standard of professionalism, and adhere to all its principles of professional conduct. Please refer and review the NASW Code of Ethics, located at: [http://www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp) for its ethical principles and standards on confidentiality, professional boundaries, respect for colleagues and supervisors, honesty, integrity, etc.
Appendix A:
Provides more detailed examples of gerontology competencies and practice behaviors for students and site supervisors:

1. Demonstrates advanced understanding of interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent gerontological practice.

Examples of Competencies:
- Applies understanding of changing demographics while completing internship duties,
- Demonstrate thorough understanding of gerontologists’ multiple roles & responsibilities while completing internship duties.
- Understands how gerontologists in various roles affect, and are affected by society myths, norms, and expectations.
- Demonstrate knowledge of how interrelationships among multiple variables affect older adults and their families.
- Use theories and concepts drawn from gerontology and other graduate courses to promote the health and well-being of aging individuals, families, and aggregate groups in agency setting.

2. Demonstrates 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.

Examples of Competencies:
- Uses evidenced based analysis and problem solving when making decisions throughout Internship.
- Discusses identified client and agency needs with Supervisor and respond in a knowledgeable, ethical, and professional manner.
- Uses the decision making process (assessment, planning, implementation & evaluation) in a professional manner to formulate alternative solutions to concerns & problems when working with older adults, caregivers, families, & professional staff.
- Implements decisions/solutions for clients, families, and agency within agency policy, procedures, & structure.
- Takes responsibility for own decisions in a professional manner.

3. Synthesize and apply a variety of learned interdisciplinary theories and research in applied settings.

Examples of Competencies:
- Applies specific concepts & theories from all interdisciplinary graduate courses while incorporating holistic aspects of aging to Internship situations and in discussions with Supervisor.
- Incorporates current EB research related to Internship practice area throughout internship assignments, implementation and evaluation.
- Complete summary of internship activities and assignments at an advanced level of analysis.
▪ Analyzes how various disciplines’ theories work together in the agency to promote meeting the mission of the agency.
▪ Brings sample EB research that would be helpful to the agency and discuss with Supervisor.
▪ Becoming a proficient consumer of EB research, applying findings to practice area.

4. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others.

Examples of Competencies:
▪ Applies understanding of own beliefs about diversity and aging when at internship, completing assignments and delivering service to elders and discuss with Supervisor.
▪ Applies understanding of psychosocial, cultural and ethnic similarities and differences in the older population when working with elders.
▪ Discusses how this agency addresses the impact of race, class, gender and age on society; include in final reflection and evaluation paper.
▪ Discusses how you approach others who demonstrate ageism or use commonly generalized information across groups, specifically the older adult population.

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

Examples of Competencies:
▪ Describes how own practice behaviors reflect your values and beliefs about aging, health promotion.
▪ Demonstrates respect for all individuals & relationships during practicum placement.
▪ Relates successful methods for working with others having differing values/ beliefs and discuss with Supervisor.
▪ Formulates solutions for ethical concerns seen during internship experiences and discuss with Supervisor.
▪ Uses holistic understanding of an individual or family’s belief system when addressing ethical concerns.
▪ Researches at least one federal or state legislative bill related to internship, write your legislator regarding issue; share this experience in field seminar and reflection paper.
▪ Demonstrate understanding of differences between personal and professional relationships in interactions throughout Internship.
▪ Adhere and follow through on obligations and agency policies and contracts with all parties in the Internship practice setting.

6. Exhibit effective use of advanced communication (written, oral and interpersonal) skills and information technology needed in a global information society.

Examples of Competencies:
▪ Demonstrates ability to listen and follow instruction.
▪ Present ideas clearly both verbally and in writing.
▪ Complete all required projects and assignments (agency, course) at agreed upon time.
▪ Use appropriate etiquette when communicating with others through electronic formats.
▪ Correctly cite information sources when communicating information.
▪ Communicate honestly in all relationships.
• Give & receive positive and critical feedback in all relationships.
• Maintain confidentiality at all times.
• Learn, correctly use, and communicate findings of various assessment tools in the practice setting when appropriate.
• Always use appropriate lines of communication in the Project/Internship practice setting.
• Correctly follow agency protocols and procedures for Projects/interventions at all times.
• Use appropriate referral systems when referring clients and families.
APPENDIX B

The National Gerontology Core Competencies provide a resource and reference material for students and site supervisors. They provide ideas for learning activities and guidelines for self-assessment and site supervisor evaluation of graduate students’ mastery of gerontology competencies. The National Gerontology Core Competencies provide a cross disciplinary and inter-disciplinary focus. A few apply specifically to nursing but the majority is relevant for gerontology practitioners and administrators in a variety of settings and roles.

The National Gerontology Core Competencies are drawn from the following sources:

Gerontology:


Nursing:


Social Work:

Accessed from: http://www.socialworkleadership.org/

National Gerontology Core Competencies:

CRITICAL THINKING
Content: Consideration of students and societal attitudes toward aging, and how the myths that older people themselves, family members, health care professionals, and society hold toward older adults influence the health care that older adults receive. Consideration of successful aging across a continuum that promotes an appreciation of how aging has changed through history and how aging is valued across cultures.

1. Recognize the contributions that aging persons make.
2. Define/describe the bio/psycho/social concepts and theories used to study aging.
3. Understand the influence of theory on policies and procedures in practice.
4. Modify practice and policy as concepts and theories indicate.
5. Evaluate the efficacy of theory as a way of designing interventions.
6. Identify aspects that may influence the interpersonal environment.
7. Understand the importance of evaluating popular media representations of aging.
8. Analyze the continuity of adult development in terms of prior psycho/social development.
9. Synthesize theories of positive aging and formulate a personal definition.
10. Examine how an older population impacts and is impacted by major social and political issues.

COMMUNICATION
Content: Sensory changes in hearing, vision, smell, taste, speech, touch, and movement that have a high potential to impair communication with older adults, and compensatory actions to assess and overcome or minimize these
communication barriers. Techniques to assist providers decipher the "meaning" behind behaviors of cognitively impaired older adults.

11. Establish rapport and sustain effective working relationships with a wide range of older adults, their families, and caregivers.

**ASSESSMENT**

**Content:** Standard instruments to assess function, mental status, falls, social support, sleep, depression, pressure ulcer risk, and risk for complications during hospitalization; analysis of the usefulness of these instruments in practice. Modifications in history-taking, and physical examination, to encompass changes common to older adults. Assessment of home and community living situations and analysis of how services (e.g., transportation, location, and environmental modifications) facilitate and impede independent living. Assessment of relationships among intergenerational families, the capacity and expectations of family members to provide care, family knowledge of caregiving, and assessment of family burden.

12. Understand the trajectories of improvement and/or decrement in individual functioning.
13. Employ appropriate assessment procedures to maintain optimal levels of functional capacity and adaptation, and to enhance life quality throughout the life cycle.

**PROFESSIONAL PRACTICE SKILLS (clinical/direct service skills)**

**Content:** Adaptation of technical skills (vital signs, physical assessment, injections, and infusions, and use of assistive devices) to accommodate changes common to older adults. Devise alternative strategies to the use of physical and chemical restraints in order to manage treatment interference in older adults.

14. Use knowledge of contexts to access resources, to frame interventions and to organize individual, family and community efforts.
15. Work effectively with other professionals to provide necessary services and resources for aging individuals, their families and support groups.
16. Develop statements of relationships between problems and solutions.
17. Understand how applied research can be utilized to improve practice.
18. Conduct literature reviews and utilize professional and scientific literature in gerontology to maintain currency in knowledge and skills and provided rationale(s) for practice and policies*
19. Understand the missions, objectives, staff, and target populations of agencies providing funding and services for elders.
20. Understand the requisite practice skills appropriate to the intended area of gerontological practice.
21. Understand the importance of program review and evaluation for program effectiveness.
22. Develop and implement programs and services for individuals, families and communities across the service continuum.
23. Advocate for necessary services and resources.
24. Employ appropriate intervention strategies within interdisciplinary context.

**HEALTH PROMOTION, RISK REDUCTION, & DISEASE PREVENTION:**

**Content:** Age recommendations in Healthy People 2010. Health promotion for older adults, irrespective of age or living environment: exercise; prevention of osteoporosis, injury; iatrogenesis and poly-pharmacy; immunizations; nutrition guidelines; and reduction of social isolation. Exposure to instruments to detect physical, psychological, and financial elder mistreatment and state guidelines for reporting elder abuse (resources appended).
25. Maintain currency in research findings of Evidence-Based Prevention studies.
26. Understand common threats to loss of independence: falls, medication management, and lifestyle.
27. Understand the role of service providers and community recreation and health services in their involvement with older persons.

**ILLNESS AND DISEASE MANAGEMENT:**

**Content:** Instruments and guidelines to identify and manage syndromes common to older adults, e.g., falls, iatrogenesis, poly-pharmacy, dementia and delirium, urinary incontinence, sleep disturbance, problems of eating and feeding, pressure ulcers. Understanding of how these syndromes present in older adults. Differentiation
among delirium, depression, and dementia and management of acute and chronic pain in older adults. Consideration of the interaction of chronic and acute illness on the expression of symptoms and recovery from illness in older adults.

29. Maintain currency in research findings of Evidence-based disease management programs.
30. Understand health disparities among older adults and their impact on society.
31. Facilitate elders’ and families’ adaptive capacity related to disease and geriatric syndrome management.

INFORMATION & TECHNOLOGY:

**Content:** Instruments and guidelines to prevent and recognize common areas of communication impairments in older adults. Technologies that directly impact function: hearing aids, assistive devices, and adaptive equipment. Technologies that facilitate adherence to treatment: electronic monitoring of clinical indicators such as blood pressure; glucose; aids to medication and treatment adherence; personal emergency response systems useful in alerting frail older people and their caregivers to potential untoward events.

32. Evaluate popular media for scientific accuracy to provide appropriate professional opinions.
33. Use technology to enhance older adults’ function, independence, and safety.

ETHICS

**Content:** Ethical issues that pose threats to the autonomy of older adults, e.g., ability to live independently in the community, self-medication, driving, and adherence to a plan of care. Decision-making about health care for older adults, e.g., decision-specific capacity, advance directives, informed consent, refusal of treatment. Decisions critical to older people as they transition between health care settings, e.g., placement, use of physical restraints and feeding tubes. Ethical dilemmas using age as a criterion for allocation of scarce resources, i.e. access to organ donation and to intensive care units. Role of ethics committees in clarifying and resolving disputes around care of older adults.

34. Uses knowledge of general ethical principles and how they relate to professional practice in gerontology.
35. Appreciate the need for ethical accountability in practice.
36. Identify current ethical issues in the field of aging.
37. Behave ethically in relation to clients, colleagues, and the profession.

HUMAN DIVERSITY

**Content:** The ethnic, cultural, language, and socio-economic diversity of patients, families, and paid caregivers (nurses, nurse assistant personnel, physicians and therapists) who provide long-term care to frail older adults. An analytic framework for evaluating how the values and attitudes of frail older people and of the people who provide their care impact on when, how, and whether care is delivered, and the satisfaction of both patient and provider with that care.

38. Understand the variety of contexts within which aging can be examined and their implications for practice.
39. Identify how an older person is affected by the person-environment interactions.
40. Incorporate into treatment and service planning the relationship of race, ethnicity, and culture on health status, beliefs, help-seeking behaviors, practice, and health outcomes (i.e., traditional and non-traditional medicine).

GLOBAL HEALTH CARE

**Content:** Analysis of similarities and differences of global health care models that favor community long-term care over institutional care and that promote individualized care.

41. Recognize changing international demographics of aging.
42. Evaluate differing international models of geriatric care.

CARE SYSTEMS & POLICY

**Content:** The effects of an aging society on disease prevalence, morbidity, and mortality. Evaluation of the consequences of an aging society on health care utilization, resource allocation, cost, and work force needs. Payment systems for older adults, e.g., Social Security, Medicare, Medicaid, supplemental and long-term care insurance, and capitation. How an aging society and payment systems drive housing options for the elderly, e.g., assisted living, continuing care retirement options, home care, and nursing homes.

43. Recognize the reciprocal effects of aging on groups, social institutions and social policy over time.
44. Act to enhance the adaptive capacity of organizations to deal with change.
45. Identify a range of available services for elders in most communities.
46. Understand state and national aging policy and programs.
47. Understand the organizational structure of health services for older people.
48. Identify how policies, regulations, and programs differentially impact older adults and their caregivers, particularly among historically disadvantaged populations (e.g., women and elders of color).
49. Analyze the impact of an aging society on the nation’s health care system.

ROLE DEVELOPMENT ~ PROVIDER, MANAGER/COORDINATOR, PROFESSIONAL MEMBER

Content: Provider of Care: The use of interdisciplinary teams to assess and deliver care to older adults. Knowledge of how disciplines other than nursing contribute to the well-being of older adults. Complementary health practices, e.g., relaxation, massage, pet therapy, reminiscence and life review, acupuncture used by many older adults. Analysis of the relative merits of teams and complementary health practices in improving care for older adults.

Designer/Manager/Coordinator of Care: Assessment and education strategies to maximize older adults and family participation in health promotion, disease prevention, and illness management. Quality improvement strategies to evaluate effectiveness of assessment and education activities on older adults and on families. Assess, supervise, and evaluate the care provided to older adults by licensed and unlicensed assistive personnel. Conflict resolution skills to redress conflicts among providers, older adults and families.

Member of a Profession: The importance of illness prevention and end-of-life care for older adults. Analysis of how membership in, and participation on, boards of professional organizations and lobbying and political activities promote integration of prevention and end-of-life care for older adults into federal and state legislation, regulations, and reimbursement streams.
50. Conduct, utilize and disseminate applied research to improve practice.
51. Demonstrate appropriate socialization, including behavioral and organizational protocols, use of resources, and professional responsibilities.
52. Develop skills necessary for grant writing.

ADDITIONAL RESOURCES:

Useful web sites: Association for Gerontology in Higher Education http://www.aghe.org/

AGHE is the Educational Unit of The Gerontological Society of America.
The Association for Gerontology in Higher Education (aka AGHE) is the international leader in advancing education on aging and is the only institutional membership organization devoted primarily to gerontology and geriatrics education since 1974. AGHE’s mission is two-fold: (1) To advance gerontology and geriatrics education in academic institutions; and (2) To provide leadership and support of gerontology and geriatrics education faculty and students at education institutions. AGHE and its members are strongly committed to the well-being of older adults. Together, AGHE and aging-studies programs in institutions of higher education strive to: (1) preparing service delivery personnel who will work directly with older adults; (2) training educators who specialize in the physical, psycho-social, and policy domains of aging; (3) educating the society at large about the processes of aging and the implications of an aging society; and (4) instructing older adults seeking to maximize their options in a complex and challenging age.

Careers in Aging: Consider the Possibilities, Gloria D. Heinemann, Elizabeth B. Douglass, and Joy Lobenstine Whittington. 2003. 16 pp. $0.50 AGHE members; $0.75 non-members.

Mission: Growing a Workforce to care for older adults.
http://www.socialworkleadership.org/

2010 Publications
Noell L. Rowan, Anna C. Faull, Julie Birkenmaier, JoAnn Damron-Rodriguez. Social Work Knowledge of Community-Based Services for Older Adults. (In Review).

Research Reports 2010

2009 Publications

Research Reports 2009

Brown, Randall (2009, March). The Promise of Care Coordination: An Analysis of Care Coordination Models that Can Reduce Hospitalization and Expenditures Among Medicare Beneficiaries and Improve Quality of Care. A report prepared for the National Coalition on Care Coordination (N3C). (Available: PDF)

2009 Book Chapters
SW 700A/B Fall 2012– MW Siegel, LCSW

2008 Publications

Research Reports 2008
The Social Work Leadership Institute of the New York Academy of Medicine. (2008, December). Toward a Care Coordination Policy for America’s Older Adults An Overview and recommendations for President-elect Barack Obama and his Transition Team. A report prepared for National Coalition on Care Coordination (N3C)

2008 Research Monographs and Major Reports

2007 Publications

2006 Publications

2006 Book Chapters

2005 Publications
Appendix 1:
San Diego State University – School of Social Work & Gerontology Program

ORIENTATION CHECKLIST – Gerontology Practicum

Agency Overview

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

Agency 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 agency, department, and/or unit meeting schedule
_____ Review client record/charting, policies and procedures
_____ Review forms for documentation/accountability
_____ Review regulations regarding confidentiality, release of information, etc.
_____ Review client fees/payment schedule
_____ Review client emergency protocol
_____ Review child or elder abuse reporting protocol
_____ Review work schedule, including lunch and breaks
_____ Review information/referral policy
_____ Review agency policy regarding harassment
_____ Review agency policy regarding discrimination
_____ Review agency policy regarding the Americans with Disabilities Act
_____ Review agency policy regarding OSHA
_____ Review agency policy regarding HIPAA

Site Supervisor-Field Instructor/Student Responsibilities

_____ Review expectations for supervision and schedule
_____ Review educationally based recording schedule
_____ Review use of preceptor (if applicable)
_____ Review plan for diversity/multi-cultural experiences

(continued)
- Review plan for monitoring of student hours (by both field instructor and student)
- Review agency training or staff development opportunities
- Review student’s personal safety issues and concerns and strategies to deal with them

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Appendix 2:

SDSU School of Social Work and Gerontology Program

If possible, please paste on Agency Letterhead.

STUDENT EVALUATION BY SUPERVISOR #1 - -After 100 hours (Midpoint of internship and semester)
Refer to course syllabus for required due date.

Semester: __________________________ Year: ______________

Student: ________________________________

Agency Name & Program: ________________________________

Site Supervisor: __________________________ Site Supervisor Title: ________

Field supervisors are asked to provide feedback in areas that will help the student understand her/his strengths and shortcomings in interpersonal areas, administrative activity, and the ability to fit into the agency/organization work environment.

More detailed descriptions of these competencies and learning outcomes are outlined in Appendix A, if site supervisor would like to review examples of how competencies are demonstrated.

Place the corresponding number beside each statement.

(1) Does not meet expectation
(2) Beginning Level of Skill
(3) Competent
(4) Advanced
(N/A) Not Applicable or No Opportunity to Demonstrate

1. Intern demonstrates advanced understanding of interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent gerontological practice.

2. Intern demonstrates critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences, and humanities.

3. Intern synthesizes and applies a variety of learned interdisciplinary theories and research in applied settings.

4. Intern demonstrates social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others.
5. Intern exhibits personal and social responsibility, and ethical and professional behavior in all settings.

6. Student exhibit effective use of advanced communication (written, oral and interpersonal) skills and information technology needed in a global information society.

Any other comments/feedback (attach optional narrative):

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Appendix 3:

**SDSU School of Social Work and Gerontology Program**

*If possible, please paste on Agency Letterhead.*

**STUDENT EVALUATION BY SUPERVISOR #2** - After 200 hours (End of internship and semester)  Refer to course syllabus for required due date.

Semester: ______________________ Year: __________

Student: ______________________

Agency Name & Program: ____________________________________________

Site Supervisor: ______________________ Site Supervisor Title: _________

Field supervisors are asked to provide feedback in areas that will help the student understand her/his strengths and shortcomings in interpersonal areas, administrative activity, and the ability to fit into the agency/organization work environment.

More detailed descriptions of these competencies and learning outcomes are outlined in Appendix A, if site supervisor would like to review examples of how competencies are demonstrated.

Place the corresponding number beside each statement.

1. Does not meet expectation
2. Beginning Level of Skill
3. Competent
4. Advanced
(N/A) Not Applicable or No Opportunity to Demonstrate

7. Intern demonstrates advanced understanding of interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent gerontological practice.

8. Intern demonstrates 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.

9. Intern synthesizes and applies a variety of learned interdisciplinary theories and research in applied settings.

10. Intern demonstrates social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others.
11. Intern exhibits personal and social responsibility, and ethical and professional behavior in all settings.

12. Student exhibit effective use of advanced communication (written, oral and interpersonal) skills and information technology needed in a global information society.

Any other comments/feedback (attach optional narrative):

**Signatures:**

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Gero 700 Course Instructor Initials and Date:
Appendix 4:

San Diego State University School of Social Work and Gerontology Program

Gero 700 Student Self-Assessment and Evaluation Review Paper
(Refer to course syllabus for required due date.)

Philosophy
All students are considered adult learners who share responsibility for their learning, progress, and self-assessment. The student’s own self-appraisal is consistent with the School’s philosophy encouraging self-determination, self-awareness, and motivation toward the highest possible level of development.

The Self-Assessment and Evaluation assignment is required to include the following:

I. Format of Paper

The paper should be no more than 5 pages, 1-inch margins, double spaced, 12-point font and comply with APA format. It should include a title page with running head. Title page shall include Name, Practicum Course number and name, e.g. Gero 700A or Gero 700B – Practicum in Gerontology, semester/year, course instructor (faculty), agency practicum name, program/unit (if applicable), and site supervisor’s name, title. Signature line for Student with date is required on title page.

References must be cited in APA format – both in text and on the reference list (if applicable), and the reference list and references in text must agree exactly. The paper should be clear, organized and free of grammar or typographical errors.

II. Self-Reflection and Evaluation Content and Thoughts

The self-reflection / self-evaluation paper assignment can be organized by:

- Supporting the six Evaluation Gerontology Competency items;
- Appendix A suggested competency areas;
- Course learning outcomes as described earlier in this course syllabus,
- Macro involvement in development & management of core administrative functions including: planning; budgeting; staffing; data systems; personnel; resource development; program design; and/or leadership.
- Organizational diversity and cultural issues
- Describe any learning activities, such as seminars, conferences, or interdisciplinary team meetings. Indicate briefly the purpose and nature of these meetings and how these experiences provided you with an opportunity to integrate gerontology theory and practice in your agency setting. Provide examples of how you were able to apply classroom and reading theoretical knowledge in your internship setting.

Example: the impact of the limitations of funding for in home support services, long term care or respite care for families with a family member with dementia.
III. Additional Considerations:

- How would I assess or “rate” myself now, compared to the beginning of the semester?
- What progress did I make in mastering the gerontology competencies described in evaluation and appendix? Did I accomplish what I hoped to accomplish?
- In what areas did I NOT make progress, and why not? What impeded my learning?
- What skills would I like to learn or develop further?
- What activities will help me learn or develop these skills?
- Describe any special project that was completed during this semester.
- If you had a prior Gero 700A or B course - review your Self-Evaluation from last semester, compare your self-evaluations, and write a reflection on what is different from last practicum course, what have you learned, and how you view yourself now.

_Students are encouraged to share their Self Evaluation Review paper with their field instructor/supervisor._