Guidebook for Developing
an Effective Academic
Gerontology Internship Program

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Guidebook for Developing an Effective Academic Internship Program

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**Introduction**

This Guidebook was developed as a culminating product of work done by the California Statewide Gerontology Summit Task Force on Internships in 2002 and many individuals throughout the United States over the past 10 years. Additionally, the Guidebook incorporates recent work by Mike True at Messiah College in Pennsylvania. The Guidebook is written for anyone developing or modifying an Academic Internship Program or Course. It highlights key points faculty members should consider regarding an Academic Internship Experience. Other resources that will assist in developing a quality Academic Internship are listed at the end of the Guidebook. Enjoy your Journey!

**Academic Internship Defined**

“An internship is any carefully monitored work or service experience in which a student has intentional learning goals and reflects actively on what she or he is learning throughout the experience” (True, 2002). Characteristics for an Academic Internship include (Inkster & Ross, 1995; NSEE, 1994; Osborne, 2002; True, 2002) include:

- Academic Internships promote academic, career and personal development for the student.
- The typical experience lasts from three to six months but may be as long as two years.
- It is generally a one time experience (but it may encompass two consecutive courses).
- The experience may be part or full time.
- On most campuses it is unpaid (student receives academic credit instead of money – check your campus policy).
- Academic Internships are different from short-term jobs or volunteer work because they have a written, intentional learning agreement that is structured into the experience and monitored by the faculty member.
- Learning activities include formalized (signed by all parties) learning agreements that include learning goal and objectives, planned/required observations and activities, reflection (seminar, journals etc.), ongoing assessment and evaluation by all parties.
- Efforts are made to insure a reasonable balance between student learning goals and work the organization needs done (commonly 10% of time is non-learning goal directed).
Academic Internships: 
Active Participation and Application Opportunities 
for All Key Players

Students Should be 
Involved
because significant positive effects have been shown on common STUDENT outcome measures 
(Alexander, Vogelgesang, Ikeda, & Yee, 2000; Inkster & Ross, 1995; Sax, 1997)

Academic Performance
Internships have been shown to improve GPA, writing and critical thinking skills, and 
help students learn new concepts by applying them to familiar and unfamiliar situations and 
real-time “controlled” experiences. Internships validate classroom learning “aha’s” occur 
frequently and this spurs students to seek more knowledge.

Values
Internships support commitment to Community and promote social, cultural, ethnic, and gender 
understanding about diverse individuals in different settings through planned “out-of-the-box” 
experiences.

Self Efficacy
Participation in academic internships demonstrates to students how they will use 
their knowledge in a real-time setting.

Leadership
Internships enhance participation in leadership activities such as decision making, interpersonal 
and organizational communication, self and other’s evaluation, and project completion.

Promotes Service as a Component of any Career
Internships provide an exposure and commitment to community service that often lasts long 
after the student graduates; incorporating it into his/her career.
Academic Internships:  
Active Participation and Application Opportunities  
for All Key Players

Faculty Members Should be Involved  
because significant positive effects have been shown on FACULTY MEMBERS’ common goals for student learning (Ciofalo, 1992; Inkster & Ross, 1995; Osborne, 2002a)

Reinvigorate a Course  
Academic Internships use hands-on pedagogy that provides excitement and freshness to a course while providing outside resources for the faculty member.

Deepen Student Understanding  
Course content takes on new, real life meaning as students reflect on their diverse experiences using various reflection modalities and projects. An challenge faculty members to continue learning and growing.

Academic Internships provide an avenue for faculty members to model “real time” theory application, direct students’ individual interests on a one-on-one basis, guide organizational savvy and professional development, and to assist students with role acquisition.

Connection with the Community  
Interacting with community members in an ongoing dialogue provides exposure to local issues and a chance to develop enriching reciprocal relationships between faculty members in the Course, the Program, the University, and the Community which in turn facilitate student learning.
Assists in Meeting Instructor’s Primary Goals
(Osborne, 2002a, 2002b; Sax, 1997)

General Internship Student Outcomes

- Increased Community awareness
- Application of “Real world” knowledge
- Informed career exploration
- Measurable attitude change
- Provide a “human face” on abstract concepts or clinical information
- Increased student engagement, motivation, and course satisfaction
- Provides opportunities to build faculty-student relationships outside of class
- Encourages civic education: students learn how to use democratic processes; students give back to society.

Provides opportunities for advanced students to affirm to society/the community, the value of the knowledge and skills they have gained from their education

Academic Student Outcomes

- Enhanced mastery of course content
- Increased retention of course content
- More lively and profound seminar/class/listproc discussions
- Enhanced critical thinking about course content, including improved ability to apply critical analysis to both subjective experience and academic material

A major benefit of Academic Internship Programs is the real time combination of these outcomes
Academic Internships:  
Active Participation and Application Opportunities  
for All Key Players

Community Agencies Should be Involved  
because significant positive effects have been shown on COMMUNITY AGENCIES’ goals and needs (Inkster & Ross, 1995; Osborne 2002b; True, 2002)

Partnership Benefit  
Breaking down separations between schools and community agencies allows community members to share their perspective, expertise, and experience with students and faculty.

Local agencies and businesses can take a planned active role in educating individuals – providing and demonstrating practice-based theory application.

The connection with the university/college also enables agencies to reach some of their stated community service goals while at the same time helping to prepare people who are the workforce of the future.

Enhanced community image occurs as contributions are made to educational ventures.

Recruitment Benefit  
General recruitment is augmented by campus visibility.

Interns are potential workers (whose work you already know).

Interns are a flexible and cost-effective work force who do not require long-term employer commitment.

New Ideas/Enthusiasm/Energy  
Community organizations benefit from the knowledge, creativity, and enthusiasm students and faculty members’ contribute to a project or work site.

Internships provide a year round source of very motivated and energetic individuals.

Students often bring new perspectives to task completion and old problems.

Having a student can allow the supervisor or other staff members to pursue creative projects.
Internship Development

Process

Define Academic Internships in your Institution/Department

➢ Explore definitions of Internships in your University/College as they vary widely from institution to institution (and sometimes even from department to department).

➢ Check into policies regarding internships (e.g. credit, hours, supervision requirements, paid or not paid, academic vs. nonacademic, legal requirements etc.) and keep your Academic Internship course with institutional parameters.

➢ Explore and access institutional supports for Internships. Campus Career Centers often have internship Coordinators as do Service Learning Programs and academic departments. Talk with them to get ideas, potential agencies, etc. Develop a network of faculty across campus who work with Internships and meet with them at least once a year. List Serves of faculty involved in internships also provide helpful, quick access for discussions of the joys and challenges of managing Internships.

Develop Department Policy for Internships

Statement should include the following elements:

➢ Philosophy and Objectives of (Gerontology) Program
➢ Responsibilities of the Internship Faculty Advisor
➢ Eligibility requirements for entry into Internship
➢ Procedures for securing an Internship
➢ Responsibilities of the student
➢ Responsibilities of the Internship Agency Supervisor
➢ Strategies for evaluation

Role and Responsibilities of Faculty Advisor

Commonly includes:

➢ Developing and assessing policy
➢ Maintaining the academic quality of the course
➢ Developing and maintaining agency site networks
➢ Marketing the course
➢ Advising students
➢ Contacting and communicating with site Supervisors
➢ Visiting sites for communication, assessment, evaluation, networking
➢ Monitoring student progress and giving feedback in a timely manner (weekly)
➢ Conducting seminars and reading journal reflections
➢ Grading student work/projects
Internship Development

Process

Credit

Determine the minimum and maximum credits. Academic credit may only be given for learning, not just community/volunteer service. Just putting in time is not an academic activity and does not earn academic credit (Inkster & Ross, 1995; Osborne, 2000a & b; True, 2002).

Decide if the credits earned apply toward the major or minor.
If so, how many may/must be used?

Determine and publish for students how the credit is calculated.
Credit is earned through relating, examining and analyzing experiences.

Decide how much (if any) internship “time” you will give for students to complete the structured reflection activities.

Often Seminar time is subtracted from actual intern hours and reflective journaling and listserve discussions are treated as homework would be, and are not “counted” in total internship hours.

Although intern students have specific learning objectives, it is recognized that they have a role as a team member in the agency. With this in mind, usually no more than 10% of the Internship time can involve tasks with little or no intellectual challenge such as filing, answering phones, etc.

Placement

Departments offering Internship courses are responsible for placement of students and for assuring that community partner organizations provide students with service experiences that enhance learning (Ciofalo, 1992; Inkster & Ross, 1995, Osborne 2002a & b; True, 2001).

Points for decision:
➢ Who negotiates placement in potential agencies – student and/or faculty.
➢ When must the decision/approval for placement be made? When is too late?
➢ Is there is a qualified supervisor available and willing to work with the student at the times they can be both there?
Does the supervisor have the required skills to facilitate this student’s learning?
Can the agency/supervisor supply the appropriate time and learning activities for the student’s learning goal and objectives?
Is the student able to complete the requirements given their other life obligations?
Can the student make their work schedule in collaboration with the Supervisor?
When is it too late to begin the internship?
Internship Development  
 PROCESS

Student Qualifying Criteria

It is important to decide what background students need to have before they participate in an Internship course (Inkster & Ross, 1995; Osborne, 2002b).

Questions to address should include:
- Should students have a minimum GPA in certain (core) courses?
- Should the intern experience be at a certain time in students’ academic career (after a certain number of courses have been completed)? This really affects the goal and objectives of the Internship!
- Is this Internship for Majors or Minors only, or could other students participate?
- Should the student have declared their major/minor before taking the course?
- Which ones courses students must have taken before they take the Internship?
- What is the process necessary prior to registering for the course (interview with advisor, completion of any application forms or goal statements, resume, reference from other faculty member, etc.)?
- When does the process need to be started by the student (the semester before, at the beginning of the semester)?

Legal Issues

All relationships carry various legal duties and rights. It is important to check with university/college legal counsel when developing an off campus Internship course. For clarity it is important for faculty to include as much information as possible regarding these concerns in the course syllabus and agency agreement that is signed by all participants (Goldstein, and; Inkster & Ross, 1995, Osborne 2002 a & b; True, 2002).

Be sure to know/how to address:
- If the university/college has formalized agreement forms and information channels that need to be used.
- Who carries disability insurance on students who are working in Internships.
- What students should do if they get injured during the Internship hours (where do they go and who is expected to pay for treatment).
- Responsibilities of all parties if there is profoundly unsatisfactory performance.
- What is expected of students if inappropriate supervisory activity occurs.
- What are students to do if illegal activity is observed?
What requirements are there for students to comply with before they begin (TB screening, finger printing, inoculations, etc.). Who pays for it?

Six criteria for interns (qualified as leaders/trainees) are outlined by the U.S. Department of Labor (True, 2002).
1. Interns cannot displace regular employees
2. Interns are not guaranteed a job at the end of the internship (though they may be hired at the conclusion of the experience)
3. Interns are not entitled to wages during the internship
4. Interns must receive training from the company.
5. Interns must get hand-on experience with company equipment and processes and policies.
6. Interns’ training must primarily benefit them, not the company.
Developing an Internship Course Template

Use this template to begin development of your Internship course.

Instructor:
Course Name:
Units:
Semesters offered:
Course Description:

Student Outcomes:  
1.  
2.  
3.  
4.  

Measurement:  
1.  
2.  
3.  
4.  

Internship Course Objectives:  
1.  
2.  
3.  
4.  
5.  
6.  

Internship Assignments:  
1.  
2.  
3.  

Necessary Forms:  
Internship Checklist  
Student Learning Agreement  
Student Evaluation of Self (based on course objectives)  
Student Evaluation of Agency Supervisor  
Student Evaluation of Agency  
Agency Agreement  
Agency Supervisor Evaluation of Student  
Faculty Evaluation Form/Letter
Marketing Ideas
(Osborne, 2002a, 2002b; True, 2001)

General
Include all internship information on the department website (check if you can have links from the career center site and/or Office of Community Collaboration/Service Learning site). Include syllabus, sample agencies, process for advising and registration, etc.).

List intern sites with contact person and number on web page (market to agencies as free advertising!).

List commonly used Intern sites on Program/Department Brochure.

Obtain current employer brochures to make available to students (on bulletin board or at meetings/fairs).

Stay in touch with journalist at local and school papers so they will write about student experiences in their internships.

Set up an information table at student orientations.

Distribute “Internship Fact Sheet” to all on-campus audiences,

Develop an Email list for all chairs and faculty in departments where students frequently might logically come from to participate in the Internship. Keep them updated with the “Internship Fact Sheet” and on participating agencies and student projects.

Print bookmarks and have the bookstore give them out with every purchase.

Feature an “Intern of the Month” and sponsor an “Intern Student of the Year” award. Each month hang legal-sized posters around campus which include a photo of the student in action and a brief write-up of the intern's work. Selection is based on variety and quality of placement (and of course if the photos turn out well). These could also be posted on the web site (more free advertising for the agency!)

Photograph interns and post their pictures on a bulletin board showing where they are interning.

Sponsor guest speakers to speak to campus audiences about workplace issues.

Create and distribute course/student brochures to students, faculty, administration, and community agencies.

Sponsor a Career/Experiential Exploration Week.

Produce a newsletter for all internship sites with pictures from the current batch of interns, along with a list of companies that hosted interns this year and a big thank you for participation.
Send thank you letters to all supervisors for participating in internship program.

Create, post, and mail Project “Presentation Programs” to Dean, newspapers, Gerontology student group, and all participating agency supervisors.

Make presentations to community organizations such as Rotary, high school PTAs, etc. Visit all interns/supervisors at the beginning of the internship (at least) to set the tone and answer questions. Stay in touch via phone and email throughout the internship.

**Faculty**
Attend academic department/program meetings and make presentations about the internships.

Develop relationships with faculty members who have interests/teach courses in aging and longevity.

Use supportive faculty to “sell” internship concept to other faculty.

Invite faculty/administration/agency supervisors to student presentations.

Negotiate some class time (with specific professors) to discuss with students the importance of internships and how to find an internship.

Develop an Internship Advisory Board.

Provide the Internship Fact Sheet flyer to all faculty (email and campus mail) just prior to advising/registration times.

**Students**
Send flyers to commuter’s homes and dorm students’ campus mailboxes.

Make use of campus TV and radio.

Make presentations during orientations, career fairs, and other campus events.

Use bulletin boards in Student Union to showcase internships.

Ask previous interns to present internship information sessions. Can also include asking some of the agency representatives to be involved.

Use email distribution lists by students’ interest/major.
**Employers**

Handout employer brochures to recruiters on campus and at career fairs.

Invite employers and specifically former intern supervisor to present to Gerontology Student Association, career meetings.

If you use speakers in your classes and if they have experience with student interns, encourage the speakers to incorporate the intern experience into their content.

Provide department/university “give-a-way items” (e.g. mugs, highlighters, book marks, key chains, pens).

Include agency info on campus web site.

Send information packets to employers describing the internship program; follow-up with a phone call.

Join community organizations (serve on boards, councils, agency task forces).

Send a list of prospective student interns to selected agencies every semester so those agencies can recruit students as they desire.

Host a Recognition Luncheon: invite supervisors, students, faculty, etc. Participating Supervisors receive a framed certificate of appreciation. (This works for on-campus support as well). Send list of graduates to all participating agencies each semester/year so they may recruit specifically for Gero graduates.
Managing the Internship Experience
(Ciofalo, 1992; Cross, 1994; Goldstein & Laster, n.d.; Osborne, 2002b, 2002c; True, 2002)

Overview
Providing a list, a guideline, or plan for students that they can use to remind them of what they must do before, during, and after the Internship is helpful for them and for you! It also provides clear documentation of the Internship process so if there are questions or problems with students completing their work, you have something in writing to verify what you said. This serves as your contract with them. A sample follows.

Student Resumes
Students need to provide professional resumes in a competitive career market. Requiring an updated resume (or a first time one) gives students the opportunity to prepare one, and modify it based on your input. They also generate great seminar discussions and are impressive to supervisors when they are presented with the learning contract (everyone keeps a copy of all contracts and resumes collected). Any standard resume format will work. Included in this section is a sample.

Student Learning Contracts
Student Learning Contracts guide the Internship experience. They are researched and written by the student (I suggest they talk with the intended supervisor to get ideas before they write all their objectives). It is reviewed and commented on by the faculty member and modified by the student prior to attending the initial setup meeting before the beginning of the Internship experience. This is an agreement the student, supervisor and faculty member must agree on and sign, signifying the appropriateness and availability of the planned experiences. It is made clear at that meeting that the Learning Contract may be modified as the student and Supervisor work together and new possible experiences arise. Copies of the new objectives are made and added as addendums to the original contract. A sample follows.

Agency Agreements
A legal agreement must exist between your institution and the agency. This agreement covers the student’s presence and work in the agency. Be sure to check with your legal department regarding what is necessary for your university/college. A sample agreement is included.

Roles and Responsibilities of the Agency Supervisor
Clarity about roles and responsibilities of the Agency Supervisor for all participants are imperative for a smooth educational experience for students. Discussions with the intended Supervisor both prior to and at the initial setup meeting, as well as having the general responsibilities in writing help to assure this will happen. Roles and Responsibilities are usually outlined in the Agency Agreement (signed by both the faculty member and the agency supervisor) and the (Student) Evaluation of Supervisor. Samples of both are included in other sections.
**Faculty Monitoring – Site Visiting**

Site visits are important for students, faculty members, and for agency supervisors and staff. Plan ahead of time how many visits and for what purpose. Make this clear to students and supervisors at the onset of the experience. I use site visits to have the opportunity to actually see where the student will be and introduce myself (and of course the course/program – marketing always helps) to all agency personnel. I like face-to-face communication as it seems to help decrease the anonymity that sometimes occurs in Internships. It facilitates communication – both for positive and negative reasons. I also of course, use email and the telephone, once we have a rapport. You are “running the meeting”. You need to determine the length of time necessary and when and if you will return for another visit and of course let the others know. My visits usually take about 30-45 minutes when I set up an agency for the first time. Of course if you are meeting to solve a student concern, it may take longer. Be sure the student knows to bring all the necessary data/forms to facilitate the effectiveness of the meeting.
SAMPLES

Overview
Gero 195A & Gero 195B
Internship Guidelines

Break down of Internship Hours:
- Agency Practice: 115
- Seminar: 12
- Project: 5
- Presentation: 3
- Course total: 135

Before Beginning (the semester before):
Meet with Director to discuss/formalize ideas
Get dates/times for Experience Discussion Seminar meetings on Gero bulletin board or from Cheryl
We will register you for Gero 195A after the first Seminar (first Friday of semester).
Obtain/complete internship forms from Syllabus
  - Agency/Program Agreement for Field Instructions in Gerontology
  - Include goals and objectives for learning experience (talk with Director and Agency)
  - Learning Agreement - attach your resume (samples are in Syllabus)
  - Field Supervisor’s Evaluation of Core Competencies (give to your internship supervisor to complete at the end of your experience)
  - Make three (3) copies: Student, Preceptor & Director keep copies
    Determine convenient meeting times with field supervisor for all of us to meet before you begin your experience (this greatly facilitates you getting the experience you desire)
  - Get all required agreement signatures - You may not start your hours until we have all met!
  - Internship Hours must be started no later than the 3rd week of the semester.

START YOUR JOURNEY!!

During Field Experience:
- Get your internship supervisor’s job description and Resume (we need them in our files)
- Once a week, turn in your Learner Journal entries for the week to Cheryl (in Gero Office).
  If you go more than once in the week do a summary for each time you go.
- Each week, pick up previous week’s summary when you turn in new one(s).
- Keep all entries in your Professional Portfolio and bring to Experience Discussion Seminar
- See Learner Journal and Professional Portfolio Guidelines for contents
- Attend Experience Discussion Seminars (required as part of your field hours)
- Call Faculty member immediately, with any concerns you encounter in your field placements - so we can make this a truly exceptional experience!! (278-7163/7281)
When Field Experience is Completed: (on or before the Monday, the week Before Finals’ week)

- Complete a 2-3 page Experience Evaluation Summary (EES) evaluating your overall experience and completion of your individual goals and learning objectives (see Guidelines in Syllabus).
- Turn in two (2) copies of the EES along with your Professional Portfolio. Your entire Professional Portfolio will be returned to you. One copy of your summary will be attached to your contract and evaluations and will stay in your permanent file in the Department.
- Meet with your faculty during Finals’ week for final Evaluation (set up appointment early)
Student Resume

RESUME GUIDELINES

Please attach resume or complete the following:

Name:
Address:
Phone Number:
Fax:
E-Mail:

PROFESSIONAL GOAL:
Include current goal.

EDUCATIONAL EXPERIENCE:
Include degrees, courses, certifications and continuing education which demonstrates your ability to serve as supervisor/professional role model in for students in this role/agency.

CAREER EXPERIENCES:
Include dates, agencies and responsibilities.

PROJECTS:
Include a brief description of any in-progress or completed projects/papers.

PROFESSIONAL MEMBERSHIPS/ACTIVITIES:
Include experiences such as committees, organizations, and presentations done.

COMMUNITY SERVICE:
List any areas of paid or volunteer service.

REFERENCES:
Available upon request.
# Student Learning Contracts

CALIFORNIA STATE UNIVERSITY SACRAMENTO  
Gerontology Program

**LEARNING AGREEMENT**  
FIELDWORK/INTERNSHIP  

Attach this typed sheet with Field Experience Learning Goal and Objectives

- Fall [ ] Spring [ ] Summer [ ]
- Gero 195A [ ] Gero 195B [ ] Gero 199 [ ]

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Student’s Name  
Home Phone: ( ) ________________

Email Address: Fax: ( ) Work Phone: ( ) ________________

Address:  
Street:  
City:  
State:  
Zip:  

********

Director/Faculty Coordinator: Dr. Cheryl Osborne  
Work Phone: 916-278-7281

Email: osbornec@csus.edu  
Fax: 916-278-3855

********

Sponsor Agency: ______________________________________________________________

Agency Address:  
Street:  
City:  
State:  
Zip:  

Agency Phone: ( ) ________________  
Agency Fax: ( ) ________________

Supervisor/Field Instructor: Email: ______________________________________________

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Student Signature: ___________________________  
Date: ______________

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Supervisor’s Signature: ___________________________  
Date: ______________

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Faculty Coordinator’s Signature: ___________________________  
Date: ______________

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Complete in **TRIPLICATE**  
1 Copy: Faculty Coordinator  
1 Copy: Student  
1 Copy: Field Supervisor
SAMPLE GOAL/OBJECTIVES
(Attach to Learning Contract)

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

Objectives:
1. Explore the roles and responsibilities of professionals providing services in adult day health care (ADHC) programs.
   a. Read articles about ADCH staff role and responsibilities.
   b. Spend a minimum of one day with each of the service providers observing and participating whenever possible in their responsibilities.
   c. Assist providers throughout internship as assessed and directed.
   d. Visit a minimum of __X__ other ADHC/ADCs and compare and contrast services and organizational culture.

2. Understand state and agency licensing requirements and participate in the staffing process.
   a. Read and discuss state and agency licensing requirements.
   b. Learn about staffing process and assist when possible.

3. Explore ideas for activity planning and coordination.
   a. Research activities through reading and discussion with the activity coordinator.
   b. Spend a minimum of ___X___ days with the activity coordinator.
   c. Be responsible for planning, organizing and evaluating __X__ activities.

4. Participate fully in the daily experiences at the ADHC.
   a. Learn and participate in the daily routine.
   b. Develop relationships with clients and staff.
   c. Describe organizational structure of agency.

5. Understand common physical and emotional needs of clients and families participating in ADHC.
   a. Read articles describing common physical and emotional needs of older adults participating in ADHCs.
   b. Discuss with staff and family members needs of clients and families.

6. Become familiar with the process of developing and managing an ADHC.
   a. Read and discuss processes with intern supervisor and/or designee.
   b. Attend any pertinent meetings.
Agency Agreements

CALIFORNIA STATE UNIVERSITY SACRAMENTO
Gerontology Program

AGENCY - PROGRAM AGREEMENT
FOR FIELD INSTRUCTION IN GERONTOLOGY

This agreement reflects an understanding that field instruction is an integral part of the educational program offered by the Gerontology Program and that its educational objectives can only be obtained when an agency is willing to provide for learning opportunities for students that include direct engagement in service/agency activities.

In mutual respect and recognition of our interrelationship and interdependence, we agree to areas of responsibility detailed below.

RESPONSIBILITIES OF THE GERONTOLOGY PROGRAM:
1. Assign students to find field placement in an agency reflecting their interests and aspirations.
2. Meet with the student and field supervisor prior to beginning of experience.
3. Provide consultation to assist the student and field supervisor.
4. Provide classroom instruction relevant to the field of Gerontology.
5. Provide meetings and seminars for field supervisor as needed.
6. Provide consultation to the field supervisor regarding student progress.

RESPONSIBILITIES OF STUDENT:
1. Participate fully in all agreed upon learning experiences.
2. Communicate in an ongoing manner with supervisor regarding appropriateness of learning experiences; modifying (in writing) individual learning objectives as necessary.
3. Notify faculty field supervisor immediately if expectations are not being met; also notify faculty coordinator within the next week if expectations are not modified.
4. Complete all agreed upon assignments.
5. Notify field supervisor when unable to meet agreed upon hours in the agency (prior to absence).
6. Prepare an evaluation of the supervisor to be discussed and signed by both and forwarded to the Gerontology Program at the end of the semester.

RESPONSIBILITIES OF THE AGENCY:
1. Provide field experiential and observational opportunities of educational value.
2. Assign a field supervisor who will be available to provide at least one hour/week of direct supervision and consultation to the student.
3. Enter into an educational plan with each student, so the agency, the faculty and the student will know what is expected.
4. Notify the student and the faculty coordinator immediately if expectations are not being met; the field instructor then to notify the faculty coordinator.
5. Have the field supervisor, in consultation with the student, prepare an evaluation of the student’s Core Competencies, to be signed by both and forwarded to the Gerontology
Program at the end of the semester.
6. Provide office space, clerical service, use of relevant case material, parking space, cafeteria, and emergency first aid if available.
7. Maintain the same number of regular staff as when the intern is not present.

The Gerontology Program and the agency understand that this is a learning experience. The student’s rights are to be respected by the Program and the Agency. The student has the right to grieve according to the procedures of University policy on student rights and responsibilities. The field supervisor is not required to participate in the grievance process.

On behalf of the California State University, Sacramento Gerontology Program and (agency), the following signatures are affixed to affirm our understanding and acceptance of the allocation of responsibilities listed above. This agreement shall remain in effect for two years from the date affixed below by the Gerontology Program Director.

Fall [ ] Spring [ ] Summer [ ]
Gero 195A [ ] Gero 195B [ ] Gero 199 [ ]

Student’s Name _________________________ Home Phone: ( ) __________________
Email Address: __________________________ Fax: _(__) __________________
Work Phone: ( ) _________________________
Agency Name __________________________ Name and Title of Agency Director or Designee
________________________________________________________________________
Mailing Address
________________________________________________________________________
City State Zip Phone:

Date ___________ ___________________________ Agency Director or Designee’s Signature

**********************************************************************************************
Cheryl Osborne
Program Director or Designee’s Name
osbornec@csus.edu 916-278-7163 916-278-3855
Email Work Phone Fax

Date ___________________________ Gerontology Program Director or Designee’s Signature

Complete in TRIPLICATE
1 Copy: Director/Faculty Coordinator 1 Copy: Student 1 Copy: Agency

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**Measurement of the Experience**  
*Belenky, Clinchy, Goldberger & Tarule, 1986; Osborne, 2002a, 2002b; Sax, 1997*

**Reflective Journaling**  
Journalling provides students with opportunities to explore their experiences in a thoughtful manner while providing documentation of time spent and measurement of learning activities. Included in the following pages is a sample of the use of Reflective Journalling – the concept and the assignment.

**Seminars**  
Scheduled Seminars (at least once per month, for two to three hours) are necessary to provide students and faculty with the opportunity to meet together throughout the internship experience to plan, process, and evaluate learning. The Seminar time allows for students to present and share their experiences with other internship students. I have seen enhanced student problem solving, increased communication and empathy, and creative knowledge exchange occur during Seminar. Seminar also allows for face-to-face contact between faculty and students after they have started their Internship, collecting and returning of weekly Journals, and clarification of Internship requirements. The students and I find that the three hours go by very quickly!

**List Serve Discussions**  
Another method for students to discuss internship experiences and have them monitored and used for measurement by faculty is through a List Serve Discussion Group. Students may answer questions posed by faculty or they may each choose a week and be responsible for posting their own question, with other students then responding. Faculty may simply monitor questions and responses (read responses and count the entries - I require a certain number of responses – ie one per week/question) or they may respond back to students on some or all of the postings.

I have found it helpful to respond periodically. The amount of time needed for timely, thoughtful, and consistent responses is often prohibitive but it is important and helpful to students to know you are “there” and reading their responses.

**SAMPLE**  
*Reflective Learner’s Journal*

**Purposes:**
1.) To provide a vehicle for learners to reflect on, incorporate and document application of gerontological theories and concepts into the chosen practice area.
2.) To provide the learner with a tool which can assist in analysis and synthesis of readings and feelings about Service Learning and internship experiences.
3.) To afford the learner with an opportunity for timely and consistent feedback on writing and critical thinking skills.
Welcome to our journey!! You will be keeping a Reflective Learner’s Journal in both Gero 195A & 195B. This will become part of your Professional Portfolio. In your Journal you will document your experiences, thoughts and feelings each time you go to your Internship or Service Learning Project. Through your Journal entries you will explore the what's, how's, whys, and if you would do it again (if not, what you would do). Reflection time is hard to come by in our busy lives so this assignment “helps” you to be sure to not “just do” in your Internship but to really analyze your experiences and learn from them. The Reflective Journal also is a communication tool between you and I so you have a consistent opportunity to get assistance from me in this VERY important part of your educational process - that of “putting it all together”.

Your Journal is a place for you to be really honest about what’s going on. What you write is up to you. You need not agree with what’s going on or is said in Seminar or your Internship practice area. Your thoughts and feelings will not be judged though I will ask questions and comment on what you describe to assist you in critical thinking about your experiences. Please use this as a chance to dialog with me about your responses to all your experiences.

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

Directions:
1.) Follow this Reflective Journal Format (sample on following page) to help you meet the purposes of the Reflective Journal (make copies or type format into your computer and save it). All sections must be addressed in each entry:
   - Goal for the Day
   - Brief Description of Day’s Experiences
   - Critical Thinking Analysis of Experience
   - What Didn’t Work Well for You & How You Will Change it Next Time
   - What Worked for You and You Will Do Again
   - Evaluation of Goal/Objectives Achievement
2.) Make an entry for each time you do something in your Internship. Entries may be brief or extensive. The length is dictated by your experience during that particular day. Important learning constantly happens, and this Journal is your chance to reflect, think and write - this helps the learning process! Note: If the experience is less than two hours - include it in another Journal Entry (noting extra hours etc).
3.) The weekly Reflective Journal must also address the directed questions (there are different ones for Gero 195A & Gero 195B) on the Reflective Journal Service Learning Directed Questions list. Attach your answers to the end of your Journal entry. These will be discussed in Seminar.
4.) Since this is a professional program and this Reflective Journal will be in your Professional Portfolio, entries must be typed.

5.) Turn in your Journal entries weekly to my folder in the “Faculty” drawer in the filing cabinet in the Gero Office Building, El Dorado Hall. I will read them and return them to the folder with my name in the “To Student file” in the same cabinet, with thoughts and comments later that week, or early the following week.

6.) Journals must be **turned in on time**, or you will have to stop your internship.

7.) Keep all Journal entries in chronological order as they are returned (read the comments of course and respond if appropriate).

8.) Place completed Reflective Journal in your Professional Portfolio (see Professional Portfolio guidelines). It will be returned to you at your Final Internship Conference.
Reflective Learner Journal
SAMPLE

Name: Gerry Gerontologist
Agency: California Agency on Aging
Date: Sept 14, 1997
Hours: 8
Hours to date: 8

Journal Entry # 1

Goal for Day:
To familiarize myself with the agency’s policies and procedures necessary for effective functioning in this Internship and meet others in the office.

Brief Description of Day’s Experience (eg. meetings/inservices attended, clients seen, research completed, assessments done, work completed. This can be a list if you want):
Attended orientation meeting with two other interns - one from social work and one from RLS. Met the department manager. Discussed our involvement in three identified projects. Divided up the work for the next month. Had “power lunch” with Assemblyman Leslie’s Aide. Reviewed Mac computer skills. Discussed “phone protocols” as all in office take turns answering the phones.

Critical Thinking/Analysis of Experience (problems/discrepancies seen, How experiences/events “fit” with what you’ve learned in class and readings):
I’m really interested in advocacy for older adults. I will work on researching working advocacy programs and assist my Internship Supervisor (Josie) in the beginning development of a workshop for Senior Advocates. I can see how I have a lot more reading to do and must meet with many people downtown. I already surprised myself today though - I had several comments to contribute and one name to contact!! This was do in large part to a discussion we had last semester in Gero195A Seminar when two other students brought a list of individuals interested in participating in a neighborhood caring community project. Thanks to them!!
Boy! Networking is really important. At first, the meeting with Tim Leslie’s Aide seemed to be just a gossip session. Then I realized, in between what seemed like “Chit-chat” lots of important information was exchanged. Interesting - politics at another level was seen! I’ll have to be even more observant and a better listener. I’ll talk to Josie about this tomorrow.

Other Ways I Would Handle Situations (How I Will Change Them Next Time):
I had lots of questions but I was too timid in asking Josie so I came away with even more than I came with! When we get there tomorrow I will ask her when we can spend a few minutes so she can answer the questions and then I’ll be more effective in what I am doing. This is especially important as I have forgotten some of the things that made me proficient on the Mac. Time and practice will help, of course!

What Worked for Me and I Will Do Again:
I listened a lot and observed others’ interactions. It gave me many clues about the organizational culture and communication patterns. I’ll write more about them in the future because I can already see how they affect how work gets done in this agency and how that will
affect older adults. The interaction among us students was great. We have similar interests in older adults but different talents. We plan to use these and teach each other what we’re expert on... I think this will work great !!

**Evaluation of Goal/Objectives Achievement:**

I was really nervous today but that changed almost the minute I arrived. The Staff (all except one) and other students were friendly and we all soon were working collaboratively together. I think this was, in large part, due to the time and interest Josie took in answering questions, introducing all of us, and showing us around the agency. I feel I met today’s goal, and actually, then some but I certainly have much more to learn before I’ll feel comfortable answering phones (so many Big name people call here ... and they want the answers NOW!) and of course there’s the Mac use ... and starting the Project ... Good first day !
Evaluation of the Experience
(Ciofalo, 1992; Inkster & Ross, 1995; Osborne, 2002 a, 2002b, 2002c; True, 2002)

Student Evaluation
This form is based on the course’s learning objectives and student outcomes. All of the parameters should be listed and evaluated by the student. It is retained in the student’s final evaluation packet in their department file.

Student Evaluation of Agency
The student completes a form that documents their perceptions of the agency and how it facilitated (or not) their learning experience. It is kept with their final evaluation packet in their department file. A sample follows.

Student Evaluation of Supervisor
The student completes a form that documents their evaluation of their work with their supervisor, and how he/she facilitated (or not) their learning experience throughout the Internship. The evaluation is kept with the student’s final evaluation packet in their department file. A sample follows.

Supervisor Evaluation of Student
The supervisor completes a form that documents their evaluation of the work the student did based on general parameters and agreed upon learning objectives. It is kept with the student’s final evaluation packet in their department file. A sample follows.

Faculty Evaluation
This evaluation is written after the student turns in their Portfolio with all required materials (including other evaluation forms). The faculty summarizes the student’s completion of the course and individual learning goal and objectives. After review of all evaluations I write a summary letter. The student then meets with me and we talk about the evaluations and both the student and I sign the letter. It is kept in the department student file.
SAMPLES
Student Evaluation of Agency
STUDENT EVALUATION OF AGENCY

Course: Gero195A/B (circle)  Date: ___________

Student: ______________________________________________________________________

Clinical Agency Being Evaluated
_____________________________________________________________________________

Unit/Dept (if applicable) in the clinical agency _________________________________

NOTE: You are evaluating the clinical agency, not the instructor or intern supervisor. Please answer accordingly.

INSTRUCTIONS:
Please rate and comment on the following parameters in relation to your agency's effectiveness in assisting you to learn and to achieve the course objectives. Your comments will help us/the agency to improve the course/clinical experience !! Indicate your rating on this Sheet by scoring each item on a scale of 1-5 as defined below:

1 -- Strongly disagree
2 -- Disagree
3 -- Neither agree or disagree
4 -- Agree
5 -- Strongly agree

1. The variety and availability for choices of learning experiences/assignments in this agency facilitated meeting course objectives.
Comments:  
Score: ___

2. There were sufficient learning experiences available in the agency for achieving all individual objectives. Please name some.
Comments:  
Score: ___

3. Reference/Resource materials were accessible and available to students.
Comments:  
Score: ___

4. Agency staff members provided consultation and advice when approached.
Comments:  
Score: ___
5. Staff members were accepting and supportive of student and student’s learning experiences.
   Comments: Score: ___

6. Staff members permitted student to perform job related activities at a level appropriate to
   student capabilities and performance expectations.
   Comments: Score: ___

7. Supervision and assistance by staff members was available when needed.
   Comments: Score: ___

8. Staff members demonstrated the practice of their profession/job responsibilities in a way that
   was desirable in a role model.
   Comments: Score: ___

9. Overall benefit(s) of learning experience(s) in this agency:

10. Overall limitation(s) of learning experiences in this agency:

Please rate the facility/agency where your learning experiences took place:

Poor ___ Fair ___ Good ___ Excellent ___

Gero 195 A/Gero 195B
Student Evaluation of Supervisor
STUDENT EVALUATION OF INTERNSHIP SUPERVISOR
GERO 195 A/B

Supervisor Name ___________________________ Course ___________________
Clinical Agency ___________________________ Semester/Date of Review _______

INSTRUCTIONS: Please complete the following evaluation for (each) supervisor.
Code: (1) Poor (2) Fair (3) Good (4) Excellent

1 2 3 4 EXAMPLES

1. Serves as expert and role model in direct supervision of students

2. Meets with student initially and throughout experience

3. Assists student in planning and arranging assignments, projects &/or activities to meet learning objectives

4. Encourages student to be self-directed.

5. Provides field experiences/observational opportunities to assist in meeting objectives

6. Gives feedback to student on an ongoing basis.

7. Participates in the on-site visits with student and CSUS Professor

8. Communicates effectively with clients, staff, student and faculty member.

9. Evaluates student in a effective, positive and constructive manner. Discussed student’s evaluation.
Additional Remarks:

_____________________________________________________________________________
_____________________________________________________________________________

Areas of Strength:

_____________________________________________________________________________
_____________________________________________________________________________

Areas for Growth:

_____________________________________________________________________________
_____________________________________________________________________________

*** The above evaluation reflects input from student, supervisor, and faculty.

RECOMMEND CONTINUED RECOGNITION AS INTERNSHIP SUPERVISOR
___YES  ___NO

Student __________________________________________ Date: _______________________
Supervisor ________________________________________ Date: _______________________
Faculty __________________________________________ Date: ________________________
Supervisor Evaluation of Student

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Gerontology Program

FIELD SUPERVISOR EVALUATION OF
STUDENT'S CORE COMPETENCIES

Fall [ ] Spring [ ] Summer [ ] Year: _______
Gero 195A [ ] Gero 195B [ ] Gero 199 [ ]

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

Skill and Knowledge Competency Rating Scale:
1. Student has difficulty grasping concepts.
2. Student grasps idea, but does not demonstrate competency.
3. Student demonstrates beginning competency.
4. Student demonstrates competency but not consistency.
5. Student demonstrates competency coherently and consistently as an integrated part of the student’s performance.

PROFESSIONAL ABILITIES

<table>
<thead>
<tr>
<th>Ability</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to present self clearly</td>
<td>______</td>
<td>________</td>
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<tr>
<td>Ability to make appropriate and focused responses</td>
<td>______</td>
<td>________</td>
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<tr>
<td>Ability to differentiate personal and professional relationships</td>
<td>______</td>
<td>________</td>
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<tr>
<td>Ability to form and sustain collaborative relationships</td>
<td>______</td>
<td>________</td>
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<tr>
<td>Ability to assess one’s own impact on others</td>
<td>______</td>
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<tr>
<td>Ability to take responsibility for one’s own decisions</td>
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<td>Ability to hear and consider viewpoints different from one’s own</td>
<td>______</td>
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<tr>
<td>Ability to evaluate, modify, and explain practice decisions</td>
<td>______</td>
<td>________</td>
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<tr>
<td>Ability to conceptualize and to discern significance of interrelationships and to draw generalizations</td>
<td>______</td>
<td>________</td>
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</tbody>
</table>
Ability to apply information from general to specific and from specific to general __________  __________
Ability to present ideas verbally and in writing __________  __________
Ability for self direction and responsibility for own learning __________  __________
Ability and willingness to evaluate one’s own professional goals __________  __________
one’s own strengths and limitations __________  __________
Ability to demonstrate respect for different cultures & languages __________  __________

PROFESSIONAL ABILITIES  
RATING   COMMENTS
Ability to maintain ethical practice:
Confidentiality __________  __________
Respect __________  __________
Honest communication __________  __________
Attendance __________  __________
Timely completion of projects __________  __________
Following through on obligations and contracts __________  __________
Giving and receiving critical feedback __________  __________
Following protocol and organizational lines of communication __________  __________

Comments regarding student’s overall preparation for work in the field of Gerontology:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Field Supervisor’s Signature: _____________________________ Date: ___________
Student’s Signature: ____________________________________ Date: ___________

Agency: __________________________________________________________________

Complete in TRIPlicate
1 Copy: Director/Faculty Coordinator 1 Copy: Student 1 Copy: Supervisor
References


